

C NNECT

2025 SUMMER



TES Community Team Strikes Gold at the World Masters Games!



Leaders of Today (Not Just Tomorrow)



Sailing Together Towards New Horizons

CEO Greetings



As we reach the end of another academic year here at TES, I have been reflecting on some of the remarkable events and activities that have taken place over the last 12 months, as well as the continuous day to day learning across all of the Sections and campuses. Once again, I have spent the year visiting classes, this time mainly focusing on secondary year groups, and have been impressed by the high standards and expectations within the classroom. The varied and engaging pedagogical styles adopted by the teachers allow the students to explore topics in detail and gain a greater depth of understanding – either independently or through collaborative groups. I never cease to be impressed by the students' presentation skills and their high level of articulation in explaining difficult concepts, often in their second or third language. I have also been very honoured to be invited by the Primary groups to experience their lessons and numerous exhibitions and shows. There is no doubt that learning at TES is certainly fun as well as being meaningful and highly relevant.

In addition to the academic rigour of the formal curriculum in classes throughout the school, there is an enormous array of opportunities outside of the classroom for the students to participate and flourish within a more informal curriculum and environment. In this edition of Connect Magazine, you will be able to read about a wide variety of student activities that have taken place over the year, with some impressive events and achievements. We are also reminded that TES is a true community of students, staff, parents and alumni and it is encouraging to see articles about community events such as the Masters Football Competition (Gold medal champions!) and the Parent Gala as well as alumni news. Additionally, I am heartened by the way in which our TES students engage and participate with schools and students in other parts of Taiwan, for example through field trips within indigenous communities.

I hope you enjoy reading the articles in this edition of Connect and gain an insight into what makes TES – the school and its community - so special. I would like to thank all of the contributors and the production team for their great work.

Happy reading!

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

TES Alumni News - Alumni Interview

By Jeni Wong, British Primary Section, Y2 Teacher



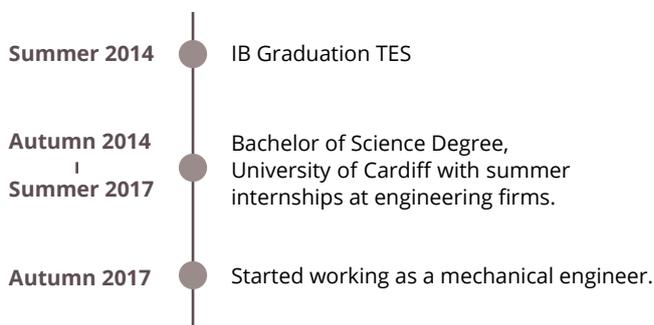
Matthew Ng
Class of 2014



TES British Section Background

- ▶ **Key Stage 2**
TES British Primary Section Years 3 & 6
- ▶ **TES High School**
Completed IGCSEs and Higher-Level IB.
Graduated Class of 2014.

Brief Timeline



Current job title and brief description

I currently work as a mechanical engineer for a company that specialises in robotics for the clean-up and management of nuclear waste in the United Kingdom. My role involves designing and maintaining robotic systems that can safely operate in places too dangerous for people. Currently, I'm part of a team working at the Japan Atomic Energy Agency on the nuclear waste clean-up at the Fukushima Daiichi Nuclear Power Plant, Japan, where a major nuclear accident happened on 11th March 2011 triggered by the 2011 Tōhoku earthquake and tsunami. A partial meltdown of three reactors released radioactive materials into the environment. It's meaningful work, and I'm proud to play a part in something that has a real environmental impact. I have also been involved in other projects such as using robotic systems to clear nuclear waste from the oceans. Having the work opportunities to travel for the job has been a privilege.





How did TES prepare you for today?

I think TES prepared me in more ways than I realised at the time. I made some amazing friendships that I still hold close, and being surrounded by people from so many different backgrounds helped me learn to see things from different perspectives. I was also fortunate to have great teachers who supported and encouraged me throughout my time at TES. All of those experiences helped me grow and played a big role in both my personal life and professional career.

What do you remember most about TES?

Some of my best memories from school are honestly the simple things like hanging out with friends, grabbing great food from the local shops, and being surrounded by nature every day. Being up on a mountain gave the school a really unique atmosphere, and those everyday moments are what I remember most. In 2024, the Class of 2014 had plans for a 10-year meet-up but unfortunately it was hard to get everyone together as everyone is scattered all over the world. However, we still keep in touch through social media.

What advice do you have for TES students?

If I could give one piece of advice, it's to enjoy it while it lasts. School might feel like it's all about grades and deadlines, but some of the best memories come from learning and trying new things, getting involved and pushing yourself. Don't stress too much, it goes by faster than you'll expect.



TES Community Team Strikes Gold at the World Masters Games!

By George Demetriou, British Primary Section, Head of Sport



What is the World Masters Games?

The World Masters Games (WMG) is the largest international multi-sport event for athletes aged 30 and above, often dubbed the “Olympics for adults.” Held every four years, the 2025 edition took place in our very own city of Taipei, bringing together thousands of athletes from around the globe in a celebration of sport, community, and lifelong fitness. For the TES Community Team, it was a perfect opportunity to represent our school and city on an international stage.



Preparation for the Competition

The TES Community Team was a unique mix of 11 teachers and 8 parents from the Taipei European School—each juggling careers, family life, and school commitments while training together in the weeks leading up to the tournament. The squad included the following players:

Staff

George Demetriou
Ivan Palmer
Paul Wright
Kwok Chow
Jared Duxfield
Thomas Romere
Paul Hsueh
Ross Milcliffe
Neil Harris
John Chin
Ben Orilion

Parents

Christian Peluso
Thomas Eisner
Simon Tonks
Matt Nottingham
Jaafar Barkallil
Mario Cosentino
Lukasz Weremiuk
Michael Cremer



Training sessions were full of laughter, energy, and a few sore muscles, but most of all, they were a testament to the spirit of collaboration that defines the TES community. From early-morning drills to weekly friendlies, the team's preparation was all about building chemistry on and off the pitch. Our first friendly was against a very strong team Fritz FC and we lost 6-3 and our second friendly we drew 1-1 with FUYU FC. These two games laid the foundations of our 4-2-3-1 formation and our defensive and attacking strategies for the WMG.

