

C NNECT

2024 SUMMER



Le petit LuTES: Café Made by MS and CM2 Students



Wellbeing Practices Around the World



The Story of Love - The TES Origin Story Celebrated

CEO Greetings



The summer has arrived and this brings us towards the end of yet another busy academic year. The quality of teaching and learning and quantity of activities and events that have taken place over the year is amazing. It seems unbelievable that this is the end of my second year at TES after my return in August 2022, and I feel that we have managed to achieve a lot as a school community.

Over the last few months I have been able to visit all classes across the three Sections in the Primary campus and I have seen some excellent teaching and learning. I look forward to continuing with visits in the ESC in the future. It is interesting to see the pedagogic styles and curriculum content varying and developing across the Sections and year groups. The children have been very welcoming and keen to discuss their learning with me and they are a great reminder of the reason and purpose of our efforts to develop TES into a great school. The childrens' engagement and their joy of learning are very evident in the lessons I have visited - their academic and linguistic abilities are very impressive. This academic progress, coupled with a wide range of activities, trips and events outside of the classroom result in a very fulfilling, holistic education. In addition, I continue to be heartened by our school's commitment to such noble aims as: sustainability and protecting the environment; charitable causes; and engaging with the wider community through sporting competitions, music concerts and performances, and so much more!

The coming together of the community is also an area which I feel happy to be a part of, whether it be the Parent Gala, with over 300 members of the community joining together to connect in '1920's outfits', or the Parent Associations in each section working together with the school to bring the students opportunities to 'Do well by doing Good'. Good examples of this are the sponsored 'Fun Runs', Eco-Week, Flea Market etc... Student-led activities abound on both campuses, and for example at the secondary campus, it is encouraging to learn that with little guidance, these groups can produce such high quality outcomes like the Peak magazine, Interstellar Yearbook, and deliver high quality performances in MUN, debating, music and sport among other academic clubs.

One of the new items that has been created in the Primary campus, is the 'History of TES Wall' which shows our growth and development over time and shares with us all 'The Story of Love' which we would call our origin-story if this were a Superhero story! But in reality a school like ours is built on good intentions, hard work and an ethos which is to create 'One School' that brings together European culture and values as our shared vision and mission. This year this has included steps to clarify the school's 'Diversity, Inclusivity and Equity' policy, with collaborative work across the Sections, teachers and students, to create a statement on how we live and breathe this concept.

Finally, I would like to say a farewell to our graduating classes, with whom we recently had the graduation ceremony, and congratulate them on their upcoming achievements. They will do outstanding things in their near future when they go to universities around the world, and I am sure many more amazing things beyond that. I also wish, those students and staff who are leaving us to relocate to countries and adventures anew, the best of luck with your future schools and hope that you will continue to remember what you learnt at TES, inside and outside the classroom.

Have a great Summer and see you everyone in August!

John Nixon MBE
Chief Executive Officer



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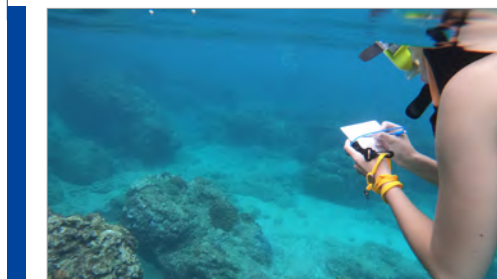
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CONNECT

A publication of the Taipei European School

Publisher | Taipei European School

Chief Editor | Kerry Nockolds

CONNECT is published twice per year (Summer/Winter).

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

Gardening Club CCA at Primary - More than Just 'Green Fingers'

By Ms Rachel Hodson, BPS Teacher

Our school garden is an area of the school that has been in development since its beginning in 2021. Located on the second floor balcony area of the junior school building it is looked onto by many of the BPS classes but is accessible to all classes and sections. The school eco-committee has had an especially important role to play in its success: through initial funding and now with committed parent volunteers and students ensuring upkeep. It is a symbol of how communities can work together to grow and flourish!

Although the garden is open to all classes to access and benefit from the learning it can provide, the Gardening CCA ensures that there is a consistent group of students who can work on the garden over the course of a semester. This involvement on a longer term basis allows students to see many plants grow from tiny seedlings to fresh, organic produce which can be harvested. The fruits of their labour in the last term have varied from tomatoes and beans to the butterfly pea flower which we used to make tea and jellies.









From pulling up weeds to create important mulch for the beds, to leaving wild spaces for pollinators or other beneficial bugs, the students have a clear insight into the interconnectedness and value of all living things. We have also welcomed the help of those in the wider community to help deliver the necessary skills and ensure success. Through the support of Solene from the social enterprise 'Concrete Garden', the students have learned about crop rotation and many garden maintenance skills which they are now able to carry out independently.

Through interacting with the garden, students are able to develop a sense of responsibility and care for the environment. In doing so, they are practicing many of our school values and learner profiles. Gardening not only supports building knowledge and skills for sustainable living but also allows students to get closer to nature. As city dwellers, this can be especially important, with gardens serving as an oasis and welcome change of scenery. Time in green space is increasingly recognised for both its physical and mental health benefits.



Schools values and learner profiles in the garden:

Values	Learner Profiles
 <p>Responsibility</p> <p>Students are responsible for planting, watering, weeding, and tending to the garden. This instills a sense of ownership and pride in their work, as they see the direct results of their efforts.</p>	 <p>Global citizens</p> <p>Learning about sustainable practices like composting and organic farming fosters an appreciation for the environment and an understanding of how individual actions impact the planet.</p>
 <p>Participation</p> <p>Students learn to depend on each other and share responsibilities, understanding that the success of the garden is a collective effort.</p>	 <p>Future focused</p> <p>Gardening involves long-term planning and care. Students learn to be patient and understand the consequences of their actions over time, as the growth of plants depends on their ongoing attention and effort.</p>
 <p>Respect</p> <p>By working in the garden, students gain a better understanding of ecology and the importance of caring for the environment. This fosters a sense of responsibility towards the natural world and promotes sustainable practices.</p>	 <p>Healthy</p> <p>Gardening promotes healthy eating habits by exposing students to fresh fruits and vegetables, often encouraging them to try and appreciate new foods. The active time spent outdoors is also a valuable break from more sedentary, indoor activities, with benefits to both physical and mental health.</p>



Kindness Rocks - Uplifting Global Craze

By Ms Clair Palmer, BPS EAL Teacher

What are Kindness Rocks?

They are rocks painted with positive words or uplifting pictures that have been hidden for others to find. It's a craze which has already swept the world, that has artists of all ages spreading happy thoughts by way of painted rocks.

The goal is to spread a little kindness and joy, one rock at a time!



TES Kindness Rocks CCA

Our CCA class comprised 15 enthusiastic students, representing all three sections. The students began by researching and sharing design ideas, before getting busy painting and decorating over 50 rocks. The rocks were then hidden around the school grounds and classes were invited to take part in a 'rock hunt', before sharing their thoughts about their finds on a Padlet. Students were encouraged to think about how the message or art made them feel and consider ways they themselves could be kind, continuing to send a positive feeling around our school community.

