

Highlights

SY 2025 - 26

VOL. 93



MISSION

Seoul International School develops inquisitive, independent thinkers and collaborative learners, who acquire the essential knowledge necessary to be caring and creative contributors to the world around them.

VISION

Seoul International School will foster an earnest passion for learning that inspires students to work with others in creating a better world for all.

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Cover Photo Elementary & Middle School students in the Tiger Buddies program



COMMUNITY IS NOT JUST A PLACE, IT'S A PRACTICE

By James Gerhard
Head of School

What makes a school truly great is rarely found in test scores or rankings. It is the activity in the hallways, the collaborative work on a shared project in a class, and the quiet moment when you see a middle schooler lean over to help a first grader find the right word for a story. Community, at its best, is not a place, it is more like an ongoing conversation about how we engage and learn together.

In SIS, a school of over 800 students and 110 faculty, something remarkable becomes possible: everyone can know everyone. That scale matters to us as we mindfully create the means for belonging in schools. When a grade six student recognizes a tenth grader by name because she coached their soccer team, or when an elementary student sees her "Tiger Buddy" in the cafeteria and waves with pride, the invisible architecture of belonging becomes visible. These are not coincidences. They are the results of intentional design, mostly from our teachers.

We have many programs that bring students across divisions together, high schoolers collaborating with elementary students to create artwork, older students helping younger ones craft and illustrate storybooks, reading buddies, peer coaching, and student mentorship for those needing enrichment. These activities do what textbooks cannot. They dissolve an external hierarchy. They teach empathy and care in action. They show every student that they are both a learner and a teacher, often at the same time. These shared practices are visible in many places in our school.

This kind of community succeeds for the same reasons healthy communities always do: trust, reciprocity, and shared purpose. When students see faculty who genuinely know and enjoy one another, who collaborate across classrooms and beyond school walls, they absorb something essential about what professional life can look like. Adults modeling authentic connection is itself a curriculum. When we say we see that reciprocity in the learning process, these actions are what we mean. The results are as great as any in our academic tests.

Parents at SIS show up in ways that go well beyond the expected. They come to PTCs and Open House, but they also turn up for the business fair, the ancient civilizations exhibition, the Suzuki showcase, and the MS Jamboree. That presence matters. When a small child looks out into a crowd and sees a familiar face who came not because it was required, but because they cared, their smile also defines what community is. It is not only built at school. It is carried in from home, every time a parent walks through the door.

Perhaps most importantly, at times, community lowers the cost of risk. When students feel truly known, by teachers, by older mentors, by peers, they seem more willing to try, to take risks, and to try again if needed. Comfort and courage grow together in soil made rich by relationship. That is the quiet promise a genuine school community keeps, day after day, in a thousand small and irreplaceable ways.



FIVE DECADES OF TRADITION

By Gray Macklin
High School Principal

A key element of an organization embarking on a strategic plan is developing a deep understanding of its identity. As a school with over 50 years of tradition, Seoul International School cannot hope to know its identity as an institution without taking time to reconnect with our alumni. It is through them that we can truly understand what an SIS education really means. This effort has led to a heightened effort to connect our present and our past to help guide us into our future, bringing together school leadership, faculty, and students.

As we hosted our first on-campus alumni gathering in June of 2024, it was clear that a stronger physical presence of our tradition of excellence was necessary. When the wall outside the admissions office was offered as a space for development, it was clear that it was an opportunity to do just that, but without any experience in design, it was unclear who could take the lead on the project. Fortunately, the Seoul Architectural Preservation Club had been working on some small-scale beautification projects around the school and were looking for something bigger to do.



When approached with the opportunity, the students, led by Teresa Chang, daughter of SIS alum Peter Taehwan Chang '89, immediately broke into teams to come up with a suitable design. The teams went through several design cycles, soliciting feedback from me as well as their advisor, Visual Arts department head, Hannah Ireland.

displays for the touchscreen centerpiece. The display, recognizing over 50 years of excellence, represents not just a strong tradition at SIS, but also the collaborative community we have become in support of the school's mission and vision.