The Tournament

Placed in a competitive group alongside Kinmen FC, Mr Adults, NTUH FC and MSM FC, the team kicked off our campaign with a 1-1 draw against a tough Kinmen FC side. Our goal was scored by John Chin after a well-worked set piece. In our second match we found our rhythm, cruising to a 4-0 win over Mr Adults. The goals came from Paul Hsueh 2, John Chin and Paul Wright. Our third match saw us defeat the alumni team from National Taiwan University Hospital FC with a professional 3-0 victory. The goals came from John Chin, Thomas Eisner and Christian Peluso. In our fourth game we had a tense 0-0 draw with MSM FC from Mongolia to close out the group stages, setting up a rematch with the same team in the gold medal final.

In front of a cheering crowd, the final was a fiercely contested showdown. Both sides gave it their all, but it was TES who edged ahead with a hard-earned 1-0 win—securing the gold medal and etching their name in World Masters Games history. The only goal was scored when captain Ivan Palmer crossed the ball into the box and the covering defender deflected the ball into his own net. The final whistle sparked jubilant celebrations as the TES Community Team completed their remarkable journey—clinching the gold medal and finishing first at the World Masters Games in Taipei. The path to victory

wasn't easy; with five intense matches packed into just six days, the team faced a series of injuries that tested their resilience. But through determination, teamwork, and an unbreakable spirit, they rose to the challenge together—achieving something truly unforgettable.

More than just football, the tournament was a celebration of camaraderie, fitness, and community spirit. The mix of teachers and parents not only showcased their skills on the pitch but also strengthened the bonds that make TES such a special place.

A Special Thanks

The TES Community Team would like to extend heartfelt thanks to the parents and families whose unwavering support—on and off the pitch—made this experience possible. A big thank-you also goes to Taipei European School for their encouragement, approval, and generous sponsorship, which enabled us to represent the school proudly at such a prestigious event. And of course, huge appreciation to Ben Yang and the Yang Foundation for providing our stunning team kits—both stylish and symbolic of the unity and pride we carried into every match.

And finally, a huge congratulations to the entire TES Community Team for showing the world what teamwork, determination, and a bit of school pride can achieve.



International Primary Curriculum - *A Year in Reflection!*

By Christopher Youles, British Primary Section, Assistant Head

The British Primary Section has just completed its first year of the International Primary Curriculum (IPC), and what a year it has been! From exploring ancient civilisations to investigating the forces of nature, our students have embarked on a journey of discovery, developing not just knowledge, but also a love of learning and a global perspective. The IPC's focus on learning, international mindedness, and personal development has brought a vibrant energy to our classrooms, fostering curiosity and a genuine enthusiasm for learning.

This year has seen our students become active participants in their education, engaging with exciting and relevant topics that connect to the world around them. The thematic units of the IPC have provided a framework for rich and meaningful learning experiences, allowing our teachers to be creative and innovative in their approach.

Let's take a glimpse into some of the highlights from each year group's IPC journey:



YEAR 1 Celebrating the World Together

Our youngest learners embarked on a journey of cultural discovery with the "Celebrations Around the World" unit. They explored diverse traditions, festivals, and celebrations from various cultures, learning about the importance of community, sharing, and understanding different perspectives. From Diwali to Chinese New Year, students explored the rich tapestry of human traditions, developing an appreciation for the diversity of our world. They learned about the food, music, and customs associated with these celebrations, fostering a sense of global citizenship from a young age. This unit laid the foundation for future learning about different cultures and the importance of respecting and valuing diversity.

YEAR 2 Our Earth, Our Home

Year 2 students delved into the wonders of "The Earth, Our Home," exploring the interconnectedness of our planet's systems. They investigated different environments, from rainforests to deserts, learning about the unique plants and animals that inhabit each one. They explored the importance of conservation and sustainability, understanding their role in protecting our planet. Through hands-on activities and investigations, they learned about weather patterns, natural resources, and the impact of human actions on the environment. This unit instilled in them a sense of responsibility towards our planet and empowered them to become environmental stewards.



YEAR 3

Stepping Back in Time with the Ancient Egyptians

Year 3 students travelled back in time to explore the fascinating world of the Ancient Egyptians. They learned about the pharaohs, the pyramids, and the daily lives of ordinary Egyptians. They investigated the mysteries of mummification, hieroglyphics, and the significance of the Nile River. Through role-playing, creating their own artefacts, and researching different aspects of Egyptian society, they developed a deep understanding of this ancient civilisation and its lasting impact on the world. This unit sparked their curiosity about history and encouraged them to ask questions about the past.

YEAR 4

Exploring the World of Travel and Tourism

Year 4 students explored the dynamic world of "Travel and Tourism." They investigated different modes of transport - focusing on air travel, explored various tourist destinations, and learned about the economic and cultural impact of tourism. They planned their own imaginary trips, researching different countries and cultures. They also considered the importance of responsible tourism and its impact on the environment and local communities. This unit broadened their horizons and gave them a greater understanding of the interconnectedness of our world.



YEAR 5

Forces in Motion – A Boat Race to Remember!

Year 5 students experienced the power of forces firsthand with their "Forces" unit, starting in a memorable boat race in the swimming pool at the Judge's Academy. This hands-on activity allowed them to apply their knowledge of buoyancy, water resistance, and propulsion to design and build their own boats. The excitement of the race, combined with the practical application of scientific principles, made learning about forces engaging and unforgettable. This experience brought science to life and fostered a love of experimentation and discovery.

YEAR 6

Going with the Flow – Understanding Rivers

Our Year 6 students explored the dynamic nature of rivers with the "Go with the Flow" unit. They investigated the journey of a river from its source to the sea, learning about the water cycle, erosion, and the diverse ecosystems that rivers support. They also explored the human impact on rivers, considering issues such as pollution and water management. Through fieldwork, experiments, and research, they developed a deeper understanding of the importance of rivers and the need to protect these vital resources. This unit connected their learning to real-world challenges and inspired them to become advocates for environmental conservation.



