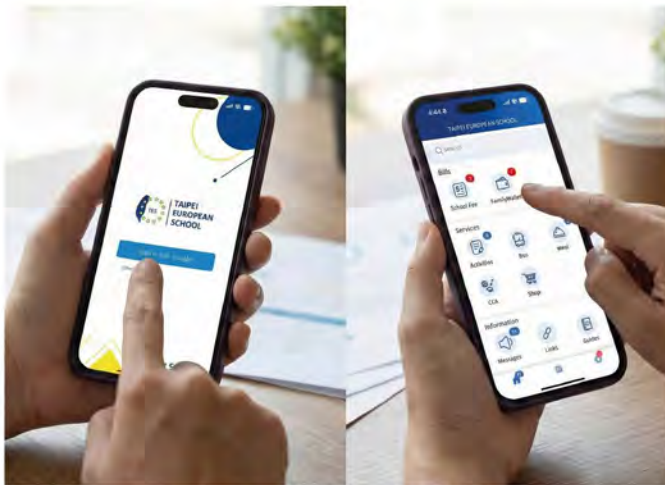


C NNECT

2025 WINTER



Transforming Play Times Through the Power of Play



*The Community Mobile App & New AOS
(Administration Operation System) Mobile App*



*A Wider World of Learning:
Celebrating Our FOBISIA Connections*

CEO Greetings



Welcome to the Winter edition of the Connect magazine which contains a wide variety of articles related to activities and learning across our different sections and campuses.

With our whole-school priority and focus on student well-being, we have included a very informative piece from our IT Director on digital wellness, following on from recent presentations and workshops for all staff, students and parents run by external experts. Additionally, a member of the Counselling team writes about our support systems available to students.

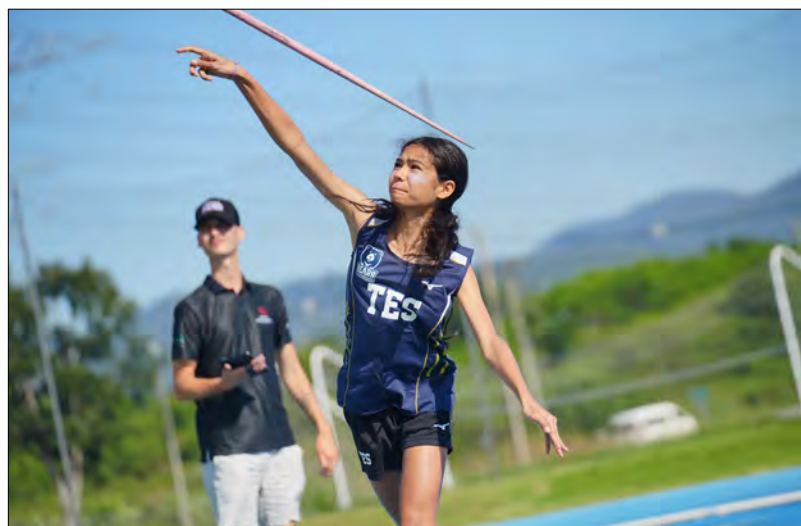
An interesting development this past term has been the play time initiative at the EPC where break and lunch-time play has been transformed into tri-Section themed zones with varied choices of exciting and educative play resources for the children.

It is also good to hear from our German Section Kindergarten about the St. Martin's Day Festival and activities, as well as student experiences in our French Primary Section when they met professional fencer Yilu Guillemot.

Once again, a big "thank you" to our Marketing team for the efforts with the hugely successful Autumn Festival and Christmas Bazaar events which are very well-attended by our community and develop a great sense of belonging and identity for our school.

I trust you will enjoy reading about our school in the following pages of Connect magazine. I would like to thank the contributors for their interesting accounts which truly reflect the vibrancy and engagement of school life here at TES.

John Nixon MBE
Chief Executive Officer



Creative Learning

- 6 Meeting a Champion:
When Our CM1 Students Discovered the
Inspiring Journey of Fencer - Yilu Guillermo
- 8 When CM2 Students Showcase their Culinary
Talents through their Heritage
- 9 A Vibrant Encounter with Voices from Taiwan-
CM2 Students Immerse themselves in the
Heart of Radio Taiwan International (RTI)
- 10 The Intercultural Approach to
Language Learning



Doing Well by Doing Good

- 12 Community Engagement:
Deepening Our TES Roots



Whole Child Development

- 14 CCA: Jump Rope Club - Jump to the Beat
- 16 **■ Cover Story**
A Wider World of Learning:
Celebrating Our FOBISIA Connections



Beyond the Classroom: Wellbeing

- 20 Digital Wellness
- 23 **■ Cover Story**
Transforming Play Times Through
the Power of Play
- 25 Beyond the Counselling Room:
How Parents, Teachers, and Stu-
dents Shape Our Support System





Lifelong Learning

- 29 | What Are These Colourful Lights Shining Through the Darkness?



School Events

- 31 | TES Christmas Bazaar 2025 - Bringing the Festive Spirit to Taipei



School Development

- 34 | **Cover Story**
The Community Mobile App & New AOS (Administration Operation System) Mobile App

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

Meeting a Champion: When Our CM1 Students Discovered the Inspiring Journey of Fencer - Yilu Guillemot

By Juliette Kudlikowski, French Primary Section, Deputy Head



Discovering an Unexpected Path to Excellence

Our CM1 students recently had the remarkable opportunity to meet Yilu Guillemot, the French-Taiwanese épée fencer, whose story is as compelling as his talent. For the children, and the adults, fortunate enough to witness the encounter, it was a moment of discovery, inspiration, and cultural connection.

Yilu Guillemot's rise in the world of fencing is all the more impressive because it began with difficulty. As he shared with our students, he wasn't a naturally gifted athlete. This confession delighted the children and reassured many adults, greatness doesn't always begin with obvious talent.

A Life-Changing Encounter in Taiwan

Everything changed when Yilu was around 12 years old. While visiting his grandmother who was sick in Taoyuan City, Taiwan, his father noticed a high school fencing team training just across from the hospital. He asked if Yilu could join a practice session and that simple request became the turning point of a lifetime. In Taiwan, Yilu discovered a completely different approach to the sport.

From Hard Work to International Success

What followed was astonishing progress. After only a few months of rigorous Taiwanese training, Yilu began entering regional competitions back in France, and winning. His dedication eventually led him to represent France in junior international tournaments, where he started collecting medals and recognition. He was France Champion for the Junior category.

But as he reminded our students, achievement is not only about personal ambition. It's also about connection.

"The deepest link I have with Taiwan is my family," he said. He also shared that he could not be a successful athlete without his group of friends, listening to music, reading books and traveling.

A New Identity and Ambitions for the Future

In 2021, driven by gratitude and passion, Yilu made a bold and meaningful decision: he switched his sporting nationality from France to Taiwan. Today, he is one of Taiwan's highest-ranked épée fencers, admired for his ability to adapt his style—sometimes calm and precise, other times bold and aggressive.

Even though he narrowly missed the chance to compete in the Paris Olympics, his sights are now set on Los Angeles 2028, where he hopes to bring home Taiwan's first Olympic fencing medal. He told us that he is not ready yet, but he has three years to prepare and is setting objectives leading up to that participation in the 2028 Olympics.



Inspiring the Next Generation

What our students witnessed was not only the story of a successful athlete, but also the journey of someone who overcame doubts, embraced his multicultural identity, and found his path in an unexpected place.

Yilu Guillemot reminded us all, children and adults alike, that:

- beginnings don't define destinies,
- persistence matters more than perfection,
- and sometimes one opportunity, taken at the right moment, can change everything.