After several months of work, the group arrived at 3 proposals that were ready to be presented to the school's leadership for approval. All 3 designs had their own unique appeal and at the recommendation of the school's leadership, the students found a way to combine all three designs into a unified plan integrating traditional Korean design elements and a touchscreen solution to allow for nearly unlimited storage of archived and current photos. Once our Office of Admissions and Advancement (OAA) facilitated the selection of a final design by an external contractor, it was just a matter of having a window of time during the 2025-26 winter break for the installation. In January, Teresa Chang, home from college for the winter, was able to join us for the official ribbon cutting. Since that event, our Yearbook class has taken on the completion of the class pictures on display and has plans for other interactive

TIGERS ON AIR - LIVE BROADCASTING TAKES OFF AT SIS

By Chris DelVecchio
High School Assistant Principal



One of the most unique, and often overlooked, features of many American colleges is the presence of a student-run radio station. Within a few weeks of arriving on campus, new freshmen could conceivably find themselves behind a microphone, with an audience of anywhere from dozens to thousands of people. That number rises sharply for college stations in major metropolitan areas, and exponentially more if the station broadcasts live sporting events. For example, student broadcasters at Stanford's KZSU and Seton Hall's WSOU provide play-by-play and color commentary of their school's NCAA Division 1 sporting events on FM signals powerful enough to reach the majority of the metro population in the Bay Area and New York City, respectively.

Most 18-year-olds would be more than a bit intimidated by this prospect, especially since nearly all of them enter college without any type of prior sports broadcasting experience. This is where SIS stands far apart from the crowd. While the audience size might not compare with ACC football or Big East basketball, international school communities across Korea, Japan and Taiwan have become

accustomed to hearing SIS student voices providing play-by-play coverage of AISA and KAIAC competitions in soccer, volleyball and basketball.

Among the nearly two dozen schools in these two leagues, SIS is the only one that regularly features live commentary on sports broadcasts. This initiative evolved from a series of conversations sparked by then-first-year Athletics and Activities Director Brandon Fraseur, who was exploring creative ways to add value to the SIS athletics program. High School Assistant Principal Chris DelVecchio offered to tap into his background as a sports broadcaster and partner with students to introduce live commentary onto the existing silent web streams for SIS home games.

Since being formally launched in January 2024, this feature has grown by leaps and bounds in terms of both student interest and broadcast quality. When Grace Choi '25 and Mr. DelVecchio teamed up for the inaugural event - a basketball doubleheader versus Humphreys High School - the broadcast utilized a fixed CCTV-style camera mounted in one corner of Tiger Gym One (TG1), and Grace

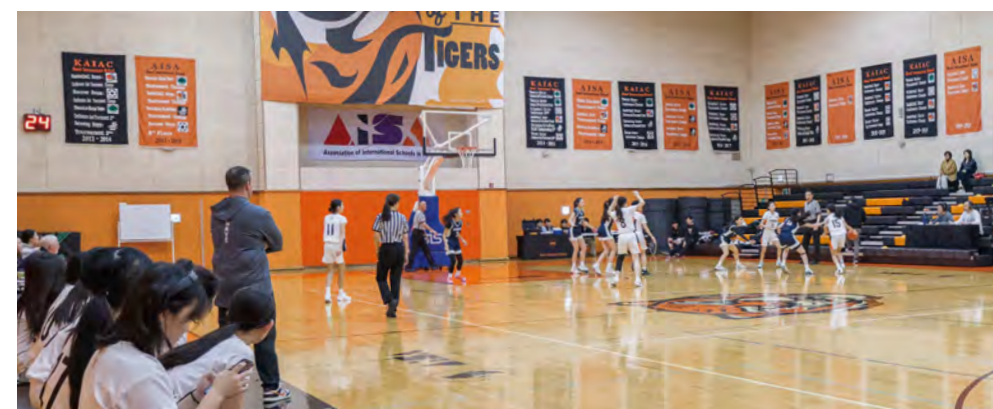
and Mr. DelVecchio called the action from a folding table along the wall behind one of the baskets. Still, audience feedback was overwhelmingly positive. Just three months later, following tireless efforts from the IT Team's Mr. Joon Bae Lee and Mr. Hyung Hoon Yoon to overcome technical and logistical hurdles, SIS broadcast all 13 games of the 2024 AISA girls soccer tournament, thanks to the help of over a dozen student and faculty broadcasters and camera operators.