This first year of the IPC at TES has been a resounding success. We have seen our students grow not only in their knowledge and understanding but also in their confidence, curiosity, and global awareness. The IPC's emphasis on learning, international mindedness, and personal development has created a vibrant and engaging learning environment for all our students. We are excited to continue this journey of discovery in the years to come, empowering our students to become lifelong learners and responsible global citizens. The collaborative spirit between teachers, students, and parents has been instrumental in the success of this programme, and we look forward to continuing this partnership as we embark on future learning adventures.

'Taipei mon amour', CM2 Declare their Love for their City in a Bilingual Book!

By Cindy Derraridj and Phil Dawson, French Section, CM2 French and English Teacher



The CM2 have accomplished a remarkable project, at the crossroads of art, literature and discovery: they have designed and produced a truly bilingual French-English book, *Taipei mon amour*, to tell the story of their native or adopted town. It's a sensitive and fresh book, as much a travel guide as a declaration of love.

This book is not just a school project: it's a collective work, created with passion and creativity. Each page is the reflection of a child's eye, at once curious, amazed and poetic. The students present places that are often little-known, sometimes unusual, but always unique. A mysterious alleyway, a vibrant night market, a lively district, an inspiring museum,





an unusual restaurant, a culinary speciality... These little treasures of everyday life become, under their pen, real invitations to travel.

The texts, written in French and English by the students themselves, are accompanied by meticulous drawings, calligraphy, original photos and a carefully thought-out layout. Under the guidance of their teachers, Ms Derraridj and Mr Dawson, every detail has been thought up and produced by the children: the typography, the colours, the layout of the images... Everything expresses their sensitivity and their desire to share.

Leafing through this book is like strolling through a beloved city, guided by sincere and enthusiastic voices.

This project has also enabled the students to develop a wide range of skills, including fluency in French and English, artistic expression, observation and teamwork, but above all it has given them a rare opportunity to take another look at their everyday environment. Through their words and images, readers can discover the richness and beauty of their city, Taipei.

More than a guidebook, it's a vibrant tribute, a celebration of the deep attachment they feel for their territory.

A wonderful lesson in creativity, openness to the world and showcasing local heritage. Taipei mon amour is a book to be read, given as a gift, passed on and treasured.



Unlocking Minds - The Power of Concept-Driven and Authentic Learning

By Flora Sung, British Secondary and High School, Head of Chinese Language and Culture

“The aim of education should be to help students think conceptually and transfer their learning to new situations.”

– Grant Wiggins

In the MYP curriculum, concepts are the golden thread that weaves through every subject; non-negotiable, central, and powerful. At the Secondary Campus, our Chinese teachers have embraced this challenge with creativity and purpose, designing authentic learning experiences that help students make deep, lasting connections between what they learn and the world around them.

YEAR 7 Connection in Action

In a unit themed around the concept of connection, students engaged in meaningful experiences that brought this idea to life. On November 5, Dr. Lin Sheng-Yi (林昇誼) from Médecins Sans Frontières (Doctors Without Borders) visited our Chinese Masterclass to share stories from her recent mission in Afghanistan. Her insights offered students a global perspective on empathy, service, and humanity. Moved by her work, students wrote heartfelt appreciation cards in Chinese and expressed a desire to donate toys to children in underprivileged regions.

Students also went on a Concept Walk in the neighbourhood, visiting a local breakfast shop to interview staff and observe daily operations. These seemingly simple encounters became rich opportunities for reflection as students explored how everyday roles build the fabric of our community.





YEAR 8

Exploring Culture Through Stories and Flavours

The beloved Chinese classic Journey to the West (西遊記) was the centrepiece of Year 8's exploration of culture. Students attended a stunning drama performance at the National Centre of Traditional Arts in Yilan on February 25, followed by a lively Monkey King workshop with Professor Yen, 顏國明教授, on April 11. They then expressed their cultural understanding through self-directed skits, comics, posters, and portraits, infused with creativity and insight.



Their reflections speak volumes:

"I was inspired by the Monkey King's courage and intelligence when he stood up for himself and others." – Louise Yang

"His talents weren't innate—they were honed through tireless effort." – Kaiser Lan

"The Monkey King is brilliant, but without guidance, he could become a danger to society." – Emily Chen

Another exciting opportunity was also provided for students to immerse themselves in Chinese culinary culture and enhance their communication skills through a trip to the renowned Michelin Star award-winning Chinese restaurant, Din Tai Fung (鼎泰豐), and the Kuo Yuan Ye Museum of Cake and Pastry (郭元益糕餅博物館) on June 19, 2025. This excursion aimed to give students real-world contexts to apply their understanding of Chinese cuisine and food-related language. It offered a delightful sensory experience while encouraging reflection on cultural practices and traditions surrounding Taiwanese culinary heritage.

YEAR 9

Building Connections, Culture, and Creativity

On November 15, the “Sustainable Dream House” project took centre stage in Mr. Yuda Chen’s Year 9 Chinese class. Students showcased their creativity by combining linguistic skills, knowledge from Art & Design lessons, and their understanding of the UN’s Sustainable Development Goals (SDGs) to design innovative dream houses.

Peers from other classes participated by providing constructive feedback for the design competition. This collaborative and interdisciplinary project highlighted the importance of sustainability and the power of creativity in learning. On December 5, Year 9 Chinese Language Acquisition students had the valuable opportunity to visit the Taipei City Police Department and Fire Department. This trip aimed to deepen their understanding of the concepts of connection and community.



Students not only gained a firsthand perspective on the vital services that support our city but also explored the cultural influences shaping these roles. They practised their Chinese language skills by conducting interviews with police officers and firefighters and shared their reflections through appreciation cards, making it an enriching and immersive learning experience.

