

C NNECT

2024 WINTER



More Than Just a Show



East Asia Games 2024



Let's Open Up the Games!

CEO Greetings



The Winter Term 2024, from August to December, has been a very productive period of around 15 weeks of concerted and focused teaching and learning for our students. It is very encouraging to see the progress they have made as they apply themselves to their studies each day. At the end of term, it was also nice to witness the number of seasonal activities and celebratory events that really bring the school community together.

It is certainly a great privilege for me to be able to visit classes across the whole school to experience the activities and learning taking place in the classrooms and specialist facilities. Last academic year, I was able to visit over 70 Primary classes across all Sections in the EPC. This term, I have focused on visiting the Secondary classes at ESC, having seen over 50 classes so far, with a further 60 visits to make during the remainder of the academic year. Through my visits to both Primary and Secondary classes, I have seen some very engaging teaching and learning involving a variety of pedagogical approaches and authentic use of technology. I am always impressed by the students' linguistic skills, especially considering that a large majority of our students are learning in their second or even third language, yet able to express themselves very competently, even at quite a young age, by using detailed, technical language to show their understanding of concepts. It has also been very interesting to observe that quite a range of pedagogical styles are employed in the classroom. Purely teacher-led, didactic lessons are rare and a common approach by virtually all teachers is to guide the students individually, in pairs or groups, leading the students to more independent and collaborative learning. Teaching is clearly moving from "the sage on the stage" to "the guide by the side". Students are often asked to present their thoughts and work with the rest of the group in plenary sessions, thereby not only sharing knowledge and findings, but also improving the students' confidence with communication and presentation skills.



The important and long-awaited Middle School project commenced at the EPC site in August 2024. The Middle School building will accommodate approximately 400 students of 11 to 14 years of age in purpose-built facilities. Following an unsuccessful tendering process in 2023, the building plans were redesigned to make the construction more efficient and cost-effective without losing any of the required facilities. After a thorough re-tendering process, the construction contract was awarded to TASA Construction Corporation and a ground-breaking ceremony was held in late June 2024. After clearance of the area at the rear of the EPC where there was an old, disused car park, construction has commenced at quite a pace. A diaphragm wall for the base-

ment has been completed and the intermediate supporting pilings are currently being installed. A time lapse camera is in place to film progress, so we look forward to exciting and informative visual updates in the future, particularly when the above-ground work on superstructure begins.



The construction work will take approximately two more years to complete in February 2027, after which we will install furnishings and fittings in preparation for opening the building for classes in August 2027. The Middle School project, along with planned renovations at the ESC, including a new auditorium, reflect the school's strategy, guided by the Board of Directors, to continually develop and improve the school's infrastructure and facilities for the benefit of our students.



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

International Primary Curriculum (IPC) in Year 2: We Are What We Eat

By Jeni Wong, BPS Year 2 Teacher

This year the British Primary Section (BPS) adopted the International Primary Curriculum (IPC) framework to support the children's subject learning in geography, history, science and technology. The IPC is a framework for learning and provides learning opportunities based on international and evidenced-based research. It guides the holistic development of learners with enjoyable, relevant, and rigorous learning, preparing them to be globally competent, socially conscious, and motivated individuals that positively contribute to the world they live in. Children have the opportunities to gain knowledge (know), skills (able to) and understanding (understand). In particular there is always an 'international' aspect of learning which offers global perspectives and appreciation.



Each unit of learning is incorporated under a main theme and Year 2 just completed a unit called "We Are What We Eat". As the title states, the aim of the unit includes learning about the vital role of food in sustaining human life, as well as its importance in history and culture throughout the world. As scientists and nutritionists, the children studied different types and amounts of food their bodies needed so that they could plan healthier diets and enjoy healthier lives.





A highlight of the unit was the entry point. The entry point aims to provide a 'Wow' moment to kickstart the topic and for this unit, the children enjoyed making and playing restaurants. The children spent time sharing their knowledge about restaurants, devised their own menus and made the food for their restaurants. We then had hours of fun 'playing restaurants'. Children got to experience each role: customer, waiting staff and kitchen staff.

The success of the entry point continued on into continuous provisions and for some, at home. Some children continued playing at home, showing a clear 'transfer of their learning'.

Another highlight included the opportunity to celebrate 'International day' alongside our international aspect about foods from around the world. The children got to eat foods from different countries dressed in their chosen countries' colours or traditional clothing. A huge 'Thank you' to our parents who sent in foods from their respective countries to share with the children. A great unit of learning with lots of fun opportunities to recognise the importance of food in our lives.

Being waiting staff comments:

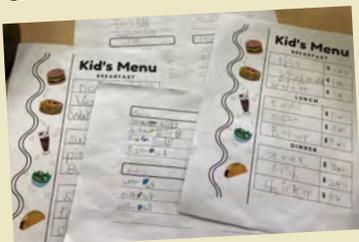
*You have to remember a lot
The customers want so much
You have to wait for the food to be ready*

Being Kitchen staff comments:

*Why do the orders have to come at the same time
I can't read the writing
There's no more. Have something else.*

Being a customer comments:

*It's easy being a customer.
I like the birthday party.
Can I come again?*





Let's Open Up the Games!

By Cindy Derrardj, FS CM2 Teacher
Stephanie Guillet, FS CE2 Teacher

To bring to life the meaning of the Paralympic Games and show how the values of the Paralympics dovetail with the values which we live in our TES lives, a big event in the French Section was organised to bring the Paralympic Games to our students.

On Friday, September 6th, the students had the opportunity to discover a variety of para-sports and put themselves in the shoes of the athletes who enchanted us during the Paris Paralympic Games. This was certainly a mind expanding experience as the challenges of the paralympians were brought into sharp focus and the struggles they, and all disabled sportsmen and sports-women across the world, overcome just to play and enjoy sport. Our students also created beautiful posters of the Paralympic athletes from different countries and disciplines.

Finally, the students took part in a giant quiz (kahoot) with questions about the Paralympics, and then 15 mixed teams from CP to CM2 carried flags from different countries, just like delegations at the Paralympics do.



Thanks go out for the high-quality organisation by two motivated teachers and an amazing team of parent volunteers. The incredible energy, joy, fun, sharing and fantastic atmosphere, made this day a real success and memorable learning experience!

The TES community values of participation, perseverance, creativity, respect and empathy were the hallmarks of this magnificent day, and even though the Paralympic Games came to a close in Paris, they are far from over in the hearts of our students.

In the French Section, we love sport, we really love sport!

Breaking News: Gazette Number 2 Has Been Created!

By Cindy Derraridj, FS CM2 Teacher



Congratulations to the CM2 students for their remarkable work on “La Gazette numéro 2 des Jeux Paralympiques”! This incredible newspaper, produced with passion and creativity, bears witness to a genuine commitment to discovering and promoting Paralympic sport.

Under the inspiring guidance of Sophie Greuil, the journalist who visited them in May, they have continued this wonderful online collaboration thanks to their teachers. Their determination and enthusiasm have enabled them to produce exclusive interviews with exceptional athletes, including Tanguy de la Forest, the emblematic Paralympic champion.

Their gazette, rich in content and full of originality, highlights the values of surpassing oneself and inclusion, while paying tribute to these extraordinary athletes. Congratulations to these young talents for this inspiring initiative and tribute to the Paralympic Games! 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!