For the first calendar year, Mr. DelVecchio provided play-by-play for nearly every broadcast, with various student partners taking on the role of analyst, or color commentator. In January 2025, the sports broadcasting program celebrated a major milestone when San Schwede '25, Sean Kim '26, and Stella Eu '26 became the first all-student broadcast team during the KAIAC girls basketball tournament hosted by SIS. Now, in 2026, Sean, Stella, Danwoo Kim '26, Kevin Kim '27 and Hannah Park '27, have all established themselves as talented voices capable of hosting and managing student-only broadcasts across multiple sports - providing play-by-play coverage and in-game statistics while offering on-the-fly training for classmates who are developing in the color commentary role. Mr. DelVecchio still leads some broadcasts, but is now more likely to be listening from the bleachers nearby and offering feedback at halftime or in between sets, while students run the show. This was always the long term vision.

SIS student broadcasters are held to an increasingly high standard. The broadcasts themselves are structured to replicate those on ESPN, for example, and have evolved to include postgame interviews, featured halftime content and community announcements. Thanks to a substantial hardware investment by the school, broadcasts in TG1 now utilize two sideline cameras and the commentary team calls the action from a dedicated court-side location.

Athletes from visiting schools look forward to playing at SIS and being able to hear their names called when they watch the broadcast on YouTube later that night. Overall, the uniqueness of the live commentary initiative is yet another distinguishing feature of SIS that sets it apart from other international schools in Korea and East Asia.

The increased commercialization of sport in the US has, not surprisingly, brought about a dramatic increase in internet-based TV and radio coverage for collegiate and minor league teams, including for sports that were previously relegated to newspaper box scores. More live broadcasts means a growing demand for experienced broadcasters. By virtue of the live commentary program, SIS students are developing sports broadcasting skills in a professional-style environment years earlier than their peers, and setting themselves up to continue this hobby at the next level - or maybe even pursue it as a career.



THE CHEMISTRY OF CONNECTION

A TEACHER'S FULL - CIRCLE JOURNEY TO KOREA



- the Korean sense of belonging, affection, and shared humanity. She explored that connection through culture as well as literature.

Angela arrived in Korea with an ambitious bucket list of 127 goals. As of this March, only 15 remain! From the halls of the National Museum of Korea to the medicinal herb markets, she has explored every corner of her adopted home. She collaborated with a local tattoo artist to create a permanent tribute to the Dancheong patterns she admired at Deoksugung Palace. While she's still waiting for a chance encounter with her favorite actor, Jo In-sung, she's happily checked his brother's café off her list!

Perhaps the most touching part of Angela's journey is a family legacy that spans generations. She carries with her a 1,000-won note sent by her uncle, Ed Crook, to her father in 1952 while Ed was serving in the Korean War. For 70 years, this "16 and 2/3 cents" treasure was kept at her family's North Dakota homestead. In 2023, her father passed this heirloom to Angela - a poetic full circle for a woman whose uncle's diaries were once filled with stories of this very land.

As Angela prepares to return to Los Angeles this summer, she leaves behind a legacy of her own, and a beautiful reminder that teaching is not just about formulas and reactions - it is about the "chemistry" of human connection.

In the world of education, few bring as much passion and curiosity as Ms. Angela Campbell. Since joining SIS in 2023 to teach High School AP Chemistry and Physics, Angela has infused the school with a unique blend of scientific expertise and a deep love for Korean culture.