“Tea Culture” is another engaging learning episode for Year 9 Language Acquisition students. On Thursday, May 8, students explored Taiwan’s rich tea heritage through a field trip to the Nangang Pouchong Tea Mountain (南港茶葉製造示範場). They observed tea farming and harvesting processes firsthand and enjoyed the natural beauty of the scenic tea mountain, deepening their understanding of culture and sustainability in a real-world context.

On Monday, April 2, Year 9 students also participated in a Spring Roll Making Competition. This fun and flavorful event highlighted their understanding of the cultural heritage of spring rolls, which date back to the Zhou Dynasty over 2,700 years ago. Students also applied SDG concepts on sustainability by using locally sourced and environmentally mindful ingredients in their creative culinary creations.





A GARDEN OF IDEAS

Showcasing Growth on the Concept Wall

Inspired by Tania Lattanzio's professional development sessions at ESC in September 2024, a Concept Wall was created to celebrate and document students' conceptual growth throughout the year. Through reflective writing, pencil sketches, character portrayals, posters, photography, and more, students expressed their deepening understanding of key concepts across various learning units. More than just a display, the Concept Wall has become a vibrant garden of ideas—a space where students' thoughts take root, blossom, and thrive.



Through these immersive, interdisciplinary experiences, students aren't just learning about concepts—they're living them. Concept-driven and authentic learning empowers students to connect knowledge with purpose, preparing them to think critically, act compassionately, and engage meaningfully with the world.

Leaders of Today (Not Just Tomorrow)

By Ann Lautrette (British Secondary and High School, Deputy Head), Vera Wu (British Secondary and High School, Head Student), Joshua Roh (British Secondary and High School, Deputy Head Student)

The Spark

The first-ever Student Leaders' Conference in Taiwan took place in February 2025. It was the result of a spark of an idea, born in my head after a teacher's conference. An idea to showcase that young people have an incredible capacity for leadership when given the right opportunities. The right opportunity, in this case, was a team of student organisers from schools across Taiwan, a location (our Swire ESC campus), and guidance on what a conference such as this could possibly be. Once our Head and Deputy Head students, Vera and Joshua, were appointed in August 2024, they became the leaders of the committee, the conference became fully student-led and the idea burned into reality. I won't tell you much about the conference, because Vera and Joshua will do that, but I want to tell you how exceptionally proud I am of them. With maturity, sensitivity to others and ultimately strong leadership, Vera and Joshua created something which will continue to enrich the learning of students across Taiwan and be a legacy to their time at Taipei European School.

Ann Lautrette



The Planning Process

In early October last year, Ms Lautrette introduced the idea of a Student Leadership Conference. The concept itself was exciting, but what made it even more compelling was that we, the student leaders, would be the ones to shape it; from the format to the content, it was up to us to decide.

We were fortunate to have been connected with students across the CATES (Council of Administrators of Taiwan Expatriate Schools) school network to collaborate on this project. The organising team included students from Hsinchu American School, Dominican International School, Kaohsiung American School and American School in Taichung. At our first meeting, we started by just getting to know each other and tossing ideas around. While it was awkward to begin with, slowly but surely, we started to make progress.



Throughout our meetings, we encountered various road-blocks and challenges that seemed impossible to surmount. The most challenging questions were: What do students really want to learn about leadership? And how do you teach leadership?

Leadership is such an important skill, and it has many dimensions. In the beginning, I was plagued with fear that we wouldn't be able to truly showcase what student leadership is. But that quickly washed away when the ideas started to build. "For students by students" Everything would be student-based, like the organisation process. Who better to teach student leadership than your fellow student leaders?

Ultimately, we decided on a programme that combined keynote speakers with different student-led workshops who each brought in their own unique perspective on what it meant to lead as a student. The goal was to offer attendees something engaging, relatable and something future leaders would not want to miss out on. Every part of the conference would reflect our voices and that, we felt, would be the best way to represent student leadership.

Vera Wu



Conference Day

Some events, you're alive with anticipation the night before. Others, not quite so. This leadership conference was the former — to the very last hour I spent working on this event, I was unsure how it would turn out. We had no guide, no precedent, only a blank canvas to fill with our ideas. This lingering self-doubt was unpleasant.

I walked into the classroom, but this time, not as a student, but in the shoes of a teacher. The uncertainty — more precisely, the curiosity — was clear in the room. We were all wondering how this would go.

Our day was a blend of keynote speeches, workshops, and a shark tank-style activity. Staying true to our value of “for students, by students”, every classroom had a student with wildly different experiences and interests, conveying their interpretation of leadership through their passion. It felt authentic.



I saw a workshop illustrating an intriguing take on the connection between contemporary art and leadership. Or a college fair-style room detailing all the different clubs in a school. To me, this was a clear highlight: the sheer variety of the forms of leadership. Here at the CATES Student Leadership Conference, it was not only the Head Students or the Student Council presidents who gathered. It was also the volunteers, the advocates, the mentors — the “quieter” leaders who sat with us throughout the day.

Some events, you're more than happy that the relentless organisation process is over, and you feel the burden lifted. Others, not quite so. This student conference was one of them — when the students finished boarding their buses and the classrooms were tidied up, all I could think about was, what's next? All the half-baked ideas, the paths untaken with this conference — what were the possibilities? That doubt had now transformed into a source of inspiration.

Joshua Roh

Reflections

This was my first time working with students from other schools on a project of this scale, and it ended up being one of the most rewarding experiences I've had. I am so incredibly proud and grateful for how the day turned out. I remember walking around the different workshops throughout the day and being shocked by the engagement of the students and the creativity of the workshops. Of course, there are things we'd like to improve for the future. We would've loved more time for the shark tank activity, and to have the option to have longer workshops. We've also discussed the idea of using social media platforms to connect with a wider audience.

Ultimately, beyond the event itself, we've been able to build deeper connections with other student leaders. Sharing our diverse student leadership backgrounds and approaches has even sparked new ideas we're bringing back to our own schools. Student leadership doesn't end, which is why we hope for this conference to turn into an annual event. So be sure to look out for the next conference!