As he left the room, it was clear that Yilu had done more than share his story, he had sparked dreams and shared meaningful messages. Perhaps, among our CM1 students, the next great fencer has just found their inspiration.



When CM2 Students Showcase Their Culinary Talents Through Their Heritage

By Cindy Derraridj, French Section, CM2 Teacher

This year, during the 'Week of Taste', CM2 students created recipes worthy of professional chefs. Working in teams, they had to come up with a recipe for a dish based on their heritage that included an ingredient from their heritage.



To carry out this activity, they first met with a renowned chef, Chef Paco, who presented his cookbooks to them, demonstrated techniques, and provided advice on how to prepare a dish.

Chef Paco impressed them by making the creamiest chocolate mousse imaginable.

The CM2 students had prepared questions for the chef in advance, which he answered with professionalism and kindness.



Thanks to his advice, the students were very impressed and played along by putting themselves in the shoes of a chef as part of a team. With the help of parents on each team, the dishes they concocted delighted our eyes and taste buds. From Far Breton, a roll called a bilingual roll revisited with "cancoillote", cheese typical of a French region, Belgian waffles, Swiss tarts, Alsatian calzone to Aiyu for you. In addition, the students had prepared high-quality and exciting presentations.



It was a wonderful culinary journey through each other's cultures and heritages. Congratulations to our students for their excellent work and thank you again to the incredible Chef Paco!

A Vibrant Encounter with Voices from Taiwan - CM2 Students Immerse themselves in the Heart of Radio Taiwan International (RTI)

By Cindy Derraridj, French Section, CM2 Teacher

Our CM2 students had the opportunity to visit the RTI (Radio Taiwan International) studios. Warmly welcomed by the presenters of the French-speaking team at Radio Taiwan International, our students were able to discover how to produce a radio programme and practice in the recording studios like true professionals.

Our annual radio project couldn't have started in a better way: the students now have a good overall understanding of what it means to record a radio programme, which will be very useful to them going forward. The students were thrilled and proud to be on the air. We were congratulated by the team for the great interest shown by our students and the excellent preparation of their scripts beforehand. A huge thank you to the RTI team for their kindness and for bringing Taiwan's voice to the rest of the world.





The Intercultural Approach to Language Learning

By Boris Lautrette, British Secondary and High School, Head of Language Acquisition

In our Middle Years Programme (MYP) Language Acquisition classes in the British Secondary and High School, culture and intercultural experiences are placed at the heart of our curriculum. We believe that students should be encouraged not only to deepen their understanding of their own cultural origins but also to develop curiosity and openness towards other cultures. This includes the cultures of the European countries whose languages they study at BSHS: German, Spanish, and French.

We place great value on integrating authentic, meaningful experiences into our programme, allowing students to see the real-world relevance of what they learn. As educators, such experiences foster lifelong learning and provide invaluable opportunities to acquire transferable skills that enrich their learning across subjects. In recent years, Language Acquisition students have participated in a wide range of activities that invite them to actively use the target language, including food tastings, interviews, cross-section collaborations, podcast creation, and visits to exhibitions and conferences. Looking ahead, we hope that Service Learning will continue to offer our students even more opportunities to grow, flourish, and develop as engaged and responsible global citizens.

This commitment to authentic, culturally rich learning comes to life in many ways; one recent highlight was an intercultural celebration created by our MYP 2 students and teachers.



MYP 2 Intercultural Celebration: Languages in Action

During the last week of the 2024–25 school year, MYP 2 students took part in a vibrant intercultural activity during their Language Acquisition lessons. The French, Spanish, and German teachers came together to facilitate the exploration of the cultural traditions of Southern France, South America, and Germany through games, dance, and song.

This event was connected to the MYP 2 Unit 2 theme 'Festivals and Celebrations', guided by the Statement of Inquiry: "To understand the relevance of different festivals and traditions, it is necessary to know their cultural and linguistic contexts."

One of the key inquiry questions, “How can we identify a culture through a festival or celebration?”, inspired the design of this collaborative project. All classes were mixed across the three languages, encouraging students to support one another, explain activities, and communicate using the target language whenever possible.

French: Discovering Pétanque, a French Tradition

In French, students were introduced to the traditional game of pétanque. Our H3 French students (both Language B and Ab Initio) took on the role of coaches, presenting the game and explaining its rules and cultural values. Classrooms were transformed into lively bouledromes as students competed in friendly matches of pétanque boules.

Many were surprised to learn that pétanque is also played here in Taipei at Tianmu Sports Park, where bouledromes welcome local players. It was an excellent opportunity for students to connect a French cultural tradition to their own local community.

Spanish: Dancing to the Rhythm of Bachata

In Spanish, teachers introduced students to popular South American dances. Using interactive whiteboards to display choreography and play music, students learned the steps of Bachata and experienced the joy of Latin dance firsthand.

Teachers also discussed the importance of music, rhythm, and social gatherings in Latin American cultures, highlighting differences between several popular regional dances. The energy and enthusiasm in the classroom were contagious.

German: Singing German Songs

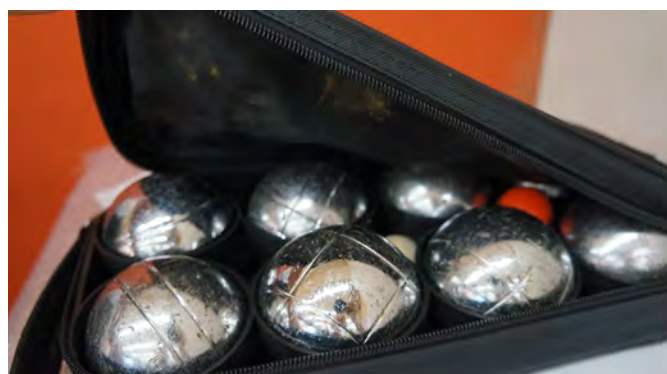
In German, Mr Klaus Bluetner, our German Language Acquisition teacher and an active musician in Taipei, brought music to the classroom with his ukulele. With the help of his German students, he taught the group how to sing traditional German songs, including some well-known Christmas tunes.



Through this activity, students discovered the distinct sounds and pronunciation patterns of the German language in a fun and engaging way. As with the other activities, collaboration and curiosity were at the heart of the learning experience.

This intercultural event captured the essence of Language Acquisition at BSHS; students explore, connect, and learn from one another through meaningful, hands-on experiences. By playing, dancing, and singing together, they strengthen both their linguistic skills and their appreciation of the cultural richness behind each language.

Looking ahead, we plan to continue this end-of-year celebration, with even greater involvement from older students. It will be another exciting opportunity to see how our learners rise to the challenge of communicating across languages, embracing new cultures, and celebrating the joy of learning at BSHS.



Community Engagement: Deepening Our TES Roots

By Yuda Chen, British Secondary and High School, Community Engagement Coordinator



When does a lesson truly stick? Learning becomes authentic when it leaves the pages of a textbook and enters the complexity of the real world. Over the past year, BSHS has been on a journey to embed this kind of authenticity into the heart of our curriculum. We are engaging with local community needs, partnering with organisations, and ensuring that our students' education is not just a preparation for the future, but a meaningful contribution to the present.

As our pursuit of authentic learning deepened, we recognised the need to move from a model focused on charity to one centred on partnership. Our collaboration with the highly renowned educational consultant, Ms Cathy Berger Kaye, was a catalyst for this change. Her guidance deepened our understanding of the International Baccalaureate (IB)'s seven learning outcomes for service and encouraged us to help students first identify their passions and interests as an entry point for service.

We also embraced an asset-based mindset, focusing on strengths rather than deficits, and began to view service as a way to connect with our communities in multiple ways. Sometimes this meant direct action through hands-on projects. At other times, it involved indirect support of existing initiatives. Students also discovered the power of advocacy by giving voice to important causes, and through research, investigating issues and sharing findings to inspire change.