Angela's 31-year career began with an unexpected pivot. As a pre-med student at Stanford University, she discovered that her true calling was not medicine, but education - specifically, the lasting relationships formed between a teacher and her students. After 20 years in Los Angeles and a chapter in Albania, her adventurous spirit eventually led her to the Land of the Morning Calm.

Her connection to this country runs deeper than most. During the pandemic, Angela was drawn to Korean storytelling and became genuinely moved by the concept of Jeong (정)

THE GLOBAL TIGER TRAIL

By Hye Yong Min
Deputy Director, Office of Admissions & Advancement



Min '91, Deputy Director of OAA, who coordinated the five-city get-togethers.

The atmosphere in each city was one of profound nostalgia and discovery. In Seattle, the serendipity of the SIS network was on full display as several alumni realized they had been working in the same building for years without knowing their shared heritage. Conversations flowed seamlessly

from memories of Tiger Times and Kaleidoscope to the diverse professional trajectories their lives had taken.

Seoul International School continues to cultivate the lifelong bonds that define our community, transcending both time and geography. While the seeds of our formal engagement with alumni were sown two years ago with the inaugural on-campus Alumni Open House, an event that saw graduates retrace their steps through familiar corridors and shoot hoops in the Tiger Gym, 2026 marked a bold new chapter in our global outreach.

This global tour was made possible through the invaluable partnership of alumni volunteers in each city, whose dedication ensured every venue felt like a home away from home. We extend our deepest gratitude to those who coordinated logistics and to everyone who traveled to join us. With the success of this year's alumni outreach, SIS remains steadfast in its mission to continue to broaden alumni engagement, seeking to orchestrate a vibrant international ecosystem that fosters professional collaboration and secures a legacy of proactive institutional stewardship.

The Office of Admissions & Advancement (OAA) and the school leadership orchestrated an ambitious international circuit this January, proving that the Tiger spirit thrives far beyond our campus gates. The festivities commenced with a special dinner in Seoul on January 10 at the Joseon Palace Hotel, where two student groups - Tri-M and Blue Note, set a sophisticated tone for the evening.

As we look forward, the momentum continues. We invite all alumni to return to where it all began for the 3rd Alumni Open House on Saturday, June 6, 2026. Whether it has been two years or thirty, the gates of SIS always remain open to you.

Throughout the month, the Alumni Meets touched down in Boston, Seattle, Los Angeles, San Francisco, and New York. The response was overwhelming. Over 300 alumni, spanning classes from the early 1980s to the recent Class of 2025, gathered to celebrate their shared identity. Head of School, Dr. James Gerhard and High School Principal, Mr. Gray Macklin, were joined by Ms. Hye Yong

MIDDLE SCHOOL TRANSITIONS

By Michael Gohde
Middle School Principal

For a fifth grader, the transition from elementary to middle school can seem like going from a sunny meadow to a dark and foreboding forest. Entering middle school, students suddenly have eight different teachers in rooms all over the school. Their classes are mixed and old friends may have completely different schedules. And, they will have more homework! All of this can seem quite scary.

In the SIS middle school, we work hard to allay these fears. We want students to feel ready and prepared as they leave elementary. To ensure this, we implement a variety of learning experiences to help students make the transition to middle school with confidence. We kick off the transition with an interactive assembly to meet the middle school counselor and administrators and gain an overview of what middle school is like. This is followed by a further assembly that walks students through the elective selection process.

From here, our elementary and middle school counselors schedule time to go into the fifth grade classrooms to talk about middle school. These lessons, spread out over several months, work to dispel misconceptions and give students knowledge of what middle school is really like.

In late spring, fifth grade students are now ready to visit their upcoming middle school classes. Students rotate through all of the sixth grade core classes to see the rooms, know where they are, and to meet the teachers. During this time, the teachers talk briefly about their class and answer any questions students may have.

Parents play an important role in supporting success in middle school. Children are not only transitioning to a new school, they are also moving through new stages in their lives - puberty and early adolescence. This can be



quite challenging for parents. To help with this, we have a combined fifth/sixth grade parenting workshop led by our elementary and middle school counselors and middle school administrative team. We talk about the myriad of changes children go through at this time, behaviors to expect, and strategies to be effective parents. We follow this up with other workshops, including elective selection and parenting strategies (particularly around technology).