Vera Wu

Sailing Together Towards New Horizons

An Unforgettable Maritime Adventure in Environmental Education and Intercultural Friendship

By Juliette Kudlikowski, French Section, Deputy Head



From May 19th to May 24th, ten students from CM2 and 6ème took part in an extraordinary journey that blended science, sustainability, and solidarity. Organised by the Ocean Affairs Council (海洋委員會) and Yilan County Yue-ming Elementary and Middle School (宜蘭縣立岳明國中小), and co-organised by the French Office in Taipei (BFT) and the National Academy of Marine Research (國家海洋研究院), this ambitious Sailing Project saw students travel by sea from Tamsui to Kaohsiung. They made meaningful stops in Taoyuan, Taichung, the Penghu Islands, and Tainan, and escorted by the Taiwan Coast Guards all along their journey.

Aboard the sailing vessel 'Good Hope', our young adventurers from French and Taiwanese schools lived and learned together for six intense days, discovering not only the beauty and power of the sea but also their own resilience, curiosity, and sense of global citizenship.

A Voyage of Science and Stewardship

This journey was much more than a sailing trip. Every day, students became junior scientists, measuring key indicators of marine health: pH levels, salinity, and the temperature of the sea water. They also collected and analyzed samples of ocean pollution, documenting microplastics and other marine debris found far from shore. These daily hands-on investigations deepened their awareness of the environmental challenges facing our oceans and the importance of protecting them.

In collaboration with EDF Renewables, the students also conducted windmill experiments, learning how wind energy can contribute to a more sustainable future.

These scientific activities were guided by experts and designed to foster critical thinking, environmental responsibility, and a genuine connection to the marine ecosystem.



Human Encounters and Cultural Exchange

Beyond the scientific learning, this project was also an inspiring human adventure. Students from Yueming School and their French peers not only shared living space on board, but also meals, responsibilities, discoveries, and emotions. Despite language barriers, they found common ground through laughter, teamwork, and a shared passion for the ocean.

Throughout the trip, our students also met with students from local schools and made friends with those from Shanwei School in Kaohsiung, exchanging stories and forming new friendships. These moments of cultural exchange were rich in meaning.

Art, Expression, and Advocacy

In Penghu, the students worked together to create a powerful collective artwork using plastic refuse gathered from the sea—an artistic gesture that carried a strong environmental message. This creation was later presented to Taiwan's Premier during a special welcome ceremony in Kaohsiung, underscoring the national significance of the project.

The students also participated in the Kaohsiung French Festival, where they gave a presentation about their personal reflections on this experience. It was a proud moment for all involved, as they stood as young ambassadors for ocean protection and intercultural dialogue.

Sailing in Safety and Solidarity

Every morning before setting sail, the crew and students performed a detailed risk assessment, evaluating the state of the sea, the wind conditions, the vessel, and the well-being of everyone on board. This daily ritual fostered a culture of responsibility, safety, and collective care—skills that will serve these young sailors well beyond the horizon of this voyage.

When asked what they had learned from this incredible experience, the students offered five words: Collaboration, Optimism, Good Hope, Safety, and Connection-Friendship. Perhaps the most moving insight came from one participant who said:

“Even though we did not all speak the same language on the boat, we had the same passion to protect the ocean. The sea is not a barrier, but a window onto the world.”



A Journey That Will Echo

The Sailing Project was a unique and unforgettable adventure—one that empowered young people to explore, understand, and cherish the ocean while building friendships that transcend borders. It reminded us all that education can happen anywhere, and that sometimes, the most important lessons are learned under the open sky, carried by the wind, and whispered by the waves.

As Good Hope sailed into Kaohsiung harbor, it carried not just a crew of young explorers, but the hopes of a generation determined to navigate toward a more connected and sustainable world.



From Classrooms to Community- Cathy Berger Kaye Inspires Service Learning at TES

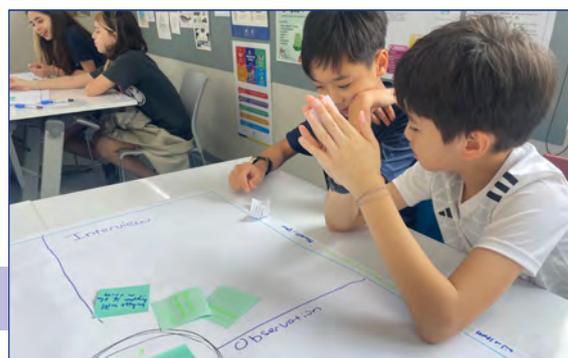
By Briana Samuelson, British Secondary and High School, MYP Coordinator