An Unforgettable Encounter with Chef Frédéric Tran and His Assistant Frédéric

By Cindy Derrardj, FS CM2 Teacher

As part of the Semaine du Goût (Week of Taste), CM2 pupils had the immense privilege of welcoming chef Frédéric Tran, accompanied by his assistant Frédéric. What an incredible experience!

From the moment they arrived, the two professionals captivated the students with their passion and expertise. Frédéric Tran, with his warm smile and infectious energy, shared his background, inspirations and love of cooking. The students were fascinated, and asked a multitude of questions.

The most eagerly awaited moment soon arrived, donning aprons and launching into the preparation of dishes under the expert guidance of both Frédéric's! The students learned how to cut, mix, season and even prepare plates like real chefs. The kitchen was transformed into a veritable culinary workshop, where concentration, creativity and, above all, good humour reigned supreme.



And what can we say about the result? A colourful, fragrant feast, prepared entirely by the children, under the watchful eyes of our guests. An explosion of flavours that delighted everyone! What a pleasure it was to savour the fruits of their labour together.

We'll never forget the experience, not only did it tantalise the taste buds, it also nourished the spirits. The students discovered a demanding but fascinating profession, and above all, the importance of working from the heart and going the extra mile.



An Amazing Visit to Radio Taiwan International!

By Cindy Derraridj, FS CM2 Teacher

What an exceptional day for the CM2 students! Excitement was running high that morning, as they headed off to Radio Taiwan International for a visit that was sure to leave a lasting impression. As soon as they arrived, the students were plunged into the fascinating world of radio.

Guided through the station's corridors, they discovered what goes on behind the scenes. Recording studios, control rooms full of mysterious buttons, busy offices... every nook and cranny was packed with captivating stories! But the most memorable moment was meeting the radio's iconic hosts. These passionate professionals enthusiastically shared their experiences in French language and gave invaluable advice on the art of creating a show: how to choose the right subjects, lay down your voice, captivate listeners...



The students were enthralled, and immersed in their words. Then it was time for practice! We headed for the recording studios, where each student was able to record his or her own script like a real radio host. What a joy to be behind the microphone, headphones on, voice resonating in a professional studio!

The friendly, encouraging presenters guided the children step-by-step. The students revealed their true talents and enjoyed a unique experience.

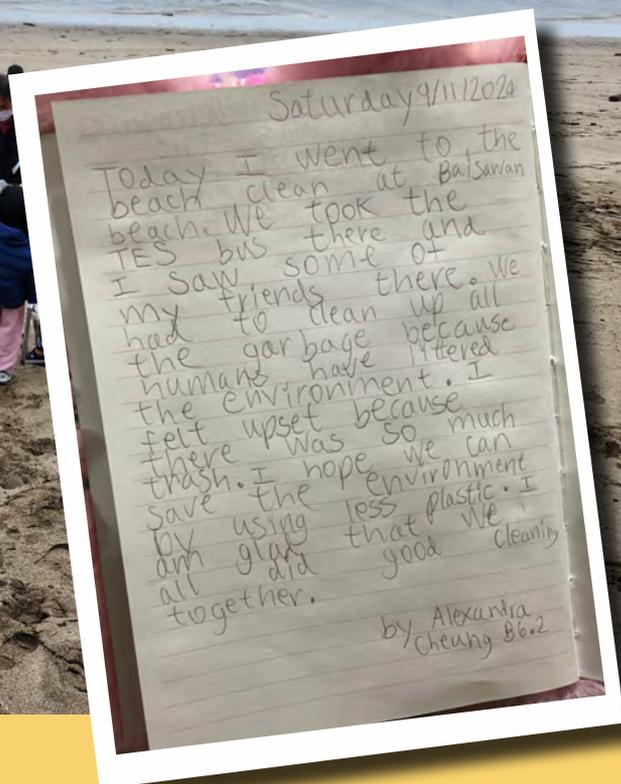
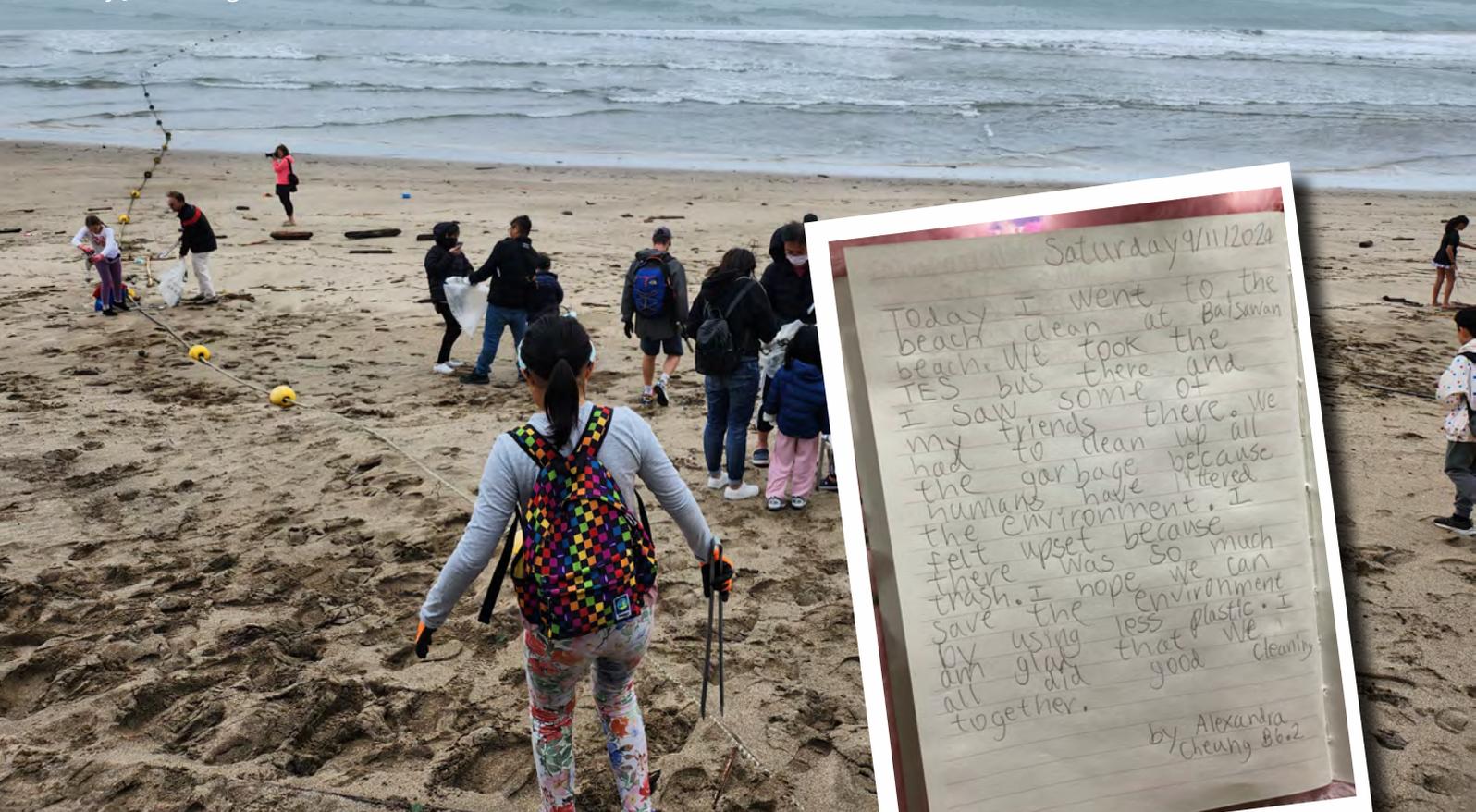
As they left, with stars in their eyes, one thing was certain, this visit would remain engraved in their memories. Perhaps among our students are future presenters or journalists, inspired by this magical day at Radio Taiwan International. An adventure that will remain an extraordinary and unforgettable experience for all!