The final piece to creating a smooth transition is our sixth grade team. When students arrive in August, they are met with a group of knowledgeable and supportive teachers. They know the apprehension many students have as they come to middle school. They know what they worry about. They know that they are not quite middle schoolers yet and have to provide the supports for them to gain

their footing. They know to listen, reassure, and encourage. They ensure the students feel truly welcome to middle school.

All of these experiences create students who are fully prepared for the next step in their educational careers. The dark and scary forest becomes bright, interesting, and full of exciting possibilities. At SIS, we've built a caring and supportive community where students are given a voice, the opportunity to find joy in learning, and the tools to excel.

INVESTING IN THE COMMUNITY THROUGH SERVICE LEARNING

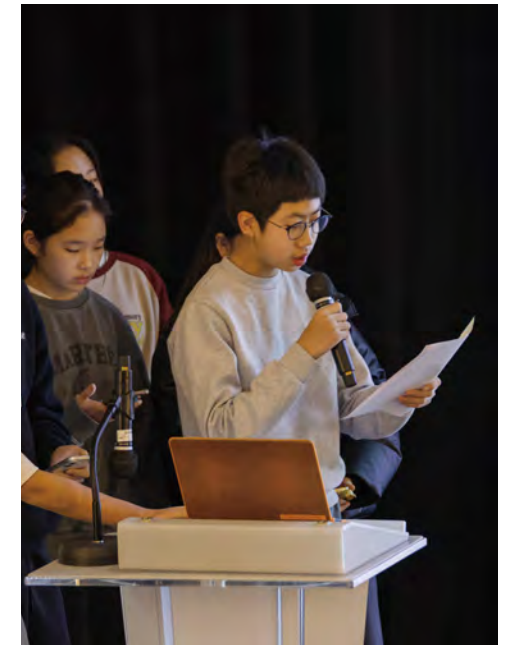
By Sam Reinders
Middle & High School Librarian

The best way to build community is to invest in the community. That is the philosophy behind service learning in middle school advisory where students identify issues in the community and create solutions. Each grade does some variation of this work that is age appropriate. Grade 6 receives an introduction to the process and importance of service learning. Grade 7 starts doing research into topics identified by teachers based around community. Grade 8 takes the lead in the project by identifying problems, creating solutions, and putting them into action.

This year, eighth graders started their service learning projects in November by splitting into ten groups identifying problems affecting SIS middle school students. They decided to tackle issues including stress and sleep deprivation, school spirit and inclusion, and cafeteria food waste. Using their strengths, the groups split further to conduct research based on the MISO model. The MISO model stands for Media, Interview, Survey, and Observation.

Each group aimed to learn more about their problem and generate ideas for a solution. The media group used more traditional research methods by looking at articles, videos, or photos while the interview group identified potential experts on their topics and crafted interview questions like school counselors or local business owners. The survey group crafted a survey and dived into the data while the observation group observed real world metrics like interactions or counting frequency of summatives. MISO groups wrapped up just before the winter break and students brought ideas back to their main groups where they created a project proposal to address their problem.

After winter break, students started implementing their projects. Some met with elementary students to deliver lessons on



inclusion while others created signs to better communicate with cafeteria staff to reduce food waste. Others have plans to talk at the February parent coffee chat about the importance of sleep hygiene. One group is planning a panel discussion with high school students about the impact of scheduling and stress. Students recognized that their community included more than just the middle school, they needed to include elementary students and high school students to make the greatest impact.

Service learning ended for grade eight during the first week of February where groups presented their findings and final project solutions to the rest of the middle school. It was a celebration of these tenacious students and their masterful problem solving skills. These projects have additional benefits in preparing students to do unfamiliar tasks and prepare for interesting academic challenges in high school. But the ultimate reward is investing in the entire SIS community for the better.