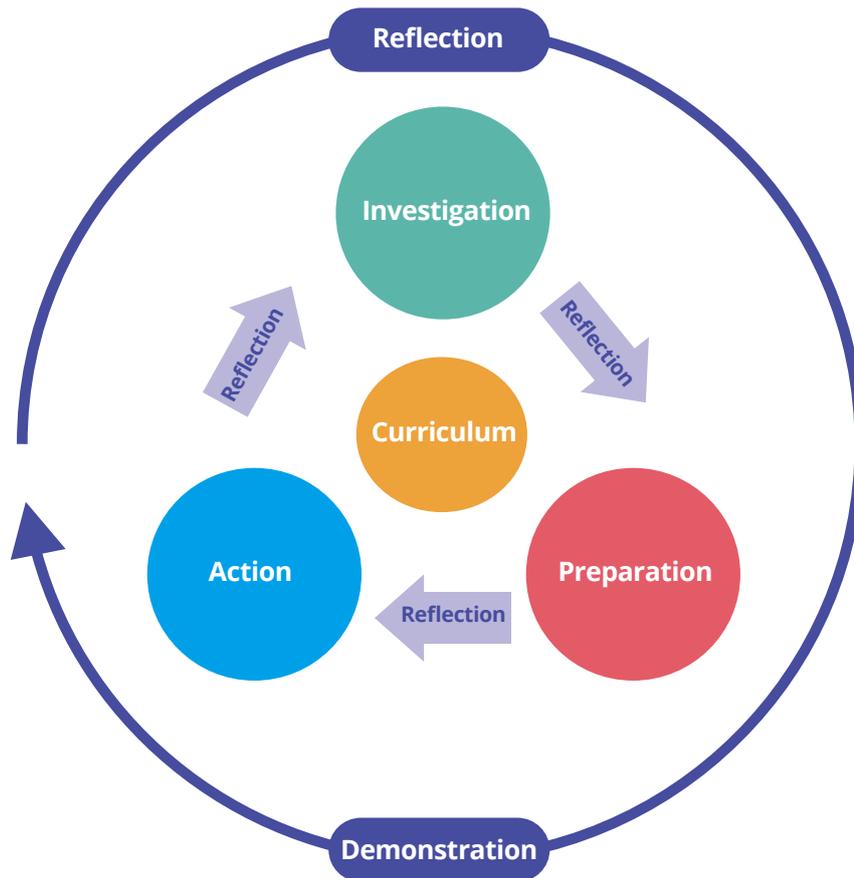


In February, Taipei European School had the privilege of hosting internationally renowned educator and service learning specialist, Cathy Berger Kaye, for an energising and thought-provoking visit. Over two days, Cathy worked closely with both staff and students, guiding the TES community through the key principles and practical steps of meaningful, community-connected learning.

At the heart of Cathy's message was a simple yet powerful idea: learning should connect students to issues in their community, empowering them to understand a problem and then take appropriate and ethical action. Through inter-

active workshops, she led BSBS teachers in unpacking the **Five Stages of Service Learning**: Investigation, Preparation, Action, Reflection, and Demonstration. This framework is designed to help students connect what they learn in school to real-world issues in their local and global communities.





Source: Service Learning: An Educator's Guide Cathryn Berger Kaye, M.A.

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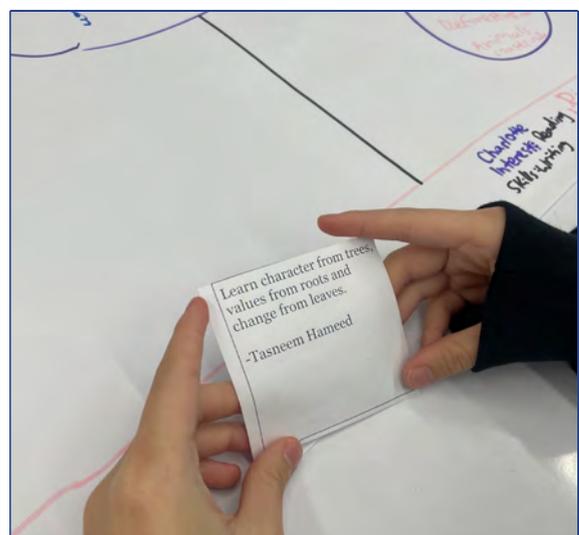
One of the key takeaways for teachers was the importance of beginning with students' personal inventory: their interests, skills, and passions, and guiding them to explore community needs. Cathy emphasised an assets-based approach, focusing on what is already going well in the community and building relationships, rather than simply identifying problems.

Beyond the workshops, Cathy engaged students directly, encouraging them to think critically about the world around them and how they can be agents of change. She urged students to reflect on quotes, start difficult conversations, and make meaningful connections to issues that matter to them.

As TES continues to foster global citizenship and responsibility, Mr. Yuda Chen, a member of the Chinese Literature and Culture department, has recently been appointed as the Community Engagement Coordinator. He will work alongside curriculum leaders and Year Deans to ensure that community engagement is embedded in the MYP curriculum. When asked about his new role, Mr. Chen commented, "I see this role as a bridge between our school and the wider community. By integrating service learning into our curriculum, we're not just teaching content; we're cultivating empa-

thy, critical thinking, and a strong sense of social responsibility. We aim to provide our students with opportunities to connect classroom knowledge to real-world issues."

Together, we aim to promote a culture of community engagement throughout all years of the MYP to move beyond the classroom, build empathy, and take meaningful action.



Students' Unique Journeys - What it Means to be a Student at TES!

By Kerry Nockolds, TES, Director of Community Relations and Marketing

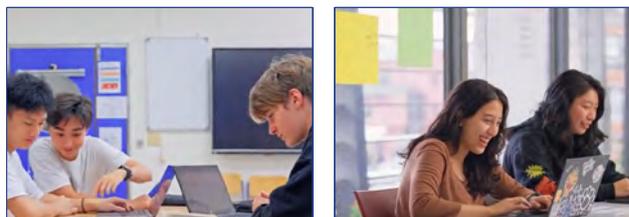
This year has been a busy one for video production throughout the school, which is just as well as in November the official TES YouTube channel was launched. If you have yet to subscribe you can do so through the below QR code.



So who has been producing the content to support the channel? Well it has come from students mainly, but the school has also commissioned a series of student videos.

If you did not already watch the 'Unique Journeys' series of student videos, where some of our long standing students in each section speak about their journey and experiences being a student from infant through to High School (being at TES for 11-14 years), then you should because they are an embodiment of what the school's 'Community Values' mean and what the 'TES Graduate Attributes' look like in a student.

The students; Elena and Philip from the British Section, Riona and Antoine from the French Section, and Marcus and Elsa from the German Section, speak about their challenges, memories, joyful moments and also their future aspirations. All of them have lived the TES values of Respect, Participation, Responsibility, Creativity and Perseverance on a day-to-day basis for their entire TES life and it emanates through their stories.



TES Graduate Attributes



In 2020 when the school reviewed its 'Guiding Statements', and created the 'Graduate Attributes' to articulate what a TES graduate will look like when they finish at TES, it was in part to give clarity to families about what a child would gain by studying in any section of the school. It is difficult, however, with a child who is very young, to realistically understand what their development will look like when they are ready to graduate, but the 'Unique Journeys' videos give a great representation of what students, who have taken this full TES journey, look like.