New Initiatives Taking Root

The experiences shared by teachers on that day have now blossomed into impactful service-learning initiatives for our students. Our H1 students are embarking on their service learning journey by directly connecting with the communities engaged by our staff. We are seeing this philosophy come to life in five distinct student-led projects:

- **Bridge Builders:** This group is partnering with Yang Ming Shan Elementary School, a local elementary school just a 10-minute drive away from the secondary campus. Rather than simply “helping,” they are engaging in a mutual exchange—enhancing language learning while simultaneously promoting the local school's unique indigo plant dye programme.



- **SALT & Light:** Collaborating with the non-profit organisation SALT, students will work to raise awareness about homelessness, particularly at Taipei Main Station, moving beyond observation to advocacy.
- **Climate and Crops:** This initiative pairs students with local farmers in the Zhu Zi Hu area, specifically at the Hu-Tian Community Centre. They will explore the localised effects of climate change on agriculture and help promote sustainable tourism in the area.
- **Taipei Tellers:** Students in French, German, and Spanish classes are transforming language acquisition into a community-building experience. By interviewing new TES families to understand their unique needs and curiosities, they are compiling a “Transition to Taipei” guide which will help newcomers navigate the city, turning their new location into a true home.



Empowering Changemakers: TES Engage

Our student-led community engagement committee, TES Engage, is not only connecting existing service club leaders to foster a shared vision on campus, but also partnering with the local Yang Ming Shan community and the Hu-shan Community to advance their shared mission of preserving natural resources and caring for the elderly community. TES Engage H3 student leaders, Angelina, Eileen and Yann, have set a clear vision to enhance and expand participation in service activities throughout the school and to build a strongly connected community that continuously prioritises raising awareness. In their own words, this work “really helps us to connect TES not only from the inside, with service groups, but also emphasises the special bond we have with the local community.”



Looking forward, our focus will be to empower students to take greater ownership of service learning. We intentionally create opportunities for students to design and lead initiatives, equipping them with the skills and confidence to act as changemakers. This focus on the local community also strengthens our students' sense of belonging. By connecting classroom knowledge to real-world issues, they come to see service not as a requirement, but as an extension of their role as members of a shared society. We are building a culture where students not only learn about the world but also actively engage with it to shape a better future.

CCA: Jump Rope Club - 'Jump to the Beat'

By Jeni Wong, British Primary Section, Class Teacher



CCAs (Co- curricular activities) provide a wealth of benefits to children in primary school. They can help with improving mental health (self-esteem, reduced stress), fostering social growth (community, diverse friends), and help students discover passions and become well-rounded individuals.

What jump rope is:

- Activity: Rhythmic jumping over a rope swung under-foot and over the head.
- Equipment: A simple rope, also called a skipping rope.

Jump rope or skipping as it is more commonly known in the UK, offers children and adults amazing benefits. In short, it improves endurance, burns calories, enhances coordination, and is used for both recreation and competitive fitness. Did you know that skipping for 10 minutes gives you the same workout as a 30 minute run?



Our CCA 'Jump to the Beat' provides children with the opportunities to learn basic steps to more tricky steps with simple footwork routines all while enjoying the music and staying happy and healthy.



Some of the main benefits of jump rope include:

Physical Benefits:

- **Coordination & Balance:** Requires quick body adjustments, improving overall motor skills and rhythm.
- **Strong Bones & Muscles:** Weight-bearing activity builds bone density and tones legs, abs, arms, and core.
- **Cardiovascular Health:** Strengthens the heart and improves circulation efficiently.
- **Agility & Speed:** Develops explosive power and quickness for other sports.

Cognitive & Emotional Benefits:

- **Brain Development:** Engages both brain hemispheres, boosting spatial awareness, focus, and reading skills.
- **Mental Alertness:** Helps kids stay calm and focused in stressful situations.
- **Confidence & Self-Regulation:** Mastering skills builds confidence and teaches emotional regulation.

Fun & Practical Benefits:

- **Fun & Engagement:** A playful activity kids often don't realise is exercise.
- **Portable & Affordable:** Requires little space and equipment, perfect for home or travel.
- **Social Activity:** Many games can be played with friends, fostering teamwork.

There are many online jump rope communities around and taking our jump rope CCA is a great start to a life-long skill. So remember, if you want to boost coordination, balance, and motor skills, strengthen bones and muscles, improve heart health, and enhance brain functions (focus, memory, reading), all while being a fun, portable, and affordable way to get a full-body workout, build confidence and develop lifelong fitness habits, then join us and start 'jumping to the beat!'

Some useful online jump rope bloggers if you're interested in starting jump rope.



◀ <https://laurenjumps.com/>



◀ <https://doperopes.co.uk/blogs/jump-rope-news>

A Wider World of Learning: Celebrating Our FOBISIA Connections

By John Herbison, British Secondary and High School, Head of Music
Kwok Chow, British Secondary and High School, Head of Sport
Rachel Jackson, British Secondary and High School, Head of Theatre



As a proud member of FOBISIA (the Federation of British International Schools in Asia), our school is part of a vibrant and collaborative network of more than 100 British international schools spanning over 20 countries across the region. FOBISIA exists to support excellence in education through shared professional development for educators and rich student enrichment opportunities that broaden horizons, deepen learning, and foster friendships across cultures.

Each year, FOBISIA organises more than 70 student events; these range from sporting competitions and performing arts festivals to academic challenges and leadership forums. Such experiences encourage our

students to step outside the classroom, test their skills on an international stage, and return with new confidence, resilience, and perspectives.

In this edition of Connect, we highlight three recent FOBISIA experiences in Sport, Music, and Theatre. Written by our Heads of Department, these articles showcase how students across disciplines have embraced challenge and connection, growing not only as artists, athletes, and performers, but as global citizens.



FOBISIA Advanced Choral & Orchestral Festival

ESC students successfully auditioned to participate in the prestigious 2025 FOBISIA Advanced Choral & Orchestral Festival, hosted at Kellett School in Hong Kong from 23–27 October. Securing a place in this festival is a significant honour that recognises exceptional musical skill and dedication. We are immensely proud that our school had the highest representation of any participating school, a remarkable testament to the commitment and passion of our young musicians.

During the festival, the combined choir and orchestra performed an inspiring programme, including Karl Jenkins' *The Masked Man: A Mass for Peace* and a commissioned work written exclusively for the event. Students also enjoyed opportunities to explore Hong Kong's vibrant culture; highlights included a trip to The Peak, a night-time boat tour across Victoria Harbour, and a shared Gala dinner to celebrate the week's achievements.

What Students Learned

- Collaboration; the orchestra and choir succeeded through shared effort and teamwork.
- Preparation; the challenging repertoire required disciplined practice in advance of the festival.
- Rest and reflection; long rehearsal days demanded physical and mental readiness.
- Communication; students connected with peers from across Asia, forming quick and lasting friendships.



Student Reflections

"I've always enjoyed singing in a group, but being able to sing with 130 others in such beautiful harmonies was a once-in-a-lifetime experience. Talking to others who also had a passion for music helped widen my perspective of different cultures and lifestyles."

"I enjoyed the feeling of performing with such a huge orchestra; it sounded amazing. Everyone worked together. My highlight was the many moments with my friends. The lesson I learned is that if you practise, it will sound amazing."



"With each rehearsal, I felt myself improving little by little. Another highlight was our visit to The Peak; the night view was stunning. Many thanks to the teachers who organised this event. Without them, I wouldn't have had this wonderful experience."