BRINGING PICKLEBALL TO SIS & BEYOND

By Ross Atkins
Middle & High School Physical Education

Sometimes, the most significant turning points in an athlete's life happen when the original plan gets washed away. For Brian Ji, a varsity tennis player whose life had been defined by the baseline and the net since age seven, that turning point arrived during a rainy summer in New York in 2023. Unable to play tennis outdoors due to the weather, he found himself indoors, staring at a smaller court, a plastic ball, and a sport that would soon redefine his high school career: pickleball.

What began as a way to pass the time has since evolved into a full-scale movement. Brian has not only introduced the sport to Seoul International School (SIS) but has also become a pivotal figure in the Korean pickleball community, bridging the gap between local student athletics, international governance, and city planning.



The Foundation: A Tennis Player's Pivot.

To understand Brian's rapid success in pickleball, one must look at his roots. Growing up as a competitive tennis player, he internalized the values of discipline, strategy, and constant self-improvement. However, the transition to pickleball offered something tennis often lacked: immediate accessibility.

"Pickleball felt instantly familiar," he recalls. "It combined elements of tennis, badminton, and table tennis. But what stood out most was how accessible it was. People of different ages and skill levels could enjoy the game together."

Armed with this realization, he returned to Korea with a new mission. He didn't leave his tennis skills behind; instead, he repurposed them to help found the Korea Youth Pickleball Association (KYPA), beginning with a small group of tennis cohorts from the UTR tournament circuit.

Building the School Club: "Assisted By" a Village.

While many school clubs begin with a simple sign-up sheet, the SIS Pickleball Club required architectural vision. In 2024, after KYPA was officially recognized as a public-interest organization, Brian set his sights on bringing the sport to SIS.

The club was built under the advice of key faculty members. Brian was assisted by Mr. Atkins, who suggested that starting with a school-based club was the most sustainable approach to eventually reaching KAIAC-level competition. Further assisted by Mr. Macklin, Dr. Gerhard, and Mr. Fraseur, the club was born - quite literally - from tape and determination.

"We taped court lines on an open space in front of the table tennis room and set up a net," he says. "It became the first pickleball club at an international school in Korea, built literally from the ground up."

Connecting the Community.

The impact on the school culture was immediate. The club moved beyond simple competition to become a vehicle for mentorship, with high schoolers coaching Middle School students through the After-School Enrichment (ASE) program.

However, the true magic of the sport revealed itself during community events like

the “Teachers vs. Students Pickleball Match.” The court became a great equalizer, stripping away the hierarchy of the classroom. During these matches, Brian discovered not just competitive spirits among the staff but deep-rooted connections to the sport. Ms. Diahn Hill (Kindergarten), took joy in mentioning that her father is actually an inductee in the Pickleball Hall of Fame!



Global Diplomacy and City Planning.

While the school club flourished, Brian's work expanded far beyond the gymnasium. As a leader within KYPA, he spearheaded the effort to gain recognition from the Pickleball World Federation (PWF). After a rigorous vetting process, KYPA became the only officially recognized public-interest pickleball association in Korea.

His role has since evolved into one of sports diplomacy and civic development. He has been an active participant in Federation Pickleball Asia (FPA) meetings, contributing ideas alongside representatives from across the continent. But perhaps his most ambitious work has been with the Korean government. Brian has been working directly with the Korean Sport and Olympic Committee to designate Seoul as the official headquarters for Federation Pickleball Asia. Furthermore, shifting his focus to local infrastructure, he is collaborating with the Seoul Metropolitan Government on a major project to install pickleball courts in Hangang Park. This initiative aims to take the sport out of private gyms and make it publicly accessible to millions of Seoul citizens.

Looking Toward 2032, Today, the SIS Pickleball Club is entering its second year with momentum that feels limitless. The movement has already spread to other institutions, laying the groundwork for the inter-school league Brian originally dreamed of. But his vision extends even further.

“I imagine a future where pickleball becomes an official sport at the 2032 Brisbane Olympics,” he muses. “If that day comes, I hope to see a national team player who once started out on our school courts.”