Alongside these videos are the ones that the students have created themselves. Antoine, as well as being in the 'Unique Journeys' series of videos, also produced one about the 'What is special about the TES High School'. This is a completely student produced production and gives the views of the students about their school, so also very interesting.

Additionally, the TES Peak Media team has produced a few fun videos collaborating with the High School teachers as willing (?) contestants, including 'Hot Ones', and the 'Christmas Song Quiz'. They also helped the ESC Drama troupe make a 'What is a Pantomime?' video to prepare us for the experience of being an audience for the Christmas Bazaar performed Pantomime 'Every pantomime ever in 20 minutes'!



Very busy in the video production arena included the French Section Premiere class who made a series of interviews with students and parents, who shared what they love about their French Section, and also with Mr Lefèvre who explained all the pedagogical aspects of the section.

Not to leave out any of the work done by the German Section students that made some informational videos about how the German constitution and government works, made at the time of the elections in German at the end of last year. And most recently some cooking videos which show how to make some delicious German dishes!

So as you can see, the TES Youtube channel has provided a great platform for creativity and participation for students, as well as a way for visitors to TES, or even our own families in the school community, to learn more about our even more amazing students that 'Learn and Flourish' with TES.

BILINGUAL STORYTIME: A MAGICAL FRENCH-CHINESE ADVENTURE FOR KIDS

Introducing an additional resource created by a TES French learning assistant and a Chinese teacher - Discover a podcast where imagination meets language learning!

Each episode brings stories to life with French narration and lively Chinese dialogue— with unique voices for every character. Designed for our bilingual community, this series helps kids and parents practice listening comprehension, and learn both languages together in a fun and natural way. Whether for bedtime or learning time, it's a joyful journey through language and culture.

Audio stories available on <https://youtube.com/@jmskids> new episodes added regularly, subscribe to receive them everytime.



Rockabilly Parent Gala

By Kerry Nockolds, TES, Director of Community Relations and Marketing



The TES Parent Gala is always one of the most fun events of the year, and this year it swung 'Rockabilly' style!

Each year the Parent Support Council (PSC), which is represented by all 4 Parent Associations (British Primary PA, French Section PA, German Section PA and Secondary Campus PA), comes together many months before the Gala to set the ball rolling on organising the next Gala.

This year, in order to avoid any potential clashes with other events, they decided to pull it forward to March, which is great except for the fact that preparations literally began the Monday following the Christmas Bazaar! So one huge event finished and one huge effort to plan another started (no rest for the PSC members).

Led by our PSC Chair, Ms Alicia Arango, the Gala committee was pulled together (willingly I'm assured) and the first order of business was to choose this year's theme. After the 1920's theme last year, we moved forward 30+ years and settled on the Rockabilly era, for most of us with the movie 'Grease' was in our imaginations.



I cannot under emphasise how much work goes into the preparations for the Gala: finding a venue, choosing the menu, finding sponsors for the raffle prizes, advertising and selling tickets, printing raffle tickets, decorating the venue, coordinating with the secondary music team for the entertainment, and that is not covering the millions of other tiny details. For anyone that was able to attend the Gala night you will know what a great celebration of our TES community spirit this is, and understand it is only with the goodwill of the organising parents that such a big event can be held.

We have lots of photos to share with those of you who were unable to attend, and don't worry there is always next year. The level of fun can be seen by the efforts of everyone to dress up in 'Rockabilly' style.



The night itself was a swirl of entertainment, with the Suns Voices TES community choir serenading us in the reception area, with the Secondary DJ CCA students playing background tracks during the dinner, with the rock bands, Infernal Sweeper, Parent band 'The Red Line', The Lopsiders and then DJ for the dance floor.

There were some great raffle prizes provided by sponsors and this got the spirits high for the winning parents and staff. Also, a big thanks to the High school students that helped at the event too.

There is no doubt the Parent Gala has the best vibe and the TES Community are the best party people in Taipei!



Europe Day

Sharing Our European Culture

By Kerry Nockolds, TES, Director of Community Relations and Marketing

One of the big events for TES each year is our celebration of our European values on our school's Annual Europe Day Event, May 9th. This year the entire week preceding Europe Day, by kind invitation from the European Economic Trade Office (EETO), became a celebration of European music as the school's music students were given a unique opportunity to perform at the Taiwan National Concert Hall!

Mr Lutz Güllner, Head of the EETO and also member of the TES Board of Directors, came to the school with an idea of how the school could be involved in the EETO sponsored 'Europe Day Concert Series' which was running for a week in the lead up to Europe Day. The Concert Series had the goal to share European culture, specifically in the form of music, to the people of our kind host nation of Taiwan.

Preparations between the school, the EETO, the National Symphonic Orchestra (NSO), the Taipei Philharmonic Orchestra (TPO) and the National Concert Hall (NCH), started in earnest.

There were to be two concerts which the school would be involved in: Saturday May 3rd, Europe Day Concert Series - Lü Shaojia, Yan Junjie and National Symphonic Orchestra "A Cross-Generational Movement" 2025, and Wednesday May 7th, Taipei Philharmonic Orchestra "Extreme. 1685 - Celebrating the 340th Anniversary of the Birth of Handel and Bach".



The wonderful concept, which enabled our students to perform at these events, was that the students would perform at a pre-concert event where the general public sat in the National Concert Hall Atrium to listen to an introduction to the evening's performance.

For the Saturday pre-concert event, the spectacular venue was an awesome backdrop for our TES choirs to sing. The secondary choir began with "Gloria" followed by the primary upper choir singing "Sesere Eeye" and finally the two choirs joined together to perform "Ode to Joy" in German, French, Chinese and English. It was the perfect way to start a magical night of European music with the NSO and Lü Shaojia performing Mozart: Piano Concerto No. 24 in C minor, Op. 491, and also Bruckner: Symphony No. 7 in E major.