The feedback from teachers and students alike has been overwhelmingly positive. Several classes participated and posted pictures and messages. Our youngest 'rock-hunters' in Year 1 loved the activity so much that soon they will be making their own 'Kindness Rocks' which will be a lovely feature in the School's Eco-garden!



Paris Olympics and Paralympics 2024 - Journalism Workshop

By Ms Juliette Kudlikowski, FS Primary Deputy Head



From Thursday April 11th to Friday April 19th, 2024, all the primary classes of the French Section took part in a journalism workshop aimed at creating a collaborative magazine about the Paris 2024 Olympic and Paralympic Games. They were assisted by sports journalist Sophie Greuil who has covered 14 Olympic Games in her career.

Each class was responsible for producing two to three pages for the collaborative newspaper. This included writing articles, creating illustrations, and page layout. The pages created by each class were brought together to form a collaborative magazine reflecting the students' varied perspectives on the Olympic and Paralympic Games. With an artistic direction team made of six CM2 students and one CM1 student, they designed the layout and stayed after school to finish the now published 40 page magazine.

Students had the amazing opportunity to interview Dominique Hervieu, Cultural Director of Paris 2024, Mounir Biba, 13 times break dancer world champion, Mister Nixon and two of our school athletes.



It was heartwarming to see the pride in the students' eyes when they were able to own their copy of the magazine they created. An experience they will remember!



The magazine can also be read here



Interdisciplinary Learning Experiences: Project from Art and History Lessons

By Mr Daniel Engler, GS Deputy Head

In today's educational landscape, the importance of cross-disciplinary learning experiences cannot be overstated. Integrating subjects like art and history not only enhance students' comprehension but also foster a holistic understanding of complex topics. A prime example of this pedagogical approach unfolded in a German Section Klasse 5 classroom where students embarked on an immersive exploration of the Stone Age, seamlessly blending elements of art and history.

In Ms. Gibson's art classroom, students delved into the practical aspects of Stone Age culture, creating vivid cave paintings using techniques and motifs inspired by ancient civilisations. While replicating intricate designs found in historical caves, students honed their artistic skills while immersing themselves in the aesthetic traditions of early humans. In addition to their own cave paintings, the class created a mural inspired by the Stone Age, which is now on display in Phase 1.

Simultaneously, in Mr. Engler's history classroom, students embarked on a scholarly journey, dissecting the significance of Stone Age cave paintings within their his-

torical context. Through lively discussions and analytical exercises, they uncovered the cultural, social, and symbolic meanings embedded in these ancient artworks. By contextualising the paintings within the broader narrative of human evolution, students gleaned valuable insights into the lifestyles, beliefs, and artistic expressions of prehistoric communities.



This interdisciplinary project exemplifies the power of cross-curricular learning in fostering a comprehensive understanding of complex subjects. By integrating art and history, students not only mastered essential academic concepts but also developed critical thinking skills, creativity, and cultural appreciation. Through hands-on experiences and scholarly inquiries, they forged meaningful connections between disparate disciplines, enriching their learning journey and nurturing a lifelong passion for knowledge.

Here is a report from the students about the project from their point of view:

"This term we started cave painting in art with Ms. Gibson. We used sponges, brushes, paper for stencils of our hands, very thick oil crayons and watercolour. The only colours we used were ochre, sienna, umber and white."



"Everyone was divided up and chose a category: some painted bison, others horses or bulls, deer, hands and some also painted people hunting. We also painted fossils with cloth and paper. We drew these pictures because the topic in history is the Palaeolithic Age and so we drew pictures like in the Palaeolithic Age."

"For the pictures of the hands, people in the Stone Age used ochre and spat it on their hands. That's why we're doing this, but of course, we're not spitting on our hands but on stencils."

"Mr. Engler surprised us in our history lesson. We went into our classroom. It was completely dark in there, like in a cave, and we only had a flashlight like a torch. We pretended we were in the Stone Age. We looked at the pictures we had painted. We painted different cave pictures and now we looked at them together. What an exciting and cool surprise it was! Afterwards, we painted a mural in art class. This will be hung up in the school building."



Empowering Chinese Language Education: The Impact of Authentic Assessment

By Mr Yuda Chen, Ms Michelle Lee & Ms Flora Sung, CLC teachers

In language teaching and learning, authenticity is not a luxury; it is a necessity.
- Wilga M. Rivers



In language education, authenticity is paramount. It goes beyond textbooks, embracing real-world interactions and cultural nuances. Authentic teaching immerses learners in genuine language use, empowering them to communicate confidently in diverse contexts. This year, our Chinese teachers have spearheaded innovative assessment approaches for International Baccalaureate (IB) Middle Years Programme (MYP) students in Year 8 and IB Diploma Programme (DP) students in H4, spotlighting how authenticity amplifies language proficiency and intercultural competence, preparing students for success in our interconnected world.

Connections and Community

Year 8 students initiated an inquiry journey in exploring community and connections by actively engaging with members of our school support teams, including Maintenance, Information Technology, Central Administration, and Student Services. Students probed the linguistic intricacies of formal interviews by crafting interview scripts, consolidating questions and feedback, drafting invitations, and orchestrating event logistics. This immersive experience has refined their linguistic prowess and nurtured their IT and design skills as they created documentaries and appreciation cards. Before this interview, students were unaware of the multitude of seemingly trivial tasks that are essential for creating an optimal learning environment in school. Therefore, beyond skill acquisition, this endeavour instilled a profound appreciation for the indispensable roles played by these unsung heroes within our school community, fostering a deep sense of gratitude and respect among the students. Students

now extend more greetings to bus monitors and cleaning staff in the morning, diligently return utensils after lunch, maintain cleanliness at their tables, and seek assistance from Central Administration, IT, and Maintenance staff using proper language and etiquette. The impact was reciprocal, as feedback from the support teams indicated that they felt acknowledged and more valued, no longer sometimes feeling anonymous but recognised as integral team players within the broader school community.



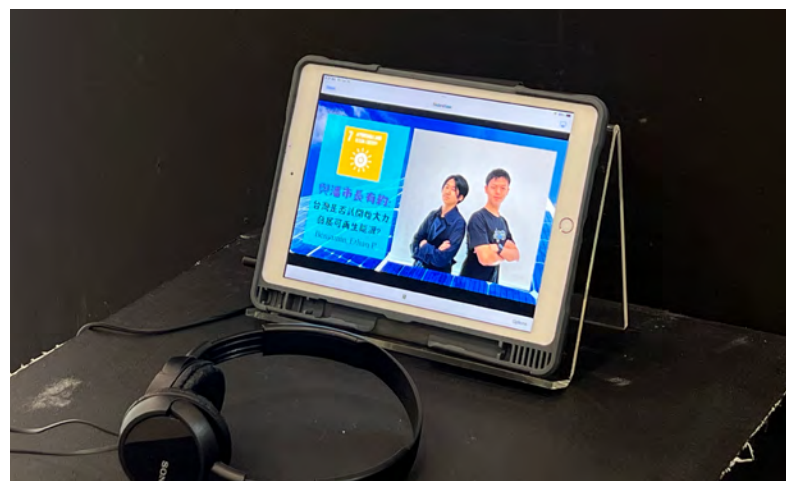
A Focus on Sustainability

Students graduating from TES will be global citizens with international mindedness. Our IB DP Chinese B students showcased an exhibition, "Forging a Sustainable Urban Future", echoing one of the IB themes, "Sharing the Planet" and the United Nations' Sustainable Development Goals (SDGs).