"I enjoyed working with students from all over Asia, as everyone got along with each other. My highlight was the performance itself, the light show on the ferry, and the mountain trip. No matter how hard it may be, the finished result will always make up for it."

You can watch the concert via the Kellet Expressive Arts YouTube channel by searching FOBISIA Advanced Choral & Orchestral Festival 2025.



Under 15 FOBISIA Games

The U15 FOBISIA Games is a three-day multi-sport tournament that brings together young athletes from British and international schools across Asia. Hosted at Pattana Sports Resort in Thailand this November, the Games provide a competitive yet friendly environment where schools compete in matched groups based on size and ability. Day one features athletics and swimming, day two focuses on football, and day three concludes with basketball. Throughout the tournament, the emphasis remains firmly on the ethos of the Friendly Games, where respect, sportsmanship, and international friendship are valued as highly as medals.

What Students Learned

- Resilience and grit; competing across multiple sports in a short timeframe builds exceptional mental and physical toughness.
- Adaptability; athletes must switch between the solitude of swimming, the intensity of athletics, and the communication demands of team sports.
- Cultural competence; meeting peers from across Asia nurtures a broader world view and an appreciation of different cultures.
- Collaborative leadership; students learn when to lead and when to support teammates in high-pressure moments.
- Sportsmanship; athletes practise winning with humility and losing with grace.



Student Reflections

"It's a great memory that you will think back on when you have left school."

"The best part was actually the gala dinner. I sat next to students from a school in Malaysia and realised we had so much in common. I think I've made friends that I'll keep in touch with for a long time."

"My highlight was the last basketball game. We were exhausted, but we looked at each other and decided we wouldn't give up. That feeling of working that hard for each other was better than any medal."



FOBISIA Senior Drama Festival

Seven TES high school students participated in the 2025 FOBISIA Senior Drama Festival, held at the British School Manila in September. This year's theme, "Make Me Feel Mighty Real," invited students to explore the intersection of technology, identity, and performance in the digital age. Led by ThickSkin Theatre Company (UK) and inspired by their multimedia production Peak Stuff, participants engaged in a dynamic three-day programme of workshops, devising, and performance.

Day one introduced students to a range of practical masterclasses led by the theatre company. Day two offered dedicated creation time for ensembles to develop original pieces of theatre. On the final day, students rehearsed and performed their work in a shared festival showcase, celebrating risk-taking, collaboration, and creative expression.

What Students Learned

- Social skills; working in mixed-school ensembles; listening to diverse viewpoints; supporting peers throughout the rehearsal and performance process.
- Communication skills; expressing meaning through voice, movement, gesture, and production elements; presenting ideas clearly within an ensemble.
- Thinking skills; generating and refining original ideas; experimenting creatively with style, movement, and multimedia; making intentional artistic choices.
- Self-management skills; organising time effectively; adapting to new people and expectations; persisting through creative challenges.
- Digital and media literacy; using technology purposefully in performance and reflecting on how digital identity shapes storytelling moments.



Student Reflections

"There was no competition, which created a healthy environment in which to express oneself and enjoy time with friends."

"Everybody was kind and friendly; we got to know students from other schools easily and spent time together throughout the whole event."

"As a small group from TES, we had the opportunity to enjoy our time together immensely and get to know each other better."



Digital Wellness

By David Sinclair, Taipei European School, IT Director

From October 13th to 17th, TES hosted 'Digital Wellness Week', a dedicated time for our community to pause, reflect, and reimagine their relationship with technology at school, home, and in their daily lives. The week's theme, "Finding Balance in a Connected World," encouraged students, teachers, and parents to consider how digital tools can enrich our lives when used mindfully and with purpose, rather than as a distraction.

At a time when screens are deeply embedded in education, communication, and leisure, 'Digital Wellness Week' provided a timely opportunity to reaffirm TES's commitment to nurturing balanced, responsible, and informed digital citizens.



Five Inspiring Days with Patrick Green

Across five inspiring days, Patrick Green, international educator and digital wellness learning speaker, collaborated with our learning community to spark meaningful dialogue about how we can all navigate the digital world with greater awareness, balance, and purpose. Patrick's sessions were energetic, relatable, and grounded in research, drawing on real-life examples that resonated with both students and adults.

Patrick's visit directly supported TES's response to the CIS Domain C area for improvement, which called for:

- Greater digital citizenship awareness across the community
- Stronger alignment across sections
- Agreement on a common digital literacy framework



In particular, the initiative advances the CIS objective of establishing common year-level digital citizenship outcomes and skills across all sections in the middle school, ensuring that all students are equally well-prepared to thrive in the digital sphere.

'Digital Wellness Week' also aligned with TES's strategic goal of embedding the European Commission's DigComp Framework, focusing on digital competence, media literacy, and wellbeing across learning, teaching, and family partnerships.

Digital Wellness Objectives

- Strengthen community understanding of digital wellbeing and healthy technology balance.
- Promote shared responsibility between home and school in shaping students' digital habits.
- Align school practices and language around digital citizenship and literacy.
- Support CIS recommendations by developing common year-level outcomes in digital citizenship for middle school.
- Gather staff and parent data to inform TES's Digital Wellness Action Plan.

This unified approach ensured that a consistent message, emphasising digital wellness as a shared responsibility, emerged across classrooms and households, advancing the school's strategic goal of embedding the European Commission's DigComp Framework.

As the week unfolded, it became clear that real, lasting change happens when the entire community, students, staff, and families, move in the same direction. With a shared language, aligned expectations, and a renewed commitment to balance, the groundwork is now in place for stronger digital habits at school and at home. To continue this momentum, families play a crucial role. The following recommendations provide practical, research-informed steps that parents can take to promote digital wellness and support children in developing healthier, more intentional relationships with technology.



Recommendations for Parents

Parents are the most crucial digital role models. Your habits set the standard for your children. Implement the following practices to guide your family toward healthier technology use, as championed by experts like Patrick Green.

1. Model Mindful Technology Use

You cannot enforce rules you don't follow. Be the change you want to see in your children's habits.

- **Establish Tech-Free Zones and Times:** Designate your dinner table and family gatherings as non-negotiable device-free spaces. Critically, ban all screens from bedrooms at night to protect sleep health, and use a traditional alarm clock instead of a phone. Patrick Green stresses that if a device interferes with a child's sleep, it must be removed from the bedroom.
- **Do a "Digital Detox" Together:** Periodically choose an hour, an afternoon, or even a whole weekend day to unplug collectively. Replace this time with engaging, real-world activities, such as playing games, going for a hike, or cooking.
- **Manage Your Notifications:** Turn off all non-essential notifications on your phone. Show your child how you do it. A constant stream of alerts exists to distract, and when you actively choose focus over your device's demands, you model strong digital self-control.

2. Create a Family Digital Media Plan

Work with your students to define the rules rather than imposing them. A shared agreement fosters responsibility and buy-in.

- **Focus on Quality, Not Just Quantity:** Shift the conversation from "how much time" to "time well spent." As Patrick Green advised during the parent workshops, families should distinguish between active screen use (like coding, creating digital art, or collaboration) and passive consumption (mindless scrolling).
- **Set Clear Consequences:** Pre-determine what happens when the agreed-upon rules are broken. Consequences should be related to the offence rather than broad, non-related punishments.

3. Foster Open Communication and Digital Literacy

Your primary goal is to be the person your child comes to when something goes wrong online.

- **Ask Open-Ended Questions:** Lead with curiosity and empathy. For example, try, "What apps are you enjoying lately?" or "Have you seen anything online that made you feel uncomfortable or upset?" Patrick Green advocates for curiosity over surveillance.
- **Teach Critical Thinking:** Discuss Digital Citizenship and Media Literacy. For example, the TES Digital Wellness Week reinforced concepts like examining bias and reliability in digital media (a key component of the DigComp Framework's Information & Data Literacy area).
- **Discuss Online Reputation:** Explain that what they post online creates a digital footprint that can last forever. Encourage them to pause before posting and consider the long-term impact.