For the Wednesday pre-concert event, 6 music students from the High School had the opportunity to perform in the majesty of the atrium. Aaron Hseuh led with off with a performance of 'Arabesque No.1 - Debussy' on the piano, then Tiger Kuo and Jae Chia played 'Concerto For Two Cellos in G minor RV 531 - Vivaldi', and finally the violins, Sophie Lee and Devon Lin joined with their cellos and Grace Lee on the piano to play "Ode to Joy" during which the audience was invited to sing in which every language they felt most comfortable (French, English, German or Chinese). The students and audience enjoyed the performance and the beautiful concert hall's atrium which had amazing acoustics. Again it was the perfect send off for the Taipei Philharmonic Orchestra's performance of Georg Friedrich Händel: Dixit Dominus, HWV 232, and Johann Sebastian Bach: Magnificat, BWV 24., conducted by Professor Herrmann.



As an added treat for the secondary orchestra, Professor Herrmann had come to the secondary campus to visit the students just the evening before. Professor Herrmann shared a little about his background in music and how he came to be a world renowned conductor. He also answered some questions which the students had about his fascinating job and career. Then they got an inside view on how a professional conductor goes about working with an orchestra, as he conducted the piece 'Rites of Tamburo' by Robert W. Smith with them.



Finally, on Friday, our own TES Europe Day Event had arrived. This event is always a special one, with student musicians and student presenters from primary and secondary campus working hard to deliver another great event. One of the special parts of the event is the honoured guests that choose to join the school for this event, as we were supported by Trade Office representatives from the European Union, France, Britain, Germany, Austria, Belgium, Netherlands, Czech Republic, Poland, Finland, Slovakia, Hungary, Sweden and Switzerland, as well as a guest from Taiwan's Ministry of Foreign Affairs. Also joining the event were Dr CV Chen and other Board of Directors members.



The students are the stars of any show, and the Community Values of Participation, Responsibility, Creativity, Perseverance and Respect, were all on display and impressed our guests. Our hosts for the day were Clara Funnekotter (BPS), Alexander Chang (FS) and Jane Ganzemüller (GS), and they were very professional in introducing the programme which included musical performances from the harp ensemble performing "Ode to Joy", upper primary choir "Do you believe in magic?" and Aaron doing a reprise of his piano piece from Wednesday's performance, and a combined finale of "Ode to Joy" with the choir, harps, drums and piano played by Emma Yeh.

Aside from the musical aspect, each year the event has a theme and this time it was "Digital Citizenship". Following some opening remarks from Mr Nixon MBE, Dr CV Chen, and Mr Güllner, the students shared their wisdom in the area of growing up in a digital age. The High School students spoke on the topic "Digital by Birth, Responsible by Choice", Vera Wu (H3) in English, Rose Corric (F1) in French, and Jakob Pinnow (H2) in German. They made some very compelling points about the benefits and difficulties of negotiating the digital realm. From the Primary school, a video presentation had been made where students of all sections had interviewed each other to give some very practical advice about managing digital safety and kindness, including "choosing a strong password", "spotting online scams", "having online life balance" to name a few. Also, to coincide with Europe Day and follow the same theme, there was an Art Contest run where students drew their depictions of digital citizenship and the digital world. The winners were displayed on a video as well as there being an official prize giving after the event, where Dr CV Chen kindly presented certificates and prizes to the winning artists.



Transforming Our Outdoor Learning Space - *A Tri-Section Journey*

By Jennie Bonnalie, British Primary Section, Head of Nursery



Over the past year, the Early Years teams across the Tri-Section have been working collaboratively to develop and enhance our shared outdoor learning space. What began as individual team wish lists has evolved into a unified vision. From early discussions and proposals to senior leadership, to planning and coordinating with the facilities management team, it has been a true community effort—and we are now beginning to see the results take shape.

One of the first major changes was the redesign of the sandpit. By slightly reducing its size, we were able to make space for new features—most notably, the addition of running water through outdoor taps. This improvement not only enhances play but also supports sensory exploration, problem-solving, and collaborative learning as children mix water with sand to experiment and create.



Recognising the importance of protecting children from the elements, we also prioritised the addition of retractable shade structures. These canopies provide shelter from the sun and rain, ensuring that outdoor play can happen more consistently throughout the year. Whether it's a drizzly day or a hot, sunny afternoon, children now have more opportunities to engage with the outdoors comfortably and safely.

Throughout the year, we have continued to make thoughtful enhancements. From introducing more greenery and natural materials to expanding the selection of open-ended resources, our goal has been to create a rich and inspiring environment where children can play, explore, and learn. It's a joy to see them immersed in this vibrant green space, right in the heart of the city—a rare and valuable opportunity in an urban setting.

A recent and exciting addition has been the music wall—a vibrant feature that invites children to explore sound, rhythm, and self-expression. Using a variety of upcycled and repurposed materials, the wall encourages children to experiment with different tones, collaborate with peers, and develop their auditory and motor skills. It has quickly become a popular spot, sparking spontaneous musical play and joyful noise.



What has made this project especially rewarding is the strong collaboration across the Tri-Section. With shared educational philosophies grounded in child-led learning and play-based inquiry, we all envisioned a space where children could engage with natural materials such as wood, sand, and mud. Our goal was to ensure that children have independent access to open-ended resources that spark creativity, imaginative play, and deep engagement. By giving children agency over their play and learning, we empower them to be confident explorers and thinkers.

The playground also supports collaborative and social learning. In areas such as the wooden structures, sand zones, mud kitchen, and now the music wall, children come together to share ideas, solve problems, and build relationships. These experiences are essential for developing communication and social-emotional skills in the early years.



Physical development is also nurtured in this space. The inclusion of bikes, monkey bars, and a dynamic obstacle course encourages children to take risks, build strength, and refine their gross motor skills in a playful and engaging way.

Spending time outdoors is not just enjoyable—it's vital. Research consistently highlights the benefits of outdoor play for young children's well-being, including improved mood, focus, resilience, and overall physical health. By continuing to invest in this area of the school, we are giving our youngest learners the best possible foundation for their educational journey. And perhaps most importantly—they love it.

We look forward to continuing to grow and evolve our outdoor learning environment in the years to come, always with the children at the heart of everything we do.



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