This exhibition tasked students with conducting a comprehensive investigation into the city's environmental challenges. It entails an in-depth analysis of the gravity of these issues within the region and a comparative study of environmental policies implemented by different nations. Moreover, students were expected to conceptualise and articulate a novel strategic plan to alleviate these challenges, ensuring it synergistically aligns with the objectives outlined in the United Nations Sustainable Development Goals.

From investigating current environmental challenges to proposing solutions, throughout their inquiry-based learning, our students crafted informative posters and showcased their creativity and language skills through podcasts, interviews, news reports, and soapbox speeches. Students' linguistic prowess not only applied in various authentic contexts but also brought up the school community's awareness. This exhibition was an authentic and invaluable learning experience for our IB DP students, providing them with the necessary skills and knowledge to become influential global citizens.



Authentic Language Learning

Language learning involves communication skills in listening, reading, speaking and writing. On the Global Innovative Language Teachers forum, there have been discussions and debates about what a successful process of learning a foreign language should look like, whether using one textbook is a good way of teaching a foreign language, if using technology is a more effective learning method, and so forth. Most importantly, language learning needs to be relevant to real-life situations.

Learning a language should not be limited to textbooks. Information in textbooks could be useful in the process of learning. However, it is also good practice for students to apply the knowledge learned in the textbooks to real life situations. Having a conversation, writing an e-mail or a letter, reading news or listening to podcasts in Chinese are good ways to practise the language on a daily basis and this will help students improve their language skills.

In the Autumn term, some H4 students who are learning Chinese as a foreign language in the Chinese B SL class were working on one of the IB themes, "Sharing the planet". Students discussed various topics about the environment in Chinese. In the process of learning new vocabulary on this theme, they read articles about recycling, air pollution, global warming, and a low-carbon life. To consolidate what they have learned on this topic, there were various activities, including listening to podcasts in Chinese, debating, writing essays, and working on research.

To end this theme, H4 students were assigned a task as their end of unit assessment. The assessment was to in-



terview two science teachers, Mr Holton and Mr Dwyer, who are both very interested in learning Chinese as a foreign language and have expertise in this particular content. Before the interview, students were in a group of three and chose a topic specifically related to the environment. They were given the task of writing their interview questions in Chinese and leading the interview. The interview was voice recorded, which gave students an opportunity to listen to it and to write the scripts in Chinese as part of the assessment. Throughout the preparation and the process of this interview, students learned new vocabulary and sentence structures, while reading, speaking, listening and writing.

From student feedback after the interview, it is evident that practising the language in four skills and giving them the initiative to lead helped give them a great chance to process their learning and gain confidence in this subject. Here is feedback from the H4 students who took part in this interview.



Dhruv

The experience enabled me to enhance my Chinese speaking and reading abilities, fostering a connection between pressing issues such as global warming and discussing its impacts in Chinese. Through this, we delved into technical vocabulary related to the topic. Although it was challenging to employ these complex terms accurately, with the guidance of our teacher, we managed to use them effectively.



Neel

This interview project was a breath of fresh air! It offered the chance to hone all my IB learner profile skills, especially research and critical thinking. This project pushed me to research, connect classroom topics to real-world situations, and develop different speaking styles – all in Chinese! These skills will definitely be valuable down the road.

Tarana

With this experience, I learned more about Chinese vocabulary and expressions related to environmental topics as day-to-day we are not exposed to these phrases and words. It helped to gain a better understanding of the environmental benefits from a scientific point of view. It provided us with a more interactive and engaging opportunity to use and apply Chinese conversational skills, exposing us to a more practical experience that I have never had.

Rihaan

Unlike traditional exams, this practical application in a real-world context enhanced our proficiency and confidence. Though it was quite challenging to maintain language accuracy in discussing such complex issues, the previous task immensely helped us discuss sustainability in the Chinese language and further revealed how important language is in worldwide dialogue on the environment.

Rishabh

Interviewing a Science teacher in Chinese on global warming was a unique approach compared to the traditional learning style as it involved greater engagement. Understanding what the teacher was saying was a significant challenge since it was very detailed and complex; however, to overcome this, we were told to transcribe and translate it to understand the topic better. Overall, this method offered a practical and immersive learning experience which significantly improved our ability to communicate sophisticated ideas in Chinese.



150th Anniversary of the Impressionists: Field Trip in the French Primary Section

By Ms Stéphanie Guillet and Ms Cindy Derraridj, FS Primary Teachers

This year, France celebrates the 150th anniversary of the birth of the Impressionist movement: Monet, Manet, Degas, Van Gogh, Cézanne, Berthe Morizot and many others prestigious artists known the world over!

The TES French Section also celebrated the 150th anniversary of the Impressionists. Pupils in CE2, CM1 and CM2 classes discovered several of these works and artists throughout the year in their French classes.

Using a project-based approach, the teachers gave their pupils the chance to travel back in time and discover the history of 19th-century art, while at the same time working on their French language skills. The pupils in the French section have certainly become fine connoisseurs of the Impressionist painters this year.

As luck would have it, this year Taipei hosted a wonderful immersive exhibition entitled "Les 150 ans les Impressionnistes". Thanks to financial assistance from the Parents' Association, to whom we would like to extend our warmest thanks, the three classes enjoyed a field trip to the exhibition, on March 20th and 27th, at Huashan 1914 Creative Park, where they were able to discover many of the works of the Impressionist movement.



After being welcomed by Vincent Van Gogh himself, the pupils admired a gallery of paintings, some of which had been revisited using amazing special effects, and videos of 19th-century Paris showing life on the Champs-Élysées: carriage rides, the first trains, elegance and Parisian chic!

This was followed by a game of distorting mirrors, much appreciated by the pupils, and finally the last room, which dazzled the children's eyes as they immersed themselves in the paintings of the Impressionists, travelling through all the seasons. Fairytale-like and extraordinary, everyone was enthusiastic and appreciated the staging.



The pupils returned fascinated and definitely IMPRESSIONED...

What wonderful memories for the students in the French section, and what an opportunity to discover the world through the eyes of these painters, admired and recognised the world over!



Le petit LuTES



Café Made by MS & CM2 Students

A taste of Paris at the heart of the TES “Un goût de Paris au coeur de la TES”

By Ms Cindy Derraridj, FS Primary Teacher

‘Le petit LuTES’, was a café created and run entirely by the MS and CM2 classes (French section) : an innovative and ambitious educational project at the heart of our school.

In January, ‘Le petit LuTES’ opened its doors and welcomed parents and teachers in an exceptional setting. It’s a café in the school, completely redesigned and tastefully decorated by the CM2s in the style of a Parisian café.

Every day, the pupils from MS and CM2 cooked together and came up with varied, original and delicious menus using products they had lovingly made themselves. The icing on the cake was the 5-star service provided by the MS pupils accompanied by the CM2s!

The MS and CM2 pupils brought the ‘TES Community Values’ to life through this high-quality educational project. The pupils were involved throughout the week, playing an active role in their learning: from welcoming customers, presenting the menu, preparing orders, serving, calculating the bill, washing up and tidying up...