Recommendations for Students

For students, technology is central to both their academic and social lives. Taking ownership of your digital habits is a crucial life skill.

1. Cultivate Mindful Screen Use

Take active steps to ensure your device serves you, not the other way around.

- **Create Digital Boundaries:** Commit to a “Digital Sunset” by stopping screen use at least 60 minutes before bedtime. This is crucial for allowing your brain to wind down and ensuring a restful night’s sleep.
- **Be a Notification Gatekeeper:** Review your phone settings and turn off all notifications except for calls, essential texts, and alarms. You choose when to check an app; don’t let the app decide for you.
- **Use Tools to Help You Focus:** Utilise your phone’s built-in digital wellness features (like App Limits, Focus Mode, or Grayscale Mode).

2. Prioritise Real-Life Connections

Remember that the most meaningful interactions happen offline.

- **Schedule “Opportunity Loss” Time:** Actively schedule time for activities that technology often displaces, such as exercise, spending time outdoors, face-to-face social events, or pursuing hands-on hobbies.
- **Cure Your Social Media Feed:** Be ruthless about what you allow into your online world. Unfollow, mute, or block any account or content that makes you feel anxious, inadequate, or encourages comparison.

- **Engage Actively, Not Passively:** Use technology to connect with a purpose (active use) rather than mindlessly consuming content (passive use).

3. Master Digital Safety and Self-Regulation

Understanding the risks is the first step toward self-protection and responsible behaviour.

- **The “Pause and Check” Habit:** Before you download an app or click a link, take a moment to pause and ask: “Is this safe? Is this appropriate?”
- **Know How to Report and Block:** Familiarise yourself with the tools on every platform for reporting inappropriate content or cyberbullying.
- **Recognise the Signs of Overuse:** Pay attention to how technology affects your mood. If you notice yourself feeling more stressed or anxious after being online, it’s a clear signal to take a break.

‘Digital Wellness Week’ was just the beginning. By continuing these conversations at home and modelling healthy habits, families help strengthen the culture of balance and responsibility we’re building at TES. Together as a united community, we can ensure that every student grows not only as a capable digital learner but also as a confident, thoughtful, and resilient digital citizen.





Transforming Play Times Through the Power of Play

By Dan Thomas, British Primary Section, Class Teacher

At EPC, we understand that playtime is far more than just a break from learning—it's a fundamental part of childhood development and wellbeing. Research consistently demonstrates that unstructured play is essential for children's social, emotional, and physical growth. As Dr. Stuart Brown, founder of the National Institute for Play, states: "Play is the purest expression of our humanity... Nothing lights up the brain like play."

Children who engage in regular active play demonstrate improved concentration, better emotional regulation, and enhanced social skills. At EPC, we recognise that every child plays differently, and each has unique interests and ways of expressing themselves. Our playtime approach directly supports our TES Community Values, particularly Participation and Creativity, by giving all children the opportunity to engage meaningfully in ways that spark their imagination and allow authentic self-expression.

Creating Inclusive Zones for Every Type of Play

Our playtime transformation began with a critical shift away from a football-centred approach that dominated our outdoor spaces. While ball games remain popular, we recognised this singular focus inadvertently excluded children who preferred different types of play. This realisation aligned perfectly with our TES Community Value of Respect—respecting that different children have different needs and preferences. Our solution was to implement a zonal play system that divides our playground into distinct areas, each designed to support different play preferences.



Our mud kitchen and garden has become a hub of creativity, where students mix “potions,” create elaborate mud pies, and engage in sensory play that is both grounding and liberating. This space exemplifies both Creativity and Participation, as children bring their unique ideas to life and engage in collaborative play.

Equally transformative is our imagination zone, stocked with loose parts including barrels, pallets, tyres, and wooden planks. The beauty of this space lies in its open-ended possibilities—students have constructed elaborate dens, designed vehicles, and built obstacle courses. This construction play develops spatial awareness, engineering thinking, and collaborative skills as children negotiate, plan, and problem-solve together. The imagination zone brings to life our Learner Profile attributes of Empathy and Integrity, as children must work together, listening to each other’s ideas.



Beyond these main zones, we’ve created quiet areas for those who prefer calmer activities, designated spaces for less physical games, a sport games zone, and areas where different types of movement-based play can flourish. This demonstrates our commitment to Participation and Respect—ensuring that every child can find an environment where they feel comfortable and engaged.

The Positive Impact of Play-Based Break Times

The transformation has provided results that extend far beyond the playground itself. Students are demonstrably more engaged during break times, actively choosing to participate rather than standing on the sidelines. We’ve observed children who previously felt excluded now fully immersed in activities that spark their interests.



Most significantly, we’ve seen a notable reduction in student conflicts. When children have diverse, engaging options and aren’t competing for limited space, tensions naturally decrease. The zonal approach has reduced bottlenecks and overcrowding, while the variety means students can self-select into activities matching their energy levels and social preferences.

Teachers report that students return to class more settled and ready to learn. Rather than returning over-stimulated or frustrated, children come back having had genuinely restorative experiences. The perseverance they develop through building complex structures directly transfers to their approach to academic challenges, while the responsibility they demonstrate by caring for play materials shows their growing maturity.



At EPC, playtime is no longer an afterthought—it’s a vital component of our educational approach that brings our TES Community Values and Learner Profile attributes to life in authentic, meaningful ways.

Beyond the Counselling Room: How Parents, Teachers, and Students Shape Our Support System

By Counselling Centre, Taipei European School

At Taipei European School, we often say that wellbeing is a shared journey. While the Counselling Centre provides a supportive space for students to explore their thoughts and feelings, the true foundation of our care network is the community around them. Every smile from a teacher, every encouraging word from a parent, and every moment of peer support contribute to an environment where children feel safe to grow, learn, and thrive.

In this article, we would like to highlight how collaboration among families, staff, and students creates a support system that no single service could ever achieve alone.



Our Counselling Approach: A Welcoming Space for Every Student

Whether you are new to TES or already part of the community, the Counselling Centre is here to be a warm, approachable place for students to feel secure and cared for. Our work reaches students in many small but meaningful ways throughout the school day.

What We Offer to Students

- Individual and group counselling that supports students with emotional, social, and school-related concerns.
- Creative and play-based approaches that help younger learners express themselves comfortably and confidently.
- Self-referral opportunities that empower students to seek support independently and share their concerns at their own pace



- In-class workshop and small-group activities that strengthen communication, emotional regulation, and social skills.
- Whole-school social-emotional events that provide fun, interactive ways for students to learn about emotional management, building relationships, and self-care.

Support for Families and Teachers

- Consultation meetings with service users' parents and staff to plan consistent, child-centred, and individually tailored support for each student.
- Continuing training and resource sharing to foster a shared, whole-school approach to students' wellbeing, while offering parents information on external support services if they would like additional guidance.



Partners in Nurturing Confidence

Parents play the most enduring role in shaping a child's sense of emotional security. When we join hands with families, children benefit immediately. We are thankful for the many meaningful collaborations we have shared with parents in recent years.

Joining Sections' Parent Evenings: Starting Conversations Together

During Parents' Evenings, our counsellors were invited to meet with families and introduce the range of support available at school. These warm, open conversations helped build trust and reinforced that we work in partnership with students, parents, and the wider TES community.