ECCT/TES Beach Clean-up

TES Families 'Doing Well by Doing Good'

By Jeni Wong, BPS Year 2 Teacher



The annual European Chambers of Commerce Taiwan (ECCT) / TES Beach clean-up event was originally set for Saturday 5th October but after Typhoon Krathon unexpectedly hit Taiwan on 3rd October, the safe decision to delay the beach clean-up to November was set. The annual event is a perfect opportunity to display a love for our home environment and come together as families and a school community to 'Do Well by Doing Good' - a major part of our school's Guiding Statements.

The event was rescheduled to Saturday 9th November 2024 and this was a warm day in Taipei but a drizzly and windy day at Baishawan beach. However, that didn't stop the team of TES students, teachers and parents from joining many European companies affiliated

with the ECCT. The goal was to support World Clean-up Day (20/09/2024), which unites millions of volunteers, governments and organisations in 191 countries to tackle the global waste problem and build a sustainable world. It also aims to raise awareness about the importance of protecting the oceans and marine life. By taking a proactive approach, we can come together to mitigate some of the damage to our oceans caused by human activity.





"While scientists have long known about the impact of humans on the environment, the seriousness of the problem is becoming more apparent with each passing year: biodiversity is declining at an alarming rate, plastic pollution is visible in nature, and microplastics have entered our food chain. Plastic debris makes up around 85% of all the rubbish that washes up on beaches and waterways and oceans. Once in the water, plastic never completely bio-degrades but instead breaks down into smaller pieces that is sometimes mistaken for food by marine animals. Scientists estimate that the average person eats a credit card's worth of plastic a week. Plastic pollution is found in bottled water, beer and salt.

Taiwan also has a serious problem of so-called "ghost nets", fishing nets that are discarded in the ocean, killing marine life. Fishing nets and lines take 600 years to break down while aluminium cans take up to 200 years and tin cans around 50 years. During this time, they are not only eye-sores but can also potentially be a hazard and health risk to both animals and humans."

ECCT, 2024



After a collective briefing, the different teams collected their cleaning equipment: gloves, tongs and waste bags. In small groups or families everyone cleaned a stretch of the beach at Baishawan bay, along the coast of New Taipei City. As it was not long after a typhoon, there was plenty of debris and litter to be found. Sadly, the human-made objects we found to be stuck in the sand, were items like: bottle rings, straws, food packaging, pieces of fishing nets and single-use plastics. The final weigh-in of 706.7kg of rubbish was collected throughout the morning! It was great to see the TES community join the event and help the environment by 'Doing well by doing good'.



ECCT site with all the details on the event. ▶





Join the Sun Voices Community Choir!

'Sun Voices', the new Taipei European School (TES) community choir for parents, staff, and friends, has made an impactful start, bringing enjoyment to members and audiences alike. Under the direction of Garry Thin, Sun Voices is composed of 28 talented men and women members, singing a varied repertoire offering something for everyone. Music brings joy to both performers and audiences, and the choir is proud of what they've accomplished together in such a short time.

Rehearsals are held on Monday evenings at the TES Primary Campus, providing a welcoming and supportive environment for singers of all abilities. Whether you're an experienced vocalist or trying choral singing for the first time, Sun Voices offers the perfect opportunity to develop your skills, meet new friends, and experience the magic of making music together.

The group have already performed at a couple of 'gigs' namely the ESC Winter Concert and also the TES Christmas Bazaar, both lots of fun with appreciative audiences.

"Sun Voices is a wonderful and enjoyable initiative that brings the community together. There is something special about singing together - being together in the moment, making something beautiful with our voices." - Jessica Wang Simula, British Primary and Secondary parent.



"Singing with Sun Voices has been a highlight of this year. It's been great to come together as staff and parents to have fun whilst learning about singing and working on and performing songs in harmony. I am looking forward to working towards our next performance!" - Amy Madeley, British Primary Teacher.



Looking ahead to the next semester, the choir is excited to welcome new members into its growing family. No audition is required—just a passion for singing and a willingness to be part of a dynamic and inspiring group. Don't miss your chance to join Sun Voices and share in the joy of music. For more information contact Garry Thin at garry.thin@tes.tp.edu.tw. Let's make the upcoming semester even more memorable!





Welcome Every Body

Hello, EveryBODY!

By Lily Lin, TES School Counsellor

We all want to feel confident and happy with our bodies. However, the modern world often promotes unrealistic and high standards for appearance, creating immense pressure and dissatisfaction. Many factors influence body image, including family, friends, media, and social expectations. By understanding how our body image develops and the challenges we face during different stages of life, we are more likely to build a positive self-image, practice self-acceptance, and support loved ones.

What is body image?

Body image is a combination of thoughts and feelings about your body. It's how we see our height, weight, size, skin colour, hair type, and appearance. There's no "right" or "wrong" body, but perceptions of these qualities can affect our feelings, even self-worth. When a person can accept, appreciate, and respect their body, they may be described as having a positive body image.

A positive body image is associated with:

- ▶ **Higher self-esteem:** Perceiving the qualities and characteristics you have positively, feeling self-respect and admiration, and understanding self-worth. This can impact all areas of life and contribute to overall happiness and well-being.
- ▶ **Self-acceptance:** Feeling comfortable with who you are, appreciating your body's uniqueness, and being less affected by unrealistic images and pressures to look a certain way.
- ▶ **Having a healthy relationship with the body:** Maintaining a balanced lifestyle and a healthier mindset by respecting the body's needs, including proper nutrition, exercise, and rest.

Where does the body dissatisfaction come from?

Body image doesn't develop in isolation. From a young age, we begin observing family, friends, and cultural influences, shaping how we positively and negatively view bodies. These influences often encourage a belief in an "ideal" body, and we unconsciously absorb these messages. Take a moment to reflect on your own beliefs about what an ideal body image looks like and consider how your beliefs were shaped.

► **Expectations in society:** Gender expectations in body image between male and female characteristics are distinctly defined and rigid, shaping how we view ourselves. Girls are often encouraged to adopt feminine characteristics—such as long hair, a thinner body shape, or using cosmetics to cover perceived flaws. On the other hand, boys may be expected toward masculine traits like athleticism, muscular builds, and taller and stronger bodies seen as more attractive.

- How's your family discussing or commenting on celebrities' body shape/ethnicity/appearance? What message did you internalise these messages?
- What is your family's model eating habits or attitude towards food?