The little LuTES was a real success! Without a doubt ‘the best café in Taipei’, which left its mark on people’s minds and taste buds for a long time to come!

Well done to the whole MS / CM2 team and to our pupils for this magnificent project!



The CM2 Children's Parliament




Pour les classes de CM2 Favoriser la pratique sportive chez tous les jeunes

Pour les classes de 6ème Promouvoir l'égalité hommes / femmes à travers le sport

SPORT

Découvrez les 18 classes finalistes !

LE PARLEMENT DES ENFANTS DES CM2

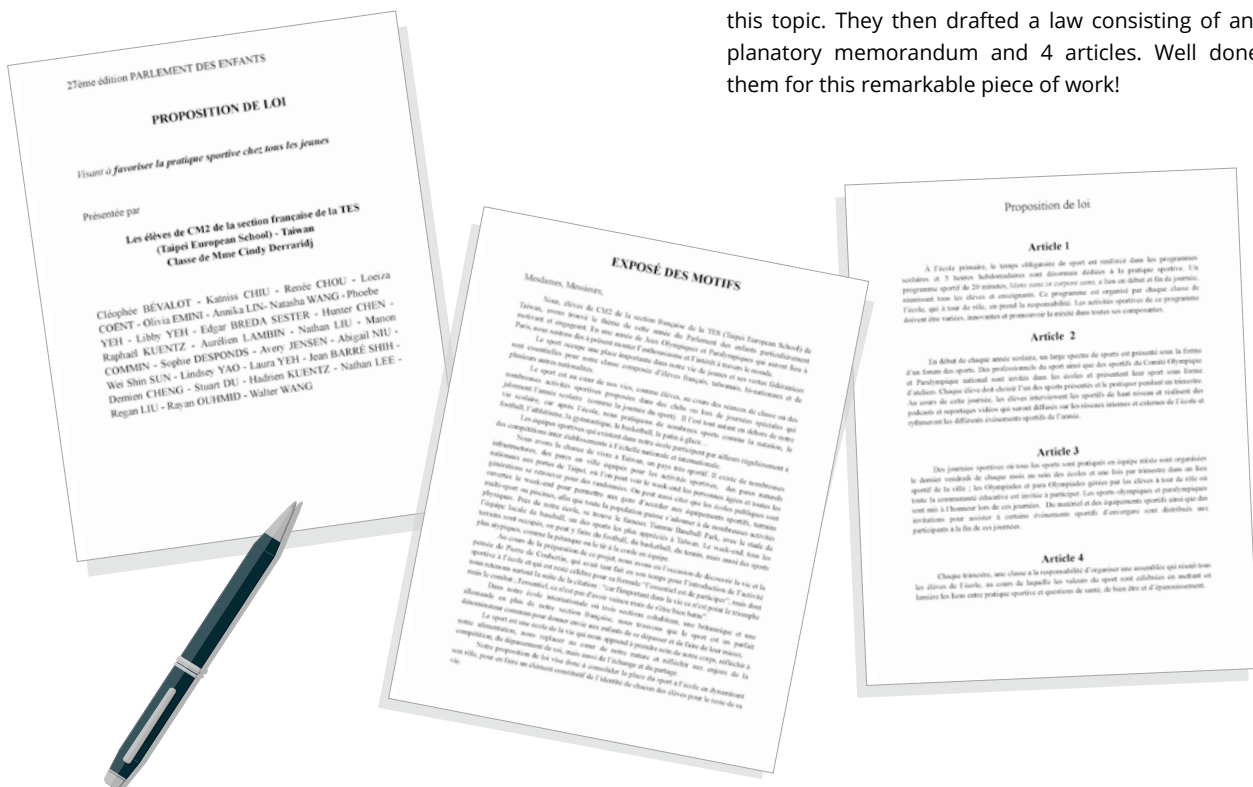
By Ms Cindy Derraridj, FS Primary Teacher

The CM2 of the French section took part, in French class, in the 27th Children's Parliament organised by the Assemblée nationale, the Éducation nationale, the AEFÉ and the Mission Laïque Française.

The aim of this competition for CM2 was to draft a law like real MPs and discover how a democratic debate works. This year's theme was 'Encouraging all young people to take part in sport'.

The CM2 students in the French Section began by submitting a letter of application and were selected to represent the AEFÉ Asia-Pacific region in this 27th edition of the competition. To carry out this project, the students studied the role of MPs, the process of drafting a law and the workings of the National Assembly, before and during their Civic lessons.

The pupils were very inspired by the theme of the Paris 2024 Olympic and Paralympic Games. They did a great deal of research and demonstrated their seriousness in this topic. They then drafted a law consisting of an explanatory memorandum and 4 articles. Well done to them for this remarkable piece of work!



'Those Who Move, Move Something!' - 2nd Fundraising Run at ESC

By Ms Claudia Jeske, GS Assistant Head

This was the motto of the second major fundraising campaign for German Section Klasse 5 - 10. On the day, the students ran as many laps as they could in the sports hall of Phase 2 within 20 minutes. On average, each student completed around 25 laps. For each lap, the participants had previously found sponsors who 'rewarded' their commitment and dedication.

With the sponsor's money, the students have now made another major contribution to supporting the Taiwan Orphan Welfare Foundation organisation. The organisation visited the school on January 23rd, 2024 to introduce itself to the students. In a presentation, the representatives explained how they help orphans in Taiwan. Many students of the German Section were not aware that children and young people, especially in rural areas of Taiwan, are also socially deprived and that many activities and basic purchases are not possible for them. Through this charity run, our students were sensitised to the fact that a life of prosperity in Taiwan cannot be taken for granted.

On January 31st 2024, the day of the actual charity run, there was an enthusiastic atmosphere in the sports hall.



The classes cheered each other on and there was a great atmosphere. Such events also strengthen the cohesion of our German Section.

At the end of the event, Mr. Hilsbos and Ms. Jeske handed over the amount of 132,981 NTD to the 'Taiwan Orphan Welfare Foundation'. This was a new record for the event. We as a secondary school team are really proud of our students. They have once again shown that they want to 'do well by doing good' and really live to help humanity and support those with greater need than themselves.



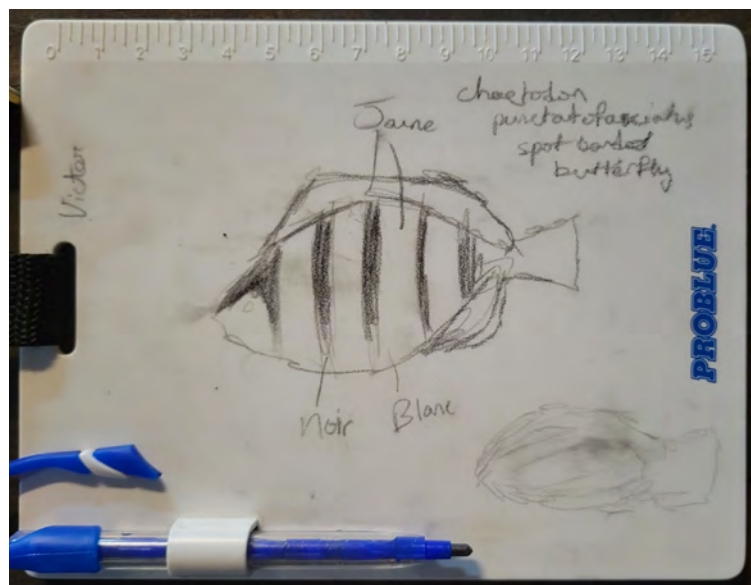
A Field Trip to Xiaoliuqiu: How French High School Students Investigated the Ecological Issues of Taiwan's Unique Coral Island

By Ms Anne Dewees, FS Coordinator for Education to Sustainability

In November 2023, two High School classes of the French Section went on a school outing to Xiaoliuqiu, Taiwan's only coral island, located Southwest of the main island. This trip was initiated by their Biology teachers, in order to inquire into the situation of the local ecosystems, and to understand better how coral reefs live and evolve.