Parent Workshops: Prioritising Family Wellbeing

We have hosted three parent workshops in the 2022/23 and 2023/24 school year, one on mindfulness and the other two on creative art-making for self-care and transition. All sessions focused on exploring simple, practical ways to slow down, reconnect with oneself, and support emotional balance at home. Parents shared reflections, exchanged ideas, and created a supportive space for one another, which reminded us that caring for children begins with caring for ourselves.

Resources for Home

Through the sections' newsletters, we shared wellbeing tools, including our first-aid emotional support flyer, the i-Sense resource, and simple breathing exercises. Families have used these to start conversations, soothe moments of stress, or support calm, healthy daily routines.

Collaboration with ESCPA

In addition to resources shared with families, students benefit from wellbeing items made available at school, thanks to support from ESCPA. These include cushions, sensory stickers, and wellbeing posters, which are used in welcoming activities, reading corners, displays, and shared spaces to promote calm, focus, and emotional balance.

Consultation Meetings: Walking the Journey Together

Service users' parents are also welcome to meet with us to discuss concerns or collaborate on personalised support plans. These conversations often become moments of shared understanding, a chance to align perspectives and work together to strengthen a child's sense of safety and confidence.



Support in Daily Moments

Teachers and school staff play a vital role in children's day-to-day lives. They are present during victories and frustrations, friendships and conflicts, successes and setbacks. Their partnership with the Counselling Centre is key to creating a caring and responsive environment.

Identifying Students Who Need Support

Teachers are often the first to notice when a student's behaviour or mood changes. Through our referral process, they help us connect students with suitable support in a timely and caring way.

Daily Emotional Guidance

Teachers provide ongoing encouragement and intervention in the classroom, such as checking in on students, helping them navigate friendships and challenges, and building routines that help children feel safe and settled.

Regular Consultation Meetings

The pastoral care team, teachers, and counsellors meet regularly to discuss students' progress and adjust support plans as needed. These meetings are not about 'problems' but about understanding each child more fully and working together to decide how we can best support and uplift them.



Induction Week and Continued Training

At the start of each school year, counsellors meet with staff during Induction Week to introduce services, share observations, and discuss common student needs. These conversations help us begin the year united in our understanding of wellbeing.

Whole-Class Lesson Plan and Workshops

To further support students' social-emotional development, counsellors discuss and provide age-appropriate whole-class lesson plans upon request. Topics covered include: Leaver Support, Building and Maintaining Friendships, Diversity, Respect and Kindness, Stress Management, Time Management, and Self-Care.

Seasonal Whole-School Events

The Counselling Centre partners closely with teachers, librarians, and other departments to create meaningful whole-school events that strengthen our shared culture of wellbeing.

- **Book Exhibitions:** Each academic year, the counselling team works with librarians to highlight key social-emotional themes through curated book selections in English, French, German, and Chinese. With the posters and activities created by the counsellors, we created a shared space where stories and emotional learning come together.
- **ESC Physical Wellbeing Challenge:** In 2022, the Counselling Centre and Physical Education Department co-led a two-week Health and Wellbeing Challenge, featuring a nutrition quiz, push-up task, hydration mission, and fitness reflection card. This joint effort emphasised the interconnectedness of physical and emotional health and how different departments can work hand in hand to help students build healthy habits.



Empowering Students: Voices that Shape Our Wellbeing Culture

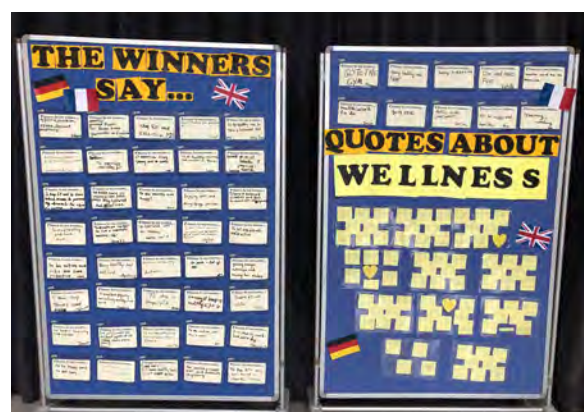
Students themselves are powerful contributors to wellbeing at TES. Through collaborations with the Student Council and CCAs, they have taken active roles in mental health advocacy, peer support, and self-care promotion. Their enthusiasm shows us that young people are eager to shape a kinder, more mindful school community.

These student-led efforts encourage peers to check in with one another, speak openly about challenges, and embrace healthy coping strategies.

A Community That Cares

The Counselling Centre is honoured to be part of a vibrant, supportive community. The real strength of our support system comes from the collective commitment of everyone at TES - the parents who ask thoughtful questions, the teachers who notice the little things, the staff who show daily kindness, and the students who encourage one another. Together, we create a school environment where children feel seen, heard, and cared for.

Beyond the counselling room, it is this shared effort that makes wellbeing possible at TES.



What Are These Colourful Lights Shining Through the Darkness?

By Alexandra Reisinger, German Section, Kindergarten Coordinator



When autumn is setting in, the weather gets cooler and the days shorter, then a time comes for the kindergarten and primary school of the German section when we prepare for St. Martin's Day and the lantern parade.

Why do we celebrate St. Martin's Day on November 11th?

Martin was a Roman soldier who was born around 316 AD. According to legend, he rode past a starving and freezing beggar on a cold winter's day who he felt so sorry for that Martin used his sword to cut a piece of bread and his warm cloak in half and gave each to the beggar. That night, the beggar appeared to Martin in a dream and revealed himself to be Jesus Christ. After this experience, Martin was baptised and the people of the city of Tours (now France)



asked him to become their bishop. However, the modest Martin did not consider himself worthy of the task and, according to tradition, hid in a goose pen. The cackling birds betrayed him and he was eventually consecrated bishop. On the day of his death, the 11th of November 397AD, the people of Tours carried him to his grave in a procession of lights, which is the inspiration for our traditional lantern parade. The sharing of the Weckmann figures symbolises the sharing of bread with the beggar, and on St. Martin's Day in Germany, people also like to eat a so-called St. Martin's goose.

An essential part of this celebration are, of course, the lanterns, which enable the children to provide warmth and light in the darkness, just like Martin did with his cloak. These colourful lanterns were made by our dedicated parents together with the kindergarten and primary school children over two mornings.



In addition to his warm cloak, Martin also shared his bread. This tradition is reflected in the sharing of Weckmänner. This year, these were baked in the Junior Kitchen by the preschool children with the help of Mr Wendel and Mr Ntoumanas, as well as the strong girls and boys from the primary school under the guidance of Ms Schmeltzer. Here, too, the results were impressive: over 130 individual Weckmänner. Whether small, large, thick or thin – there was something for everyone, and they were delicious too.

On November 11th, the parents of the kindergarten and primary school children were invited to the amphitheatre to watch the traditional St. Martin's play, in which the preschool children re-enacted the legend of St. Martin. With the help of the primary school children, the kindergarten children performed the beautiful song *Lichterkind* (Children of Light) and then we all set off into the darkness – accompanied by various lantern songs. Despite the rainy weather, all the families had a magical time and enjoyed the Weckmänner at the end of the celebration. We are already looking forward to next year!



TES Christmas Bazaar 2025 - Bringing the Festive Spirit to Taipei

By Kerry Nockolds, Taipei European School, Director of Community Relations and Marketing

The TES Christmas Bazaar is always a signature event for the school, a chance for TES to open our doors and invite the local community to enjoy a taste of a European Christmas, and this year we certainly delivered!

Over the last few years, since COVID, the Bazaar has been returning to its former glory and this year there were even more visitors to the event from beyond our own TES Community, which was very large too! We managed to raise 115,000NT\$ just from the 50NT\$ admission price and so we are happy to be supporting the Hualien community as they rebuild from the typhoon damage earlier this year.