► **Social influences:** Friends and peers strongly influence adolescents' standards of beauty and attractiveness. Teens often try to learn from and mimic those they see as more attractive, believing it can quickly boost their social status. Some common misconceptions include, "Once I improve my looks, I'll make more friends," "If I get thinner, I'll be more popular and well-liked," "If I build more muscle, others will stop teasing me and respect me," or "If I know how to do makeup, I'll look smarter." Many adolescents view body image as a critical factor in life, focusing solely on "fixing" perceived flaws, hoping it will solve all their problems and challenges—often overlooking their other valuable qualities.

- Have you ever felt pressure from friends or peers to change your appearance?
- What assumptions about beauty or body image have you learned from friends, and how have these shaped your beliefs?
- When thinking about what makes a good friend or person, do you prioritise appearance or other qualities?



► **Public media:** The fashion and beauty industries often set unhealthy standards by promoting a very limited range of body types as healthy or desirable. On social media, fitness-related content frequently focuses on weight loss, with hashtags like #weight-loss, #whatieatinaday, #diet, #mealprep, and #fitness promoting a specific lifestyle and an idealised version of a "healthy" body. People often associate achieving weight loss goals with increased happiness, which can falsely link weight to self-worth.

- When you see product advertisements on social media, do you feel motivated, pressured, or self-critical?
- When you look in the mirror, do you tend to focus on the flaws you want to fix, or do you appreciate the parts of yourself that you like?

► **Physical change across life:** Life stages like puberty, postpartum, and menopause constantly influence our perception of body image. For example, puberty brings a wave of changes as a child grows into an adult, including weight gain, growth spurts, and secondary sexual change. Hormonal shifts during this time can cause skin problems like acne, oily skin, and excessive sweating. These transformations can often feel uncomfortable, leading to insecurity and self-doubt. Many teens spend hours in the bathroom, obsessively checking their appearance or avoiding mirrors altogether due to embarrassment. Everyone goes through these changes, but the age at which they happen and how strong they are can be different for each person. This can create a sense of comparison and inferiority among peers. Although these changes are entirely normal, they can significantly impact body image and self-esteem.

- How did you feel about the physical changes you experienced during different stages in life?
- How do you compare your physical changes to others? Do you feel a sense of pressure or insecurity because of these comparisons?

How to foster a positive body image?

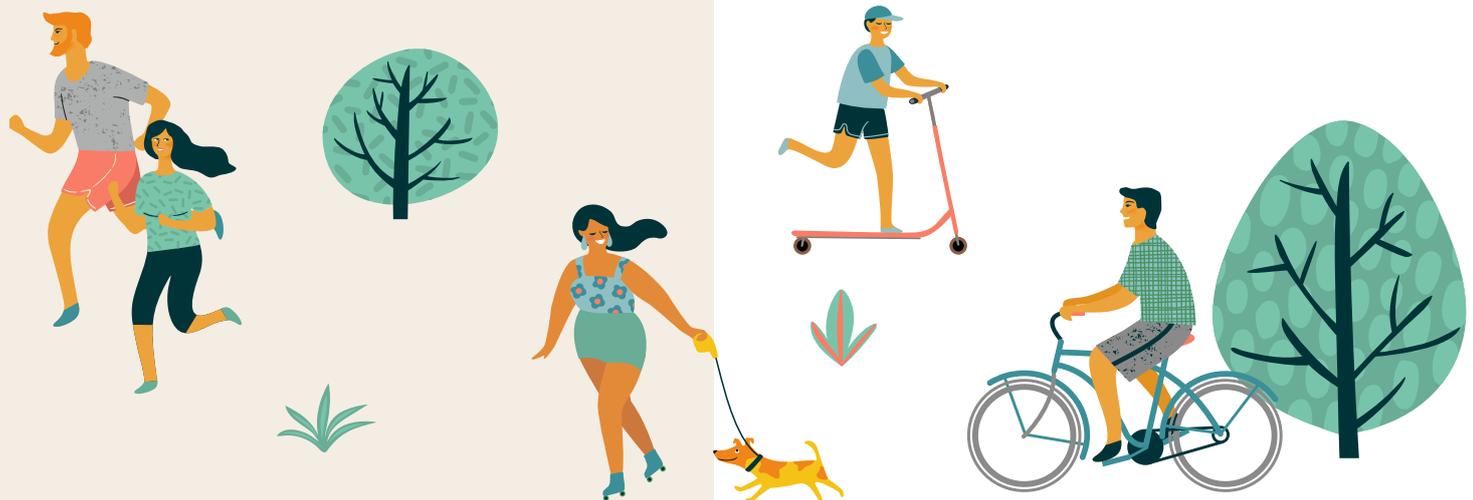
Here are steps listed by the National Eating Disorder Association that would help you look at yourself in a healthier way and feel more positive about your body:

1. Appreciate all your body can do, such as laughing, jogging, and creating, which carries you closer to your dream.
2. Create a top-ten list of things you like about yourself.
3. Remind yourself that beauty is not just about appearance.
4. Surround yourself with positive people.
5. Practice positive self-talk. Say, "My arms are strong", rather than, "My arms are too big."
6. Wear comfortable clothing that makes you feel good about yourself.
7. Critically evaluate media messages and images that suggest you need to change.
8. Do something nice for yourself. Try a new haircut, run a relaxing bath, and make time for a nap.
9. Shift your focus from body thoughts to engaging in activities that make you feel good about yourself.

Build a culture of body positivity at home.

Fostering self-acceptance, a healthy relationship with the body. Here are some strategies for parents to support children's body image development.

- ▶ **Encourage open communication**
Create a safe space for your child to talk about their struggles and feelings. Listen without judgment and validate their experiences.
- ▶ **Limit appearance-focused language and fat-talk**
Avoid commenting on your child's appearance, whether positively or negatively. Encouraging their efforts, achievements, and character traits instead. For example, instead of saying, "You look so pretty in that dress," try saying, "You have a great sense of style."



- ▶ **Model healthy relationship with food and exercise**
Demonstrate balanced eating habits and physical activity for health and enjoyment rather than appearance. Avoid talking about "good" or "bad" foods, and instead promote a balanced diet. Similarly, frame exercise is a way to feel strong and energised rather than a tool for weight control.
- ▶ **Discuss body diversity**
Celebrate body diversity and teach your child that beauty is not one-size-fits-all. Books, TV shows, and media that portray a range of body types, abilities, and ethnicities can be powerful tools for fostering this appreciation.

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Learning Never Stops: Becoming Lifelong Learners at BSHS

By Ann Lautrette, BSHS Deputy Head

The world around us is changing rapidly, and teachers at British Secondary High School (BSHS) are always looking to ensure that students have the skills to be flexible learners, ready to engage with and shape their communities. This means that we must not only equip our students to achieve well in school, but we must also make sure that they know how to learn for themselves when they leave us. We've set two key focus areas for this year that will help us achieve that: Ensuring that we develop students' understanding of key, transferable concepts and teaching students strategies to enhance their own approaches to learning.