Theory and practice were intertwined, with on-site classes delivered by a professional oceanographer, followed by observation above and underwater, with snorkeling equipment rented at local shops. One focus was the study of the different butterflyfish species present in the waters around Xiaoliuqiu. Students first trained outside the water to be able to sketch fishes efficiently, and were then ready to draw them underwater with some specialist materials. The aim of this activity was to take a census of the different species with the objective that, over the years, this participative approach of science will contribute to getting a clear view of the state of the fish population around the island.

The same method was applied to corals, with the first sad statement that most corals are almost dead around the island, due to warming waters (a global factor) and uncontrolled tourism (a local one).



Both groups of students also met with a local association engaged in the protection of the environment, and working especially on sea turtles, whose habitats are seriously threatened by the over exploitation of the island. While the students could enjoy the view of those superb animals, still, they learnt that laying eggs on the beaches has become more and more difficult for them.

One more topic of the visit was the study of waste on a local beach, with measurement and classification of the different types of waste, also aiming at contributing to participative science. The students made precise lists of the found items and uploaded them on a website specialised in collaborative research. While all kinds of items could be found, from the classic plastic bottles to shoes and fishing material, there was some evidence that some pieces had come all the way from countries like Vietnam.

Students could state that the island has not invested yet into a comprehensive recycling system, single use items still being the rule, from cups to chopsticks, bottles, and even tablecloth in local restaurants. However, the local association they met presented their project of introducing reusable containers in partnership with local food and beverage providers. We hope we can take part in this system the next time we go, since the French Section wishes to renew that study trip every school year to educate the students on such important topics.

A last important learning opportunity of the trip was self-care and body-mind awareness, with a fitness programme developed by the PE teacher to prepare students for their daily physical activities, as well as time dedicated to the discovery of breath-holding techniques. This practice not



only supported the snorkeling sessions, it was also an opportunity to explore everyone's own bodily capacities, and to go beyond what we can think our limits are.

While having fun together (which was also an important aspect of the trip!) and enjoying the beauty of the still existing nature in Xiaoliuqiu, the students also became aware that uncontrolled tourism is a crime against wildlife, ecosystems and natural resources. They understood that the companies who financially benefit from that exploitation today will not be able to pursue their business in the future because of the foreseeable loss of the very source of their income. Students returned with the awareness of how important it is that all parts of society work together to minimise the impact of human activities on natural systems. They became ambassadors of that message during the stunning exhibition they created together after coming back to school, and that were visited by their parents, as well as the French companies who had generously sponsored the project.



Sustainable School for a Sustainable Future



By Mr Matthew Green, BSHS Assistant Head of English

With a vision of achieving a greener, more sustainable future, Taipei European School (TES) has begun a transformative journey characterised by innovation, a steady commitment to environmental stewardship, and increased collaboration across the French, German and British sections. Since the autumn of 2022, when Mr Stewart Redden, Head of the British Section, extended an invitation to all students, TES has been on a mission to cultivate a culture of sustainability within its community.

Initially, approximately 30 students answered Mr Redden's call. Prior to meeting with the students, Mr Redden had drafted a TES sustainability strategy and has since worked closely with the student committee, teachers, and parents to realise key sustainability goals. Linked to the United Nations' Sustainable Development Goals (SDGs), the strategy is underpinned by four main pillars: Environment, Engagement, Resources and Operations, and Education. The detailed report includes baseline and survey data, as well as a timeline for the development of the strategy spanning 2023-2026.

Once the initial 30 students began to meet on a regular basis in the 2022-23 school year, a core group of student leaders emerged to form TES secondary's first Sustainability Commit-

tee. Led by students Aerin Chow (H1), Alexander Thong (H1), Deana Chang (H3) and Janet Chuang (Y9), two primary focuses emerged for the committee: to achieve official accreditation from the Foundation for Environment Education (FEE) to become a Green Flag Eco-School, and to bring sustainability more directly into our daily practice at TES. Reflecting this sentiment, committee leader Aerin Choy aptly states, "The goal of the committee has changed to not only focus on the strategy but to find ways to be more impactful and beneficial for students through both education and events."

Together with the guidance of French Section teacher and Eco-School Coordinator Anne Dewees, the Sustainability Committee meets weekly to address key areas such as food waste, recycling, and efficient energy utilisation. In addition to paying attention to issues within the school, the committee has also made efforts to forge connections with the wider community. These efforts underscore TES's commitment to sustainability; exemplifying this ethos are TES's collaborative ventures with Zhong Zheng High School and partnerships with waste management company Veolia.



TES Sustainability Pillars

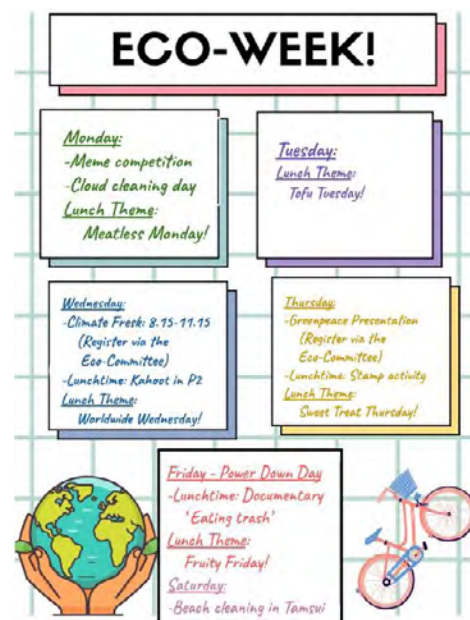
Environment	Engagement	Resource & Operations	Education
<p>Vision</p> <p>To place a greater emphasis on managing the amount of waste produced.</p>	<p>Vision</p> <p>To foster a sense of social spirit across communities and achieve sustainability by improving the school's engagement with internal and external stakeholders.</p>	<p>Vision</p> <p>To become more economically sustainable</p>	<p>Vision</p> <p>Provide opportunities to enable students to develop skills to make a positive difference within the community, both locally and internationally.</p>
<p>Goals</p> <ol style="list-style-type: none"> 1. Consider more sustainable purchases to reduce the impact on the environment. 2. Minimise food waste through composting for both in-school usage and external community donation. 3. Make the school environment more sustainable 	<p>Goals</p> <ol style="list-style-type: none"> 1. Improving engagement and increasing school spirit within the student body. 2. Increase transparency, engagement, and communication between student leadership, the school, and the student body 3. Increase engagement between TES and external organisations 	<p>Goals</p> <ol style="list-style-type: none"> 1. Reduce energy usage in classrooms to lessen TES's impact on the environment 2. Increase the use of non-potable water in all areas of the school where practical and safe 3. Make the surroundings of the school campuses more sustainable 	<p>Goals</p> <ol style="list-style-type: none"> 1. Encourage students to pursue external opportunities for further learning. 2. Increase the provision of inclusive and equitable education to children in Taiwan. 3. Ensure the provision of high-quality education at TES.