From a rainy day in New York to meetings with the Olympic Committee, Brian has proven that with enough passion, you can build more than just a club, you can build a legacy that changes the landscape of a city.



GROWING TOGETHER: AN EVOLVING ELEMENTARY SCHOOL

By Sarah Hay
Elementary School Principal



Our Elementary School is a vibrant, ever-evolving place. We are constantly aspiring to excellence - not as an abstract goal, but as a daily practice. Everything we do is designed to build a strong foundation for every student, one that genuinely prepares them for the rigors of Middle School and beyond. And at the center of every decision we make? Our students.

That commitment to student voice has quietly transformed our school over the past

few years. We introduced regular student forums where we consult students on real school issues, and the results have been meaningful. Our annual forum for girls, held in recognition of International Women's Day, has given teachers a deeper understanding of male-female dynamics in the classroom. Listening to students has even reshaped our playground - expanding it and making it more accessible to boys, girls, sport players and non-sport players alike. When we listen, things get better.

We've also learned that students can be powerful leaders when we simply give them the chance. This year, students from Grade 2 through Grade 5 are confidently leading relationship-building circles in their own classrooms, and more students are asking to take part every week. Alongside this, our restorative approach to social challenges has been a genuine game-changer. After training with Restorative Practices experts, our students are now empowered to come together, repair harm, and move forward - stronger than before. We understand that people make mistakes. What matters is that we work things out together. Every day is a fresh start. New experiences are opening up for our students, too. In 2025, we introduced our very first overnight trip for Grade 5 students - an exciting milestone, and an important stepping stone toward the two-night trip they'll take in Grade 6. Beyond the classroom, we've built a robust set of inter-divisional programs that connect our older and younger students in meaningful ways. Tiger Buddies, Girl Talks mentorship with our High School Girls Up Club, and Chess Club - often coached by High School students - are all creating bonds of care right across our SIS campus. The students who participate in these programs benefit enormously, and honestly, so do the older students who lead them.

Our values are woven into daily life here. Through Tigers of the Month, we celebrate students who embody our school values at a high level - recognizing them in our newsletter and on our display screens. Reading Buddies pairs every class with another, giving older students the chance to lead a younger reader. It is, simply put, a beautiful program. We also take the experience of joining a new school very seriously. Starting somewhere new is a big deal for both students and parents alike. That's why we introduced the Triple 1 Check: a personal email from the classroom teacher at the end of day one, a check-in from our ES counselor at the end of the first week, and a note from me at the end of the first month. No student falls through the cracks.

Finally, our parent community is a genuine partner in everything we do. Weekly newsletters, coffee events, workshops, class parties, grade-level learning events, and trips outside school - parents are with us every step of the way. This year, our parent body designed and ran a Halloween event entirely on their own initiative. It was a huge success, and we are already looking forward to what they have in store next year.

This is our ever-evolving elementary school.



MORE THAN MUSIC

By Ciara Dudley
Elementary School Music & Art

In our Early Years program, learning extends far beyond the walls of the main classroom. Our youngest learners rotate through specialist classes in Art, Music, PE, and Library, where new environments spark curiosity, creativity, and confidence. These spaces are not simply “extras” in the timetable; they are essential parts of a child’s development.

In Music class, students discover that learning and joy go hand in hand. Music is often described as a universal language. For our Early Years students, this is especially powerful. Before children have fully developed their spoken language skills, they are already responding to rhythm, melody, and movement. In Music class, they feel understood and connected through shared songs and experiences. A steady beat can bring a sense of comfort. A familiar tune can build belonging. Through music, every child has a voice.

Movement is a central part of our program. Students explore musical contrasts such as loud and quiet, fast and slow, high and low. They do not simply hear these differences; they feel them in their bodies. A quiet tiptoe might match a soft melody, while a bold stomp accompanies a strong drumbeat. As they move, children develop coordination, listening skills, and self-regulation, all while having fun.