There is little which needs to be said about what goes on at the Bazaar, as we will have a load of photos to show this - but it really is a showcase for so many of our Community Values.

'Participation' - we have the students performing, and helping with booths, the teachers working with students on booths, and the parent volunteers everywhere - working on Christmas wreaths, the Santa booth, food booths and helping student booths too.

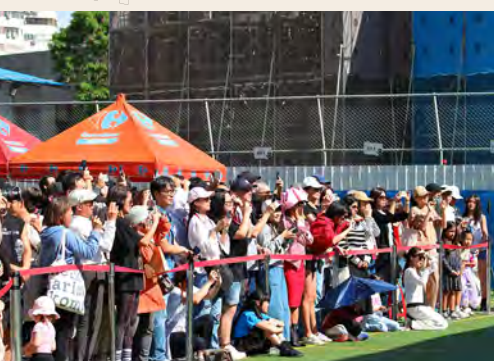
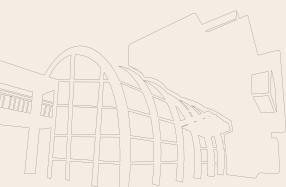
'Creativity' - the range of fun activity booths and the artistry of wreath making, curry cooking, decorating, and of course our student's musical and dance talent.

'Perservance' - the student entertainers and their teachers working all semester to be ready to deliver such high quality performances. Not to mention the hard work that was done by all throughout a hot Bazaar day.

'Responsibility' - the community doing their best to support the Eco-committee's efforts to make the Bazaar more sustainable. The bring your own 'reusable' plate/ bowl to reduce single-use waste was well supported across the community. Also the recycling of metal and plastic throughout the event. Also the efforts of the ESC student booths to raise money for a variety of charities.

'Respect' - the appreciation shown by the audience for the amazing performances by the students in music and dance from the youngest to the oldest.

We want to say a big 'Well done' and 'Thank you' to all the students that performed, ran booths; the teachers that supported their students, and this year even ran the BBQ; the staff that set up and cleaned up the event; and of course the Parent Support Council that rallied the volunteer parents across their sections to run such great booths. The parent volunteers did outstanding jobs as always. The Christmas Bazaar is a great event due to our wonderful TES Community spirit!





THE COMMUNITY MOBILE APP & NEW AOS (ADMINISTRATION OPERATION SYSTEM) MOBILE APP

By Kerry Nockolds, Taipei European School, Director of Community Relations and Marketing

Taipei European School can claim to be 'unique' in the education world as we have the British, French and German Sections all running their national curriculums whilst united as 'One school with common aims'. With uniqueness comes complexity, so whilst we embrace diversity, managing communications across the school can sometimes become complex.

During the past few years, having a strategy to rationalise communications has been high on the school's priorities. The utopian concept of 'one system that unites them all' has proven to be very elusive (for all schools across the world), and efforts to deliver the functionality of what a school like TES needs has ultimately led to a number of solutions for various purposes.

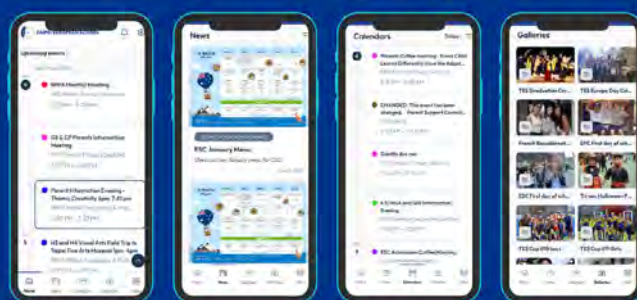
- PowerSchool for student data management,
- Community Portal for information related to the school,
- Schools buddy for bookings,
- AOS for payment.
- All of these platforms are accessed via the Google Single Sign on process.

Add our Social Media platforms - YouTube, Facebook, Instagram - then it is potentially a lot of information and it takes a while, as a parent, to learn how to navigate them.

So, in the past year, the school has been working toward rationalising these and making them more convenient to use, so that parents spend less time and effort looking for information and more time reading it! The survey we ran with parents, at the start of the year (2025), showed that easier access to information was a key desire and as such the school began working with our website vendor 'FinalSite' to set up a Mobile App where parents can access school related information on their phone with a single click.

In August 2025, upon our return for the new school year, we launched the 'Community Mobile App', available on iOS and Android.

TES Parent Community Mobile App



Demo Video



Introduction

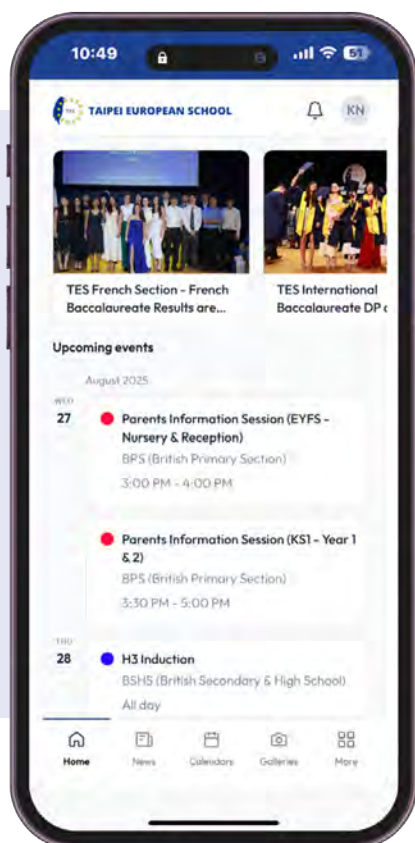
School calendars, news, and resources all in on place.
Download the App here



Download on the App Store



GET IT ON Google play



The goal of the Mobile App is to make getting to the information, located on the security protected Community Portal, much easier to access on the go. To bring the key items that parents were wanting, to their phones for quick access on a daily/weekly basis:

- Calendar
- News
- School Messages
- Faculty Directory

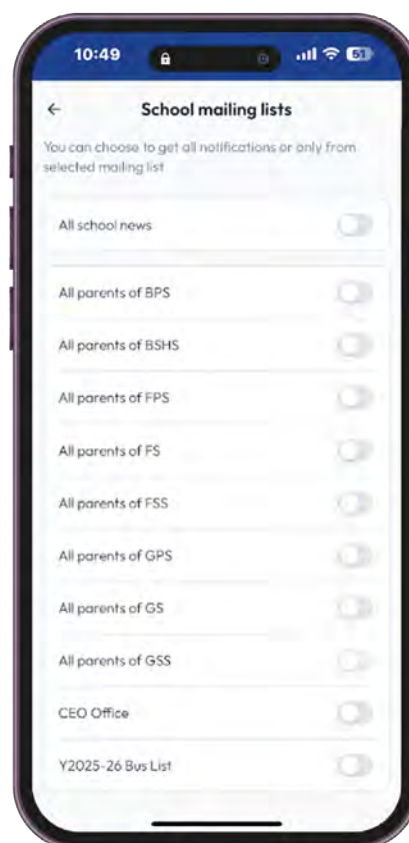
The less frequent items viewed, like policies, documents, information, would remain accessible but safely secured on the website Community Portal.

We would like to thank the Parent Support Council that ran customer testing initially to discover any potential issues with the Mobile App prior to school launch.

Over half the parent community have downloaded the Community Mobile App already, which is a great start, and the response from the parents who have done so has been very positive, especially with access to the calendar and news with just 1 click required.

For those that have yet to download, there are some great advantages to having it on your phone.