The integration of sustainability principles into the curriculum further amplifies TES's impact. From the International Baccalaureate to the French Baccalaureate and the German Gymnasium curriculum, Sustainable Development Goals (SDGs) permeate educational endeavours. Various workshops, such as the French Section's sponsored Climate Fresk activity, as well as events like Eco-Week, reinforce these teachings.

Eco-Week, which was held from April 22-26, was organised and led by the Sustainability Committee with the purpose of raising awareness and educating the students and staff about sustainable lifestyle practices. Vegetarian food was promoted all week, with daily themes such as "Meatless Monday" and "Tofu Tuesday" celebrated in the cafeteria. TES also sponsored Vegan Taipei and Nice Cream to serve vegan brownies and ice cream one day at lunchtime, with the aim of promoting environmentally friendly foods. Parents also shared their culinary talents on "Worldwide Wednesday", which featured a delectable spread of homemade vegetarian cuisine from around the world.

Reflecting on the importance of the committee's efforts to make our world a better place, student leader, Janet Chuang, stated, "As a 14-year-old who sees climate change consistently get mainstreamed as being urgent and the world becoming increasingly polluted, I can't help but find a way to contribute

to protecting the environment." It is clear that TES and the Sustainability Committee have made remarkable progress this academic year. With each step forward, they set a shining example of proactive environmental stewardship, inspiring change within our community and beyond.



'The Roaring 20's' Re-lived at the Roaring Parent Gala

By Mr Kerry Nockolds, Director of Community Relations and Marketing

One of the most popular community events of any year is the 'Parent Gala' and this year was certainly no exception!

I think we can start off this article at the end, which is to say that the most fabulous night was had by all. With over 300 attendees from the community - parents, teachers, friends of the TES community, (and students in a performing capacity), the W Hotel was about to host the party of the year. The enthusiasm of the guests to dress in authentic 1920's outfits, was one of the things that created such a sparkling atmosphere.

But let's take a step back to 6 months earlier, to a monthly meeting of the Parent Support Council (PSC), which comprises representatives from all Parent Associations (British Primary, French, German, and Secondary). What was undoubtedly a super fun night for all, began with a discussion about the theme, and following the 'Latin Fever' of the 2022 Gala, this year the overwhelming favourite was 'The Roaring 20's'!

Then a Gala committee was recruited - parents that love a good party and who have different skills and interests are a key part of the process and were reached out to, and of course the ones who answered yes when approached were added to the 'Gala committee'.

Without going into too much detail, it requires a lot of planning, then promoting, to set up the event, with the team making these efforts for the benefit of the TES community. So, on behalf of the community, we thank them for the exceptional work they did.

So, back to the Gala night itself - the authentic decor was matched by the authentic costumes worn by the attendees and one could almost imagine oneself in 'The Great Gatsby'. The



food at the W hotel was excellent, with a buffet and sit down main dish combining to enable socialising and good eating to go hand in hand. As the meal was being enjoyed, the entertainment programme got underway, with the ambient music being DJed by the ESC DJ CCA students.

The ever witty presenter for the night was DJ McLovin who escorted the audience through the Raffle, for which many guests won great prizes, and then to the ESC rock Bands, 'Infernal Sweeper' and 'Broken Limbs' who demonstrated the music talent of our students. The crowd favourite 'Parent dance troupe' came on to perform a 1920's Charleston-esq dance routine which raised the spirits even more!

Not to be outdone by the fabulous acts before them, the Parent rock band 'The Red Line' also wowed the guests and signalled the dance floor's opening to the rest of the guests. With those flood gates open the dance floor filled very quickly and the rest 'as they say' is history!

For those that were able to join the Parent Gala, we know you'll be itching to be at the next one, and we do hope that next year those that were not able to come to this year's event will be able to next year. The Parent Gala is unmatched for great TES community spirit and it is what separates us from other schools!



IPC: If You're Happy & You Know It - Wellbeing Practices Around the World

By Ms Jeni Wong, PSHE Lead Teacher

In a non-stop moving world, everyone leads extremely busy lives and we're all constantly on the go! The Anna Freud Mentally Healthy Schools website states:

'More than 1 in 10 primary school children aged 5-10 has an identifiable mental health condition - that's around 3 children in every class (UK)'

Since COVID times highlighted a need to focus on Mental Health & Wellbeing, these have been thrust to the forefront in education as we need not only good physical health but positive mental health to help us deal with everyday life. As a school we are continually adapting and changing to ensure we provide our children with the best learning opportunities relevant to their time and age. This spring term, Year 2 had the opportunity to trial the International Primary Curriculum (IPC) which will, in the next academic year, replace the Integrated Curriculum. To align with our school strategic goals:

4.1 Teaching is aligned with the School's definitions of high quality learning and teaching.

4.3 Global citizenship and intercultural understanding are promoted through a range of contexts.

The IPC unit chosen was 'If You're Happy and You Know It' for its main areas of Health & Wellbeing and International learning. In brief, the children learnt about being mindful and how to look after their wellbeing. They learnt about different feelings connected with the zones of regulation and how to deal with their feelings appropriately. They enjoyed an entry point where classes joined together to have a 'Hook Day' practising mental health activities dressed in their pyjamas. Under the International unit, children had the opportunity to try different wellness activities practised around the world. These included:



China- Tai Chi

Tibet- Singing bowls

Japan- Shin rin Yoku (forest breathing)

Nepal- colouring mandalas

India- Yoga and meditation

France- digital detox - activities without technology

The children finished off collecting a passport of ideas and reflecting upon their experiences. An enjoyable unit with relevant and rigorous learning opportunities, the IPC aims to develop students holistically, preparing them to be globally competent and socially conscious so that they can contribute to the world they live in.