Our commitment to this was reflected on our In-Service day on September 17th. BSHS teachers spent the whole day in a workshop with renowned consultant Tania Lattanzio to further our understanding of concept-driven learning. The workshop

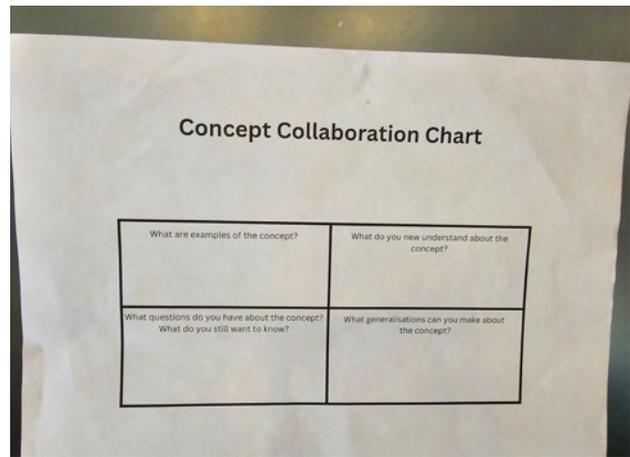
inspired us to think deeply about how to centralise conceptual questions in our teaching and assess students continuously for their understanding.

During the day we explored the use of provocations—open-ended questions, images, or artefacts that spark inquiry and discussion. These strategies are designed to prompt students to explore concepts independently, develop their thinking, and express their ideas in unique ways.



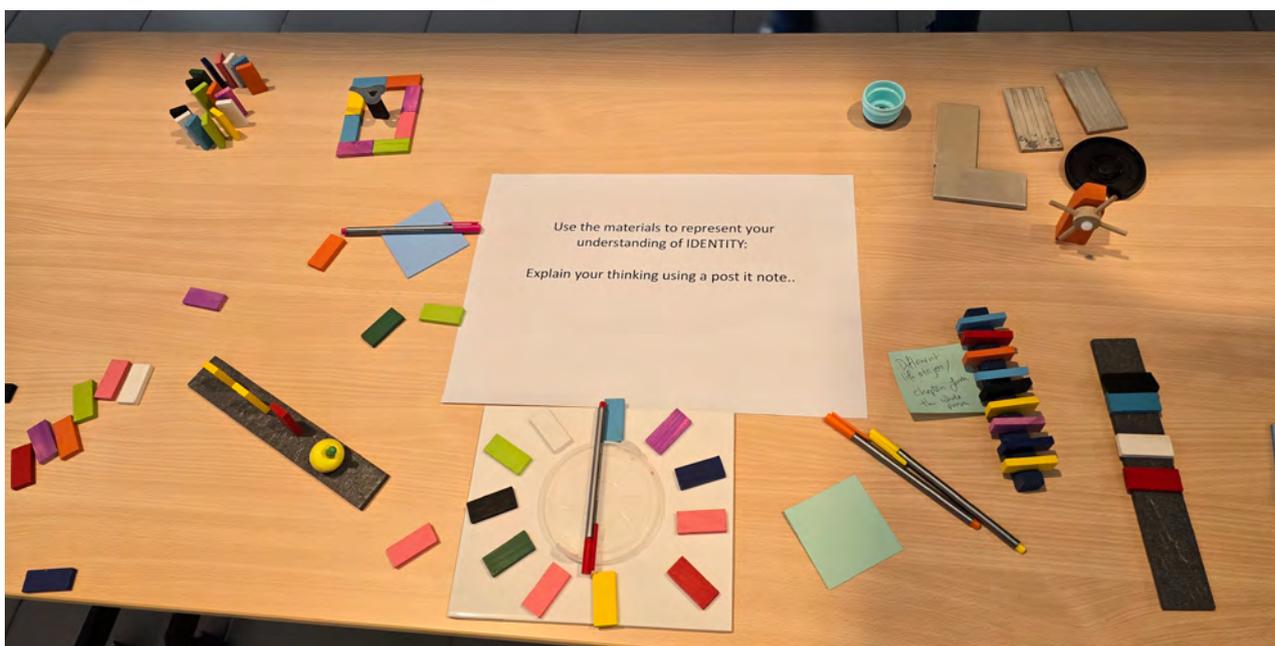
How can you represent the concept of identity using spare parts collected from around the school? Can you create a representation of good essay structure using tin foil? Can you find and photograph the concept of diversity living in the world around us? Can you use Lego blocks to show us your understanding of the concept of change? These sorts of powerful questions deepen the learning of our students and help them to transfer that learning across their subjects.

By their very definition, concepts are abstract and intangible and this makes it more difficult to assess how well students understand. Traditional knowledge-based tests can help us identify gaps in students' factual knowledge, but if we want to assess their deeper conceptual understanding we need a range of tools and strategies which help make their thinking visible. Teachers at BSHS use thinking routines such as Connect, Extend, Challenge, Compass points and Peel the Fruit to help students make greater sense of their learning, and to help us assess students' understanding of concepts. Many of these tools have been developed by Harvard University as part of their Project Zero work. More information can be found on the Project Zero website: <https://pz.harvard.edu/thinking-routines>



When students participate in activities such as Socratic seminars, hexagonal thinking, or concept walks, they become active constructors of knowledge. These strategies help them to ask questions, make connections, and explore ideas meaningfully. Rather than delivering pre-made materials and following courses in textbooks, we invite students to create their own learning tools, such as concept maps or visual models, based on their evolving understanding.

Through our wide range of pedagogical strategies and tools, learning at BSHS is responsive to the needs of every student, fosters creativity and encourages inquiry. We equip our students with the learning skills necessary to continue to learn, beyond the classroom, beyond TES and throughout their lives.



A Lifelong Love of Reading for Our Students - Primary Reading Week

By Katherine Boyce, BPS EAL Coordinator

At TES, we recognise that fluent, confident reading is a fundamental skill for life and that the teaching of reading is of utmost importance, starting from the very beginning of primary school. Therefore, we dedicate ourselves to ensuring children have access to high-quality reading books, excellent reading instruction and many opportunities to practice their reading during the school day. We hope to instill a lifelong love of reading in all our students.

As part of this aim, our 'One School Reading Week' at the EPC in November was a true celebration of the joy of reading and sharing stories with each other. Across the school, it was fantastic to see students in the French, German and British Sections diving into the pages of great books and listening to stories from teachers as well as parents and community members who visited our school.

We were lucky enough to invite Siobhan McDermott, author of 'Paper Dragons: Fight for the Hidden Realm', to our campus to tell us how to find writing inspiration in our daily lives and how to create our own fantasy creatures and stories. Siobhan worked with year groups from the French and British sections for three days, delivering assemblies and writing workshops to classes. She inspired many of our students and was herself so impressed with the creativity and imagination with which pupils came up with ideas - the next generation of authors and writers for sure!



To help get more books into the hands of our eager readers, Caves Books ran a book fair at our campus, selling a selection of picture books, chapter books, graphic novels and nonfiction titles. The fair was very popular with students and parents who came to browse the wonderful selection and many took new books home with them to treasure. We hope to work with Caves Books again in the future as this event was so successful. After all, there is nothing like the excitement of opening a new book!



Every day, a sound was heard across the primary campus: a call in all the languages of our school to 'Drop Everything And Read!'. No matter the lesson, students and adults paused in their tasks to grab a good book and read for fifteen minutes. A hush settled across the campus and all that could be heard was the leafing through of pages - and the occasional laugh or gasp of delight! This quickly became a favourite part of the day for many students who couldn't wait to dive back into their stories.