1. One click to see the calendar, what's going on and when.
2. With filter functionality, you can choose which calendars you want/need to see, and which News content you want to follow.
3. Basic suggested filtering for parents would include: CEO Message, your Section Newsletter, the Tri-Section news, Community Announcements, and Parent Associations Notices. You can check the thumbnail and summary and then choose to open for the details, or not.
4. Notifications, choose what message group you want to receive notifications from, or what news posts you want to see. We suggest choosing the CEO Message, All parents news (based on your by section).
5. Access to Event galleries.



New AOS Mobile App



**New AOS is available now!
Download through QR code
for iOS and Android.**



January 13 - 14, EPC Infant Hall

- ▶ **8:15 AM**
On-Campus Info Session and App Walkthrough
- ▶ **8:15 - 11:30 AM**
Help Desk Open Hour

★ GET READY FOR THE NEW AOS ★

- ▶ Log-in using your Single-Sign-On (SSO) ID and password
- ▶ Check out the email message sent by the TES Operations Team
- ▶ Check out the in-app tutorial



There are additional advantages that we soon discovered to be very useful functions;

- Messages sent will be sent into your notification box as well as your email box, so key information is easier to pick up.
- Anyone who has notifications on, will get a push through on our emergency Messages - which we have already used when the fire burned in the store next to EPC
- Messages sent were also simultaneously pushed to the Mobile App where many parents saw the information / announcement far earlier than when checking email.

So for these reasons alone it is worth all parents downloading the App and setting up the notifications.

We have utilised the News Posts now beyond Section news for parents, but with the Community Announcement Board, and the Parent Association Board new notices and news can be received without cluttering up the CEO Message or Section Newsletters.

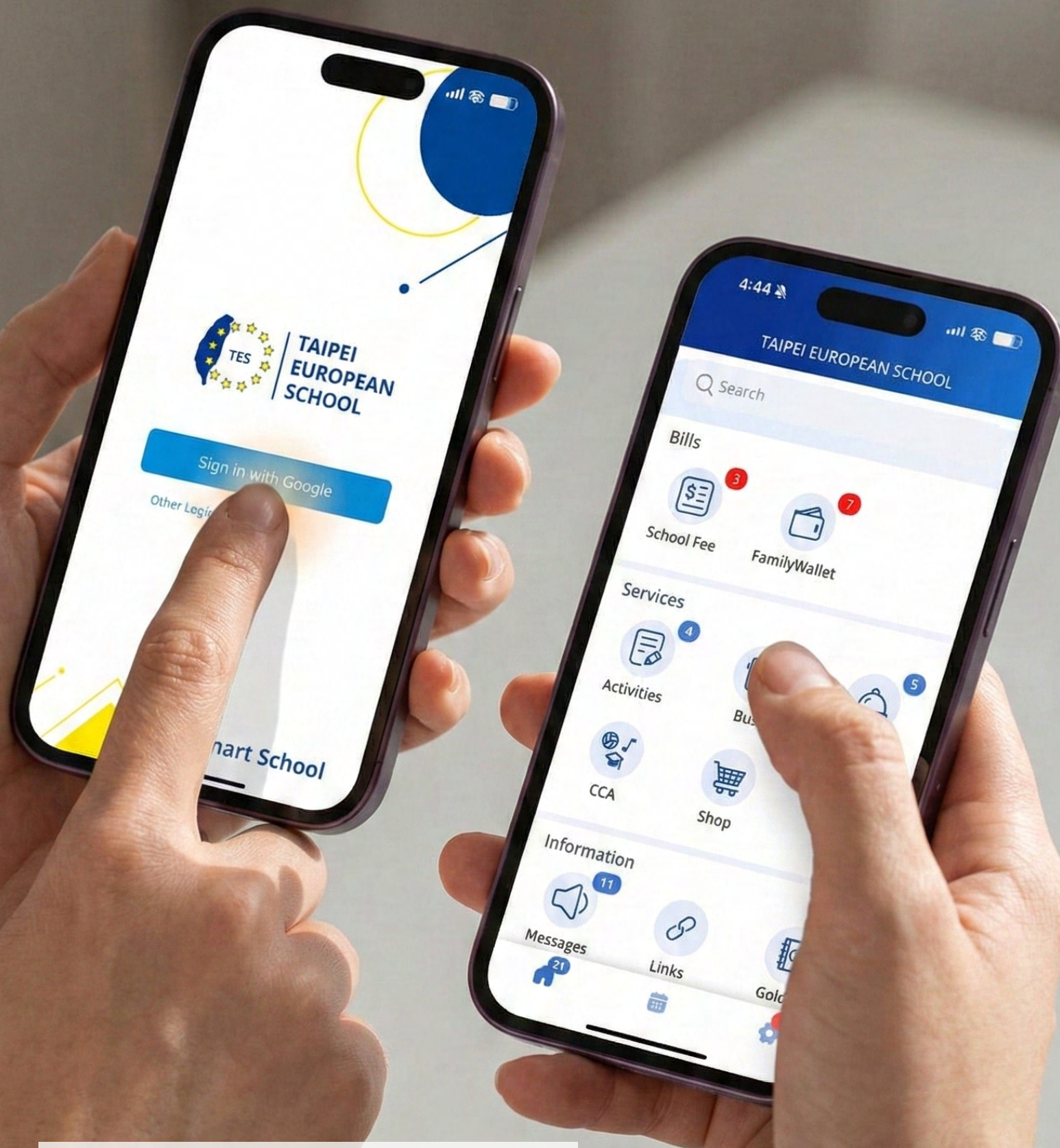
So if you have not downloaded the Community Mobile App yet, do so now, you can manage how and what information you need.

New AOS Mobile App

Moving forward, the school has also spent the past year preparing a Mobile App for payments. The old Activity Ordering System has gotten an upgrade and the new 'Administrative Operations System' (AOS) Mobile App will be going live in January 2026. It will make payment for School fees, CCAs, Bus, Trips, super simple via credit card. And gradually this will replace the booking system via SchoolsBuddy. Our rollout schedule is:

- January 2026 - Launch the Mobile App with: 1. Billing & Payments 2. Meal Orders 3. Activities Orders 4. Uniform Shop Orders
- May 2026 - Bus registration for 2026-27
- June 2026 - CCA registration 2026-27

It is an exciting landscape and it is anticipated that the process of receiving information, making bookings and payments will be far simpler than already.



Of course learning a new system requires some effort for our parents so there will be two sessions, January 13 & January 14 2026 when we will be doing training and have staff available on a helpdesk to answer parent questions and solve any problems.

It has been the year of the 'Mobile App' making life easier for the parents community.

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.



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.



Die Europäische Schule Taipei geht ursprünglich aus einer britischen, einer französischen und einer deutschen Schule hervor. Sie versteht sich jetzt als eine gemeinsame Schule basierend auf einem "one school"-Gedanken. Unsere Schule steht für die Förderung von europäischer Kultur und Werte und die Verwirklichung der gemeinsamen Vision und Mission.

Vision

Wir wollen eine blühende, mehrsprachige und multikulturelle Gemeinschaft lebenslang Lernender sein, die mit Eigenständigkeit, Neugier und Mitgefühl ihre lokale, nationale und globale Lebenswelt zum Guten verändert.

Auftrag

Durch Bildungsgänge von Weltklasse bringt die Taipei European School lebenslang lernende und verantwortungsbewusste Weltbürger*innen hervor, die bereit sind, sich den Herausforderungen der Zukunft zu stellen. Wir fördern Eigenständigkeit, begrüßen Vielfalt und ermutigen alle, sich gut zu tun, indem sie Gutes tun. Wir bekennen uns zu ganzheitlichen Bildungsprogrammen, die akademische Leistungen wertschätzen und gleichzeitig das soziale und emotionale Wohlergehen aller Lernenden in den Vordergrund stellen.



台北歐洲學校融合英、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.