Useful Links



IPC website

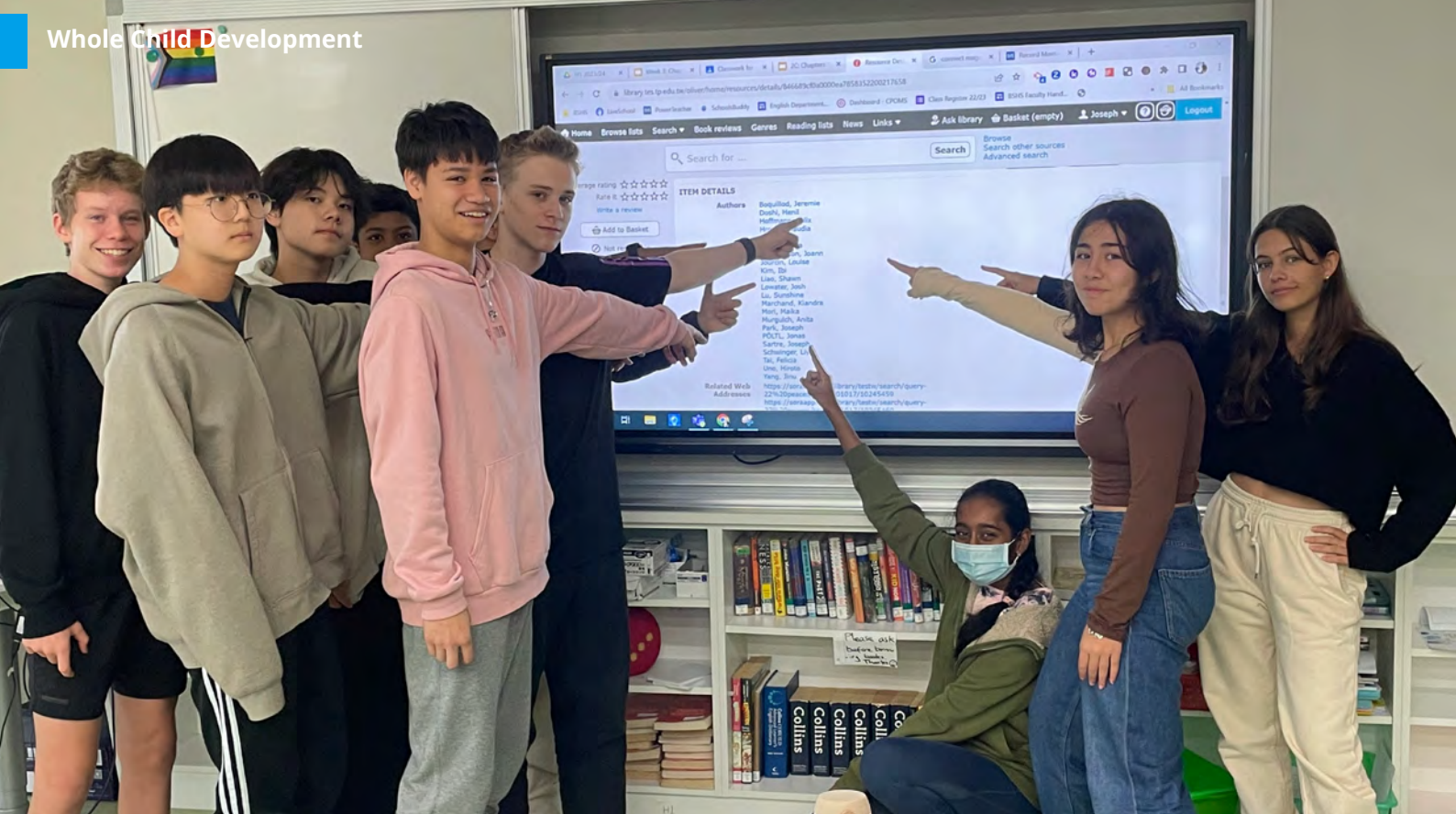


The International Primary Curriculum Explained

Introducing the IPC



Introducing the new International Primary Curriculum (IPC)



Why We Write: Reaching a Wider Audience with Issues that Matter

By Mr Joseph Griffin, BSHS English Teacher

Storytelling is a fundamental part of being human. For as long as there has been a language to use, stories have been told to educate, entertain or pose important questions. All over the world, stories are used as an effective way to convey important messages to an engaged audience.

The significance of an audience for creators is clear when exploring some of the well-known fairy tales many of us grew up with. Take Little Red Riding Hood, for instance. Had the protagonist listened to her parents from the start and not strayed from the path, poor old Grandma may have avoided her gory end and would still be enjoying her retirement. Encouraging young people to listen to their elders' warnings or advice is likely to have been an incentive for both writing this story and also in its frequent retelling and consequent success. In other words, if conveying messages is important for the writer, knowing people are likely to read or hear the story is also essential.

In H1 this year, we attempted to address this issue by considering how we could find a real audience for our stories. With a clear message in mind, our young writers not only got to work on creating their stories individually but also gave consideration to how these stories could reach a wider audience beyond the

teacher and a few classmates. In collaboration with the Taipei European School Library, it was decided that if their finished project hit certain criteria, our students could publish their book of short stories on Sora, the award-winning digital reading app. Just like a physical book in the library, this would give the opportunity for anyone in the TES community to 'borrow' a digital version from the app and consequently the stories would reach more readers.



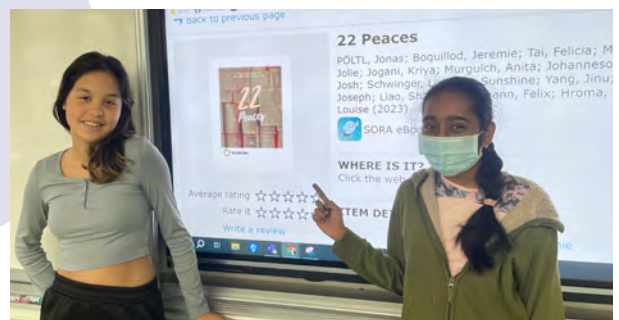
After completing their stories, our young writers needed to adapt their roles in order to ensure these individual stories could become a cohesive collection. Students volunteered to participate in specific roles: editors and proofreaders, designers, logistics and technical team, writers and team leaders. By having a sense of ownership over the project and agency regarding its direction, students were able to showcase their own talents whilst also developing other important skills needed in the world outside the school walls.

As the deadline for publishing the book fast approached, the tension built and the classroom began to feel like a real publishing house. Polite requests for information from one group to another became more heated and urgent under the pressure, students became frustrated over technical challenges, then found ways to overcome them, and everyone was reminded of how crucial effective communication is in the completion of a task such as this. All 22 students were actively involved in collaboratively producing a quality product for a real audience. By the time the deadline approached, students were exhausted but their book, '22 Peaces', was ready to be uploaded to Sora.



When it comes to many of the skills we wish to develop in English, it is important to remind ourselves of what the purpose really is. At TES, not only are our students developing the skills needed to craft an engaging story, they are also encouraged to reflect why they are writing in the first place. Through a better understanding of purpose, our young writers have the opportunity to express ideas important to them rather than attempting to reiterate what they think they should do or replicate what they have always done. Finding a way to reach an authentic audience was one way to do this. After all, what is the point of educating, entertaining or posing questions to an empty room?

You can borrow 22 Peaces via the app. If you need assistance with this, you can ask the librarians.



The Story of Love - The TES Origin Story Celebrated

By Mr Kerry Nockolds, Director of Community Relations and Marketing



As we know from last year's 30th anniversary celebrations, TES is now into its third decade. Since those early days, the students and parents have all changed and nearly all the staff have moved on too. Fortunately we have several members of the TES Foundation Board of Directors still guiding us, notably Chairman Dr C.V. Chen and Board member Mr Blacker Sia. They also still join the school's annual key events, like the Parent Gala in April and Europe Day on May 9th, for which we are grateful.

Some students and staff will have heard Dr Chen's retelling of TES's origins, which we call 'The Story of Love', at the Europe Day event, but to most of the community, students, faculty and staff, this part of the history was long before our time. So this year we have made 'The Story of Love' a prominent centrepiece of the Primary Campus reception area.