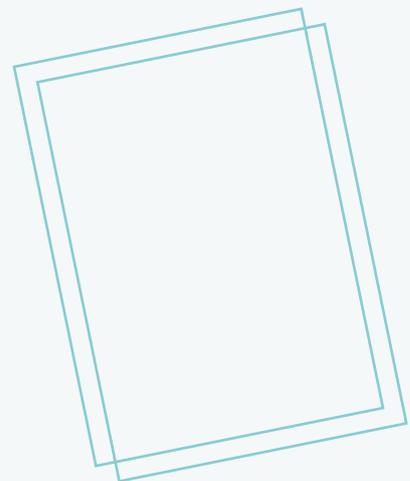
To share their love of reading with others and build bonds across the school, classes from different year groups joined together to read to each other, an older student reading to their younger student buddy. Additionally, cosy reading areas were set up with a range of books in the different languages of our school available to enjoy as well as the opportunity to swap previously loved books brought in from home with others.

Across the week, an original story was revealed bit by bit to students, the story of 'The Stone Keeper', about a new boy called Alex that joins the school with a special, magical secret. We looked forward to hearing the next part of the story each day, read to us by school adults such as Mr Sinclair and Mr Nockolds, the IT and Marketing directors, as well as the school nurses, counsellors and Mr Cheung the STEAM coach. This story reminded us of our Learner Profile values: to be thinkers, communicators, to always show empathy to others and to be adventurers!



Finally, on Friday, the last day of our 'One School Reading Week', was the story character dress up day. Students and teachers celebrated the end of a very busy and successful week of learning by dressing up as characters from some of their favourite stories. It was brilliant to see the range of costumes and characters that reflected the wide variety of stories and genres which our students enjoy. Students brought in copies of those favourite stories and inspired others to read them as well.

Thank you to all the staff, parents, visitors and community members that came together to make the 'One School Reading Week' such an enriching and inspiring week for our students. Although the week is now over, I know we will all continue to support and encourage the students on their journeys to becoming confident and able readers.



2024 TES Summer School

By Anne Bagley, BPS EAL Teacher



Smiles • Laughter • Giggles • New friends • Languages • German • French • English • Old friends • Experiments • Inclusion • Experiences • New teachers • Old teachers • New classrooms • Friendly faces • Independence • Art • Science • Languages • Sport • Cooking • Technology • Learning skills • Risk takers • Water games • Stories • Sharing • Confidence • Encouragement • Caring • Enthusiasm • Imagine • Design • Test • Improve • Create • Motivation • Agency • Questioning • Communicating • Welcoming

Every summer each student is getting ready to make a transition into a new learning situation. Whether it's a new year group, new classmates, a new classroom and even a new school, everyone is making a change. Students may be nervous about the unknown and will gain confidence when they get a "head start" and a brief introduction to the upcoming year. The Summer Programme at TES is designed to help each student begin their transition with a positive learning experience.

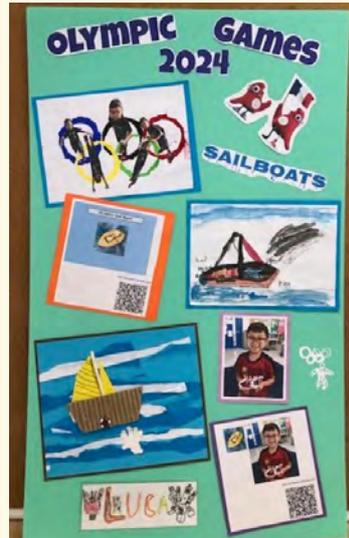
At the end of each summer, TES offers a Tri-Section programme for all ages at the EPC. The 2-week Summer Programme brings a balance of fun-filled activities and academic learning skills. The combination of class, group and individual activities and learning, builds communication skills and language development. The daily language instruction introduces students to the language expectations for the upcoming year. They are eased into classroom life, and all its learning opportunities. It's a time for our TES students to challenge themselves in cooperative projects, but also to build their confidence while working independently and believing in their abilities and original ideas.



Our Tri-Section Summer Programme not only provides the opportunity for students to get language support and build learning skills, but also to make new friends across their year groups. Students will have a unique opportunity to learn from teachers that they may know or that they are unfamiliar with. Experiencing a new teaching style reinforces agency and independence in learning. Day by day, students benefit from language-rich classes solidifying their foundations in the language of instruction. In addition, pupils become familiar with their learning environment, class routines, classroom language and expectations. This helps each student to become more independent through learning discoveries.



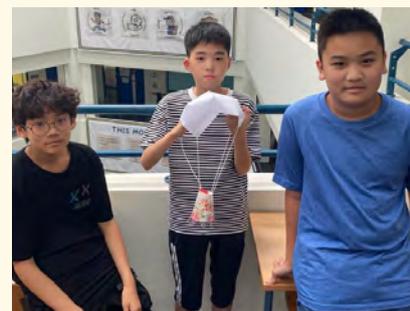
Learning about the ongoing Paris Olympics, not only built-up research skills, but also motivated a newfound interest in exercise and sport. The students planned and created a healthy meal making careful choices about healthy ingredients. They began to understand the role food played in their increased exercise routine. Most students became interested in trying new sports and improving their physical abilities. Using varied material art design and creation were evident when students melted crayons to make a portrait, learning sewing skills to make a cloth bag for their game invention and using technology to make moving art.



Older students engage in creative activities to help them hone their research and presentations skills. The Middle School researched space exploration and designed robotics rovers that can move over varied terrains. They designed and built landing mechanisms that would succeed in a soft landing. The students visited the Space Museum in order to support their research and writing.

The H1 students have a 1-week program that focuses on the development of research and communication skills coupled with presentation through varied technologies. The students become familiar with different features in a variety of software and equipment. Through this process, each student slowly builds their academic vocabulary and grows their grammatical and language understanding. They research current news such as weather and climate change, biodiversity and sustainability and the motivation behind Olympic athletes. They visited ICRT radio station to learn about the presentation of the news and the language necessary to effectively pass on information. In the end, they wrote their own articles and presented them in their own H1 news broadcast!

The Summer Programme has been an amazing experience and success for many years and continues to provide the launch pad for all the students when school starts in full every August.



MORE THAN JUST A SHOW

By Leica Burley, BSHS Assistant Head



Here are some figures from the recent ESC production of *Every Pantomime That Ever There Was (In Under Fifteen Minutes)*, by Tony Domaille: 14 cast members, 13 rehearsals, 19 pantomime stories, 50 pantomime characters, 48 costumes, two stages and six shows. All we were missing was a partridge in a pear tree!

That already sounds like a lot, but the fact of the matter is that a school production is far more than the final performances audiences see, and not all outcomes can be quantified in numbers. Let's take a look at some of the experiences that students have had in our two ESC drama productions, *Every Pantomime That Ever There Was (In Under Fifteen Minutes)* performed in November and *Circus Olympus* performed in June.



Theatre education

We decided to do a pantomime because of its association with Christmas time in the UK. However, we were also aware that for many students, teachers and parents in our school community, this isn't something that are particularly familiar with. So, we commissioned PEAK, our student-run media team to create a short video to educate our audience about pantomimes. The



PEAK team interviewed some of the cast members and staff about the origins and key features of pantomimes, their place in British culture and particularly at Christmas time, and the cast members' experience of being in the show.