Imagination plays an equally important role. In Music class, students step into the worlds of fairy tales and storytelling. They might become sneaky wolves, brave knights, fluttering butterflies, or magical creatures. Through playful vocal exploration, they experiment with different types of voices such as whispering, singing, speaking, and character sounds. This creative play strengthens confidence and encourages self-expression in a safe and supportive environment.

As students are introduced to their very first instruments, rhythm sticks, hand drums, and egg shakers, they also begin learning responsibility. They practice carrying, using, and caring for materials respectfully. They learn to wait patiently for their turn, to start and stop together, and to listen carefully to cues. These early lessons in patience and cooperation are foundational social skills that support success in all areas of school life.

Performance is another exciting part of our Music program. Within the comfort of their own classroom, students perform for their peers twice each week, building confidence step by step. Over time, they prepare for two larger performances each year in our school auditorium. These special events give children the opportunity to share their learning with families and celebrate their growth as young musicians.

Above all, Music class is a place where our students feel joy. They sing, move, play, imagine, and connect. Through these experiences, they are not only developing musical skills, they are growing as confident, expressive, and collaborative learners.



LITTLE STARS, BIG STAGE - ES DRAMA

By Charlotte McQuaid
Grade 2 Teacher

Having always been passionate about theater and having majored in Performing Arts, I have consistently sought to bring meaningful theatrical experiences into every school I have worked in. I firmly believe that theatre plays a vital role in education, supporting language development, communication skills, teamwork, confidence, and creative expression. At Seoul International School, I was excited to introduce this passion to the Elementary School and to watch it grow year by year.

Beginning with 'Peter Pan' was a truly magical experience, allowing students to engage with a classic story while discovering the joy of performance, character, and imagination. This was followed by 'Snow White', another traditional tale, but one with a modern twist, allowing the Queen a chance at redemption and reinforcing the message that true beauty lies beneath the surface.

This year's production of 'The Rocky Monster Show' marked a new milestone, celebrating music through the introduction of different genres, including classic rock and roll, while also promoting themes of inclusion, diversity, and acceptance. With each production, the students' confidence, skills, and sense of ownership have grown, alongside the increasing scale and ambition of the sets and performances.

I am incredibly proud of how theatre has evolved within the Elementary School at SIS and hope it continues as a valued and continuous provision for years to come.

At Seoul International School, the Elementary School theater program continues to grow by leaps and bounds, championed for the past three years by elementary teacher, Ms. Charlotte McQuaid. Ms. McQuaid has always been passionate about theater and strongly believes that theatre plays a vital role in education, supporting language development, communication skills, teamwork, confidence, and creative expression.

From the show, Peter Pan that allowed students to engage with a classic story while discovering the joy of performance, character, and imagination to Snow White - another traditional tale, but with a modern twist, that gave the Queen a chance at redemption, and reinforced the message that true beauty lies beneath the surface, the students continued to learn.

This year's production of The Rocky Monster Show marked a new milestone, celebrating music through the introduction of different genres, including classic rock and roll, while promoting themes of inclusion, diversity, and acceptance.

With each production, the students' confidence, skills, and sense of ownership have grown, alongside the increasing scale and ambition of the sets and performances. What began as a single production has evolved into a program the entire Elementary School community takes pride in - and one that will continue as a valued part of the SIS experience for years to come.



CLASS OF 2026 COLLEGE ENROLLMENT

As of May 31, 2026

Barnard College
Boston College
Brown University
Carnegie Mellon University
Columbia University
Cornell University
Dartmouth College
Duke University
Emory University
Georgetown University
Georgia Institute of Technology
Indiana University
Johns Hopkins University
Loyola Marymount University
New York University
Northwestern University
Rhode Island School of Design
Stanford University
University College London (UK)
University of California, Berkeley
University of California, Berkeley/University of Hong Kong Dual Program
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of Chicago
University of Illinois, Urbana-Champaign
University of Massachusetts, Amherst
University of Michigan
University of Pennsylvania
University of Rochester
University of Southern California
University of Texas at Dallas
University of Toronto (Canada)
University of Washington
Virginia Tech
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