On Europe day this year, Dr Chen invited Mr John Chiang (previously Taiwan's Deputy Foreign Minister at the time of the school's inception) back to the school as a guest to see the school some 31 years after he originally assisted the school to gain access to the location we presently have at EPC. Mr Chiang was very interested to see the school these many years on. During the Europe Day event some students presented him with flowers to thank him for his help all those years ago.



The Europe Day event performances by the Primary orchestra, jazz band, choir and the Secondary pianist, Julius Khosrovani and a song by Amber Chen, were much appreciated by the audience of European Trade Office representatives, government officials, Board of Directors, and other guests. A big well done to the primary MCs Ai Ning (BPS), Phoebe (FS) and Davina (GS) for their perfect compere work, and also to Emma (H3), Noelle (H3) and Leon (2end) who presented in their Section language - how TES, like the European Union, is 'United through Diversity'.

The new display has not only been of interest to the visitors to the Primary campus but also most of the children who have stopped to read the story or look at the photos that accompany the timeline of TES's developmental history.

You can read 'The Story of Love' here or of course come and read it on the Primary campus!



The Story of Love

Humble beginnings

In the early 1990's, three groups of expatriate business people separately established the Deutsche Schule Taipei (DST), the École Française de Taipei (EFT) and Taipei British School (TBS). These schools catered to the educational needs of the children of their foreign employees, who would otherwise not be able to receive schooling in their respective mother tongue. The students of the three separate schools did not have a campus of their own and they each moved from location to location.

Coming together

In 1992, TBS raised NT\$200,000 as part of a fundraising activity launched by the Taiwan Red Cross Society for the benefit of mentally challenged children called “讓愛穿透障礙 (Let Love Overcome Obstacles). Dr C. V. Chen (陳長文), Chairman and Managing Partner of Lee and Li and the then Deputy President of the Red Cross Society, was invited to the school by a volunteer parent of TBS, Mrs Chooi Chooi Siew, to receive the donation and speak to the children about the Red Cross Movement.

Dr Chen was shocked to observe that, due to the lack of proper school facilities, the children could only listen to his speech sitting on the floor in the corridor of the Chien Tan Youth Activities Centre. The school administrators were also worried that the school would have to relocate due to the expiry of the lease. Out of the same love and care that the school had shown to the mentally challenged children, Dr Chen offered to help and began his important mission to find a better and permanent home for the foreign students.

Firstly, Dr Chen enlisted help from his friend Mr John Chiang, the then Deputy Foreign Minister. Within just a few months, part of the former campus of the Taipei American School was made temporarily available to the three schools, which by then had started to join forces and work together. In the summer of 1992, around 350 happy students from the three schools started to share the newly renovated facilities at the Wen Lin Road campus (currently EPC).

Our first campus

As the search for facilities continued, and with the help of Dr Chen's friends, the Council of Economic Planning and Development (now the National Development Council), under the then Chairman, Mr Vincent Siew, identified land available for longer-term use in Yang Ming Shan, at the site known today as the Swire European Secondary Campus. To facilitate the lease, the Taipei European Schools Foundation was established in 1994 with an endowment fund donated by the Swire Group. Dr Chen was invited to be the Chairman.

The first 20-year land lease agreement was signed by the newly formed Taipei European Schools Foundation and construction of our first permanent home began shortly afterwards. In the spring of 1998, the entire student body from the French and German schools, as well as the primary and middle school students from the British school, successfully moved into the new campus (current ESC Phase 1 Building). The schools celebrated their first home!

Becoming ONE school

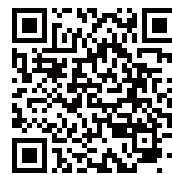
Between 1998 and 2002, the three schools, though operated individually, shared the facilities and some resources. Independent financial and legal matters became increasingly difficult to pursue further development of the schools. With the consent of the government authorities from Taiwan R.O.C. as well as the support of the British, French and German governments, the three schools decided to merge into one legal entity, becoming one school.

In 2002, the Taipei European School was established, governed by the Taipei European Schools Foundation which is supervised by the Department of Education of the Taipei City Government.

In the same year, the TES High School Section began to operate, offering an extension of the educational programme, enabling the students to complete their secondary education in Taiwan. This was well received, as families now had an all-through school option for their children from 3 to 18 years of age.

Taipei European School

Since then, Taipei European School has grown into a school with more than 1,700 students, operating from two purpose-built campuses: the Swire European Primary Campus at Fu Guo Road Taipei, and the Swire European Secondary Campus at Jian Ye Road Taipei. TES is a unique educational organisation, being the first school to have British, French and German curricula running parallel and intertwining. Students from over 50 nationalities enjoy their school life in a multilingual and multicultural environment, embracing the true value of “United in Diversity” and offering our young learners an education that will equip them for the diverse international world we are in today.



▶ THE TES STORY



Wen Lin Road Campus 1992
TAS Campus --> TES Wen Lin Road Campus



Phase 1 Building Completed
Students moved up to the mountain from the old Wen Lin Road Campus to the newly built Phase 1 building.



Phase 2 Building Completed 2002
The new Phase 2 building was completed at Yang Ming Shan. In the same year, the TES High School section was established.



Wen Lin Road Campus Renovated 2007
The Wen Lin Road Campus was completely rebuilt. Students from 3 to 12 were housed in the newly renovated Swire European Primary Campus.



ESC New Sports Centre Completed 2014



ESC Phase 3 Building Completed



2021





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.

TES Primary Learner Profile



Empathy

同理心 | Empathisch | Empathiques



Communicators

溝通者 | Kommunikativ |
Communicants



Thinkers

思考家 | Überlegt | Penseurs



Future Focused

有遠見的 | Zukunftsorientiert |
Visionnaires



Healthy

健康的 | Gesund | En bonne santé



Global Citizens

世界觀 | Weltoffen |
Citoyens du Monde



Adventurers

勇於嘗試 | Abenteuerlustig |
Audacieux



Integrity

正直 | Integer | Honnêtes

TES Graduate Attributes

Connector

TES graduates build strong relationships with others through their ability to listen sensitively and articulate themselves clearly. They can do so in multiple languages and situations, understanding the views of others and collaborating in an atmosphere of mutual respect.

Critical Thinker

TES graduates question, reflect, remain open-minded and have balanced opinions when thinking about problems. This enables them to make informed decisions as they journey through life.

TES graduates understand the cultural, social and emotional needs of those around them. Their sense of service and caring nature lead them to 'do well by doing good'.

Empathetic

TES graduates are active members of their local and global communities. They embrace diversity, are open-minded about the world and model active social responsibility to support a just and sustainable future.

Global Citizen

Independent

TES graduates are self-reliant and responsible while understanding the importance of collaboration. They undertake any challenge with resilience and are not afraid to stand by the courage of their convictions.

Leader

TES graduates are self-motivated and can motivate others, working collaboratively to solve problems and achieve goals. They bring entrepreneurial skills, competitive ability, service orientation and a sense of collective responsibility to all that they do.



**TAIPEI
EUROPEAN
SCHOOL**

Learn and Flourish

TES graduates are curious and creative inquirers. They take steps to become more knowledgeable, skilled and innovative in a rapidly changing world where progress in such areas as technology, digital media, sustainability and diversity requires continuous learning.

Lifelong Learner



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.



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.



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.



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，並能於其所處在都市、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.