For the PEAK team, this gave them an authentic experience of being commissioned to make a video with a particular purpose, and then to plan and execute this to meet a deadline. They did a wonderful job in conducting interviews, attending a rehearsal to capture some B-roll footage, and editing the final product. Cast member Freya Matthews-John reflected, "I really enjoyed being interviewed as part of the promotional video. It was something I've never done before and it was fun, even though it was very strange to see myself up on the screen when my teacher played it in our class!"

**What Is
A Pantomime?**

Peak Media Team -
Youtube Video





Learning the craft

Both shows gave the students a chance to develop their performance skills, often in quite a unique way. With the pantomime, students performed four shows in the Phase 2 Atrium at the ESC and then two shows in the Infant Hall in the EPC. Cast member Oliver Derbyshire reflected, "It taught me how to adapt fast to the new environment, performing the same show in a different space that we hadn't rehearsed in. We knew all of our lines and cues and placement on the ESC stage, so we just had to think about how to adapt that to a performance space that was a different size and shape." Freya added that, "It was really cool performing with the mics in the Phase 2 Atrium. I'd never performed in a space that big before or used a body mic before. It's very different to performing in the Black Box Studio like we did for Circus Olympus or in the Infant Hall like we did at the Christmas Bazaar, as they are smaller and more closed in. I think the different space makes you think about different skills."

Both shows were ensemble style, which required each actor to play more than one character. This is both an opportunity and a challenge. Students had to work hard on developing unique characterisation, manage costume changes and rehearse with different cast members. Oliver shared that "Practice makes perfect, and as we rehearsed each week we could refine more elements. It was very fun because I got to experiment with lots of different characters and I could portray them in different ways".

Inclusivity

Both productions were open to all ESC students of all year levels from all three sections. Manon Commin, the only French Section student in the pantomime, shared her experience of working with new people: "On the first day, it was a bit weird because I didn't know most of the people. I knew one person, and she was friends with one other person in the group, so that made it feel okay straight away. And now, after working together, we all know each other and have fun together at rehearsals, and can still talk to each other when we see each other at school even now the show is finished".

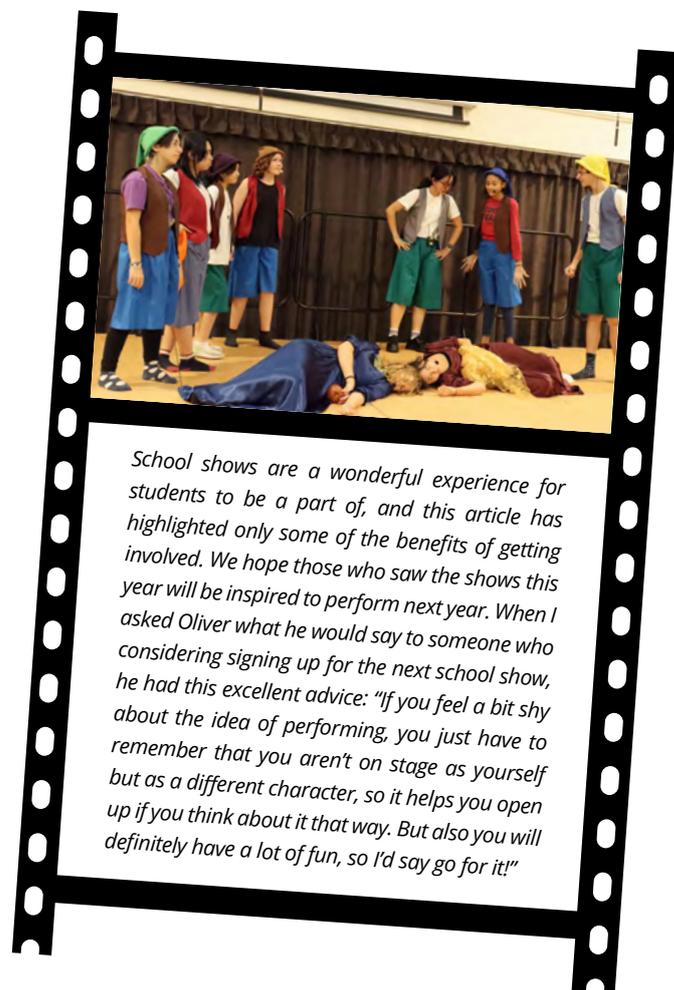
Freya enjoyed the collaborative nature of the process, reflecting that "My favorite thing about being in the pantomime was working with other people, friends and people I didn't know at the start. I really liked how we would give each other advice or tips, and also how we would give each other compliments or feedback on what worked really well which encouraged us to all keep developing things and making our performance the best it could possibly be".



Whilst it is typical to audition for roles in productions, both performances were also open to anyone who signed up, regardless of their level of performance experience. Luke Chow had only ever performed in class before signing up to Circus Olympus and it has been a real pleasure watching his skills and confidence develop over the two shows. Luke shared that, "I signed up to Circus Olympus as something to do, and because one of my friends was doing it. It was a fun experience and so that's why I signed up again for the pantomime. I'd like to sign up to do more plays and shows again in the future, too".

Career-related studies

Circus Olympus gave a real-world learning experience to Charline Jourcin, who was in her first year of the IB Career-related Programme (CP) at the time. As part of her course, she was required to do a career-related study, a project that must be related to her field of study and benefit the community. For Charline, working on set and costume design for the production was an obvious choice, as she aims to pursue set design in the future. Charline reflected, "From this project, I really gained an awareness of health and safety, which is something I hadn't really considered before. I had designed a circus tent look by hanging red and white fabric across the stage. I then realised that it would hang close to the stage lights, and that this could be a fire hazard with the heat, so I learnt to adjust my design and how to select fabric that was less flammable". We were very pleased to have Charline on the team, and delighted by her work. She also enjoyed the experience of sitting in the audience and seeing her designs in full flight.



School shows are a wonderful experience for students to be a part of, and this article has highlighted only some of the benefits of getting involved. We hope those who saw the shows this year will be inspired to perform next year. When I asked Oliver what he would say to someone who considering signing up for the next school show, he had this excellent advice: "If you feel a bit shy about the idea of performing, you just have to remember that you aren't on stage as yourself but as a different character, so it helps you open up if you think about it that way. But also you will definitely have a lot of fun, so I'd say go for it!"

East Asia Games 2024: Sports, Team Spirit, and Unforgettable Moments

By Martin Scherzinger, GS Teacher

After a five-year break due to the global COVID-19 pandemic, they finally returned, 'the East Asia Games of German Schools Abroad!' From November 18th to 23th, 2024, the games were hosted at the German School Tokyo Yokohama (DSTY), bringing together students from across East Asia. The 7th East Asia Games continued the tradition established in 2009, once again showcasing the power of sports and cultural exchange.

A Competition with Tradition

Eight German Schools Abroad from East Asia participated, from Seoul to Hong Kong and Shenyang. The Taipei European School (TES) also joined, coordinated by the German Section "Deutsche Schule Taipei". The TES team, comprising ten boys and ten girls with an average age of 14.5, competed in a variety of disciplines, including football, basketball, volleyball, athletics, swimming, and gymnastics. They were accompanied by four dedicated teachers: Mr. Scherzinger, Ms. Schmelzer, Mr. Sammel, and Ms. Feng.

Beyond sports, the cultural exchange took centre stage. During their stay, the students lived with host families, forging new friendships and gaining insight into everyday life in Japan. "Living with a host family is amazing because you get to see parts of the city and meet so many new people," one participant shared.



Athletic Commitment and Team Spirit

Monday began with arrivals and a festive opening ceremony that heightened the excitement for the days ahead. From Tuesday onward, the competitions were in full swing:

- **Tuesday:** High jump (girls), gymnastics (boys), basketball (boys), soccer (girls)
- **Wednesday:** Shot put (girls), high jump (boys), volleyball part 1
- **Thursday:** Shot put (boys), ball throw (boys and girls), gymnastics (girls), basketball (girls), soccer (boys)
- **Friday:** Swimming, athletics (sprints, long jump, and middle-distance), and volleyball finals, followed by the awards ceremony and a joyful closing barbecue party

The contests were fiercely competitive, but the TES team showed resilience and passion. Thanks to intense preparation and team spirit, they secured a respectable 4th place overall, narrowly missing 3rd place. It was the best result in TES history at the East Asia Games!

Special thanks go to the German Section Vorstand for providing professional equipment and support!





Shining Moments and a Medal Haul

Several TES athletes delivered outstanding performances:

- **Basketball:** Gold for the girls' team, silver for the boys
- **Athletics:**
 - Clemens Dolpp: Gold in high jump, silver in sprint
 - Louisa Cremer: Bronze in the 1600 meters
 - Danny Chin: Silver in the 1200 meters
 - Verena Peluso and Renee Van Asten: Bronze each in the long jump
 - Constantin Peluso: Bronze in long jump
- **Swimming:**
 - Johannes Naujok: Gold
 - Caitlin Wu: Two silver medals
 - Augustin Chou: Bronze
 - Hany Kim: Silver and bronze
 - Relay: Bronze (Hany, Johannes, Augustin, Caitlin)
- **Gymnastics:** Enoch Li: Bronze

These impressive achievements brought great joy to the entire team. The girls' basketball team was particularly celebrated for winning the gold medal, a highlight of the games.



A Farewell with Emotion

After an exciting week full of sports and adventure, Saturday marked the time to head home. The farewell was emotional, as the hospitality of the host families and the German School of Tokyo Yokohama as well as the shared experiences had created deep bonds. "I never expected to make so many new friends in such a short time," one participant said as they said goodbye to their host family and new friends.

Beyond the sports competitions, there was plenty to explore. In small groups, the students ventured out to discover Tokyo's vibrant streets, admired the glowing billboards of Shibuya, and enjoyed Japanese specialties like sushi and ramen.

Upon their return to Taipei, the parents gave the team a warm welcome at the airport, celebrating their success.

A Big Thank You

An event of this scale would not have been possible without many helping hands. Special thanks go to the DSTY for organising the event, the host families for their warm reception, the TES German Section school association and board for financial support, and the coaches and teachers who guided the team during preparations and throughout the event.

Looking Ahead

The next East Asia Games will be held in Shanghai, and the TES team is already highly motivated to build on the successes of 2024. We've seen what can be achieved with dedication and team spirit. Now we're looking forward to Shanghai and even more medals,

The 2024 East Asia Games were a tremendous success—not only in terms of sports but also on a personal level. They showed how sports can bring people together and that, in the end, it's not just about medals but the shared experiences and friendships that last a lifetime.



The Christmas Bazaar Brings the 'Spirit of Christmas' to the TES and Local Community

By Kerry Nockolds, Director of Marketing and Community Relations

The Christmas Bazaar is one of the most anticipated school events on the TES calendar and this year certainly did not disappoint! On a beautiful clear sunny day, but not too hot, the Christmas Bazaar got underway with a few differences this year.

With the new Middle Year Building now in construction, the normal location of the main stage and food zone shifted across to the large Football pitches area, with the stage at the far end of the astroturf. This gave a slightly different feel to the audience but the new set up enabled more space for parents to watch both in the front of the stage, and from the tables as they enjoyed the large array of food options on offer.

The other big difference this year were the multiple performance locations. In addition to the main stage, where the normal array of musical and dance performances were taking place, this year the primary orchestra performed in the Amphitheatre, the ESC drama students performed a pantomime 'Every pantomime ever in under 20 minutes' in the Infant Hall, and the French Section primary students performed Christmas Carols in the Reception playground area.

The feedback from the audiences was loud and proud, indicating that they were highly impressed, so a big thanks goes out to the music, dance, pantomime, and French section organisers and of course the fabulous student performers. This year we also had the TES community 'Sun Voices choir' and parent Rock band 'Red Line' join the festivities too!

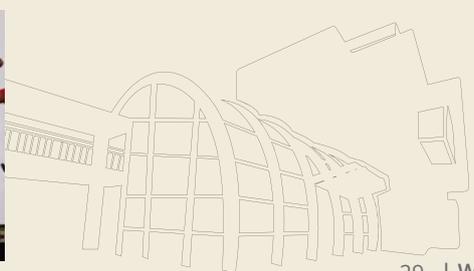
Also, we had 36 children and 16 teachers from the Jiou Mei Elementary school, from the mountain area of Nantou, join us as guests at this event, and the older students treated us to a performance of Bunan and Tsou aboriginal songs. It was a special day for them and us, another opportunity to 'embrace diversity' and leave a mark on our hearts from these lovely children for whom a European-style Christmas Bazaar was a completely new and amazing experience.

In all other ways though the Christmas Bazaar had all the normal ingredients that makes it such a special community event. The way all the parents, teachers and students work together to bring an amazing array of stalls to the event. Starting with the Parent Support Council (PSC), and the 4 Parent Associations (PA), the work to get ready began with the Christmas Bazaar coffee morning in October when volunteers stepped forward to organise Santa's Grotto, Christmas Wreaths, the Parent's BBQ, Drinks, and the assortment of PA stalls. A large number of parents gave their time to this before and during the event, and really that is one key to what makes this event full of Christmas 'giving' spirit.

The students and teachers also work with parents on their activity stalls, and the 'games zone' is one of the popular locations for the day, always full of happy faces and raucous laughter. Many of the stalls in this area were set up to support worthy charitable foundations, this year they included: Taiwan Black Bear Conservation Association, Sunglasses for the Nepalese mountain people, a Tibetan Mastiff Shelter, the Taiwan Homeless Association, Coding for All Kids. The monies raised at the gate for the event will also be distributed amongst these charities which the students organised donations or money collection for. TES students continue to 'do well by doing good' which is also what sets the TES Christmas Bazaar apart from other activities at this time of year.

Here are a collection of photos from the Christmas Bazaar to remind you of the wonderful event.









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.



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.



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，並能於其所處城市、國家及全球環境中發揮積極正面的影響力。

使命

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



Driving value, *always.*

Driving our long-term growth is an international portfolio of businesses ranging from property to aviation and bottling. Safeguarding that growth is a commitment to the highest ethical standards and operational excellence. Our diversity and integrity ensure that Swire drives value, always.