

Curriculum Overview 2026-2027

Taipei European School
British Secondary & High School Section







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Welcome to the International Baccalaureate Middle Years Programme at TES British Secondary Section

We are delighted to welcome you to the IB Middle Years Programme in the TES British Secondary Section. This first year of the programme is crucial to the students' academic and personal development and the curriculum is designed to provide a strong foundation for studying subjects throughout the five years of the programme and then at a more advanced level in the IB Diploma Programme. The Middle Years Programme is an exciting and dynamic international curriculum framework which ensures students have a strong academic foundation alongside the personal skills central to success as learners.

The IB programmes of study have been chosen because of their close alignment to the TES vision and mission which permeate throughout life at the school. We take pride in the way we create the environment in which internationally minded, curious young people who are socially able and academically driven can flourish.

We encourage each other to live out our school values – to strive for the highest possible academic standards and to be active participants in our school community. On a day-to-day basis, this will be most obvious in the classroom:

Respect – we are honest, considerate, and tolerant global citizens

Participation – we take an active role in our learning and encourage others to do the same

Responsibility – we are trustworthy, independent, and act as positive role models

Creativity – we use our imagination, explore ideas, and express ourselves freely

Perseverance – we show persistence and strive to do our best

The IB goal is to provide students with the values and opportunities that will allow them to think critically, reflect upon their choices and respect others in the global and local community. The programme provides opportunities to connect classroom practices and

content to broader issues and the world outside through the Concepts and Global Contexts. In essence, they support the questions: 'why are we learning this?' and 'why is this learning important?'.

CONCEPTS

A concept is a 'big idea' or principle which allows students to learn beyond the subject matter or context of any particular topic. Concept-based learning is at the heart of the MYP Programme and research-based contemporary education more broadly. By ensuring conceptual understanding is in each unit of work, learners go further than memorising facts to develop an application of their learning that allows them to make connections between topics and subjects to further their understanding. Each unit of work will explore one overarching Key Concept which frames the inquiry, in addition to two or more Related Concepts rooted in the subject discipline.

GLOBAL CONTEXTS

The six Global Contexts form a framework which ensures that learning is always set in a context which is relevant to the students. They form a common language between all of the subject areas and aim to ensure that student learning is connected to what is happening in the real world. Each unit of work that the students engage with will be rooted in one of the Global Contexts:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development



THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

APPROACHES TO LEARNING

The ATLs are integral to the IB Middle Years Programme; they are embedded into all aspects of the curriculum to ensure that students acquire the skills needed to be effective learners. The ATLs are composed of the following skills areas which students develop across each subject group and in each unit of work:

- Thinking Skills
 - Critical thinking
 - Creative thinking
 - Transferring understanding and skills
- Communication Skills
 - Working with people
 - Working with information
- Social Skills
 - Collaboration
- Self-Management Skills
 - Organisation
 - Emotions and feelings
 - Reflection
- Research Skills
 - Information literacy
 - Media literacy

THE IB LEARNER PROFILE



The aim of all IB programmes is to develop internationally minded young people who help to create a better and more peaceful world. Within the IB Middle Years and Diploma Programmes, this is considered through the IB Learner Profile. At TES we ensure that students are supported and challenged both within and beyond the curriculum to develop the attributes of the IB Learner Profile:

Inquirers

Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.





Knowledgeable

Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

Students exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators

Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.



Principled

Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-Minded

Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.



Risk-takers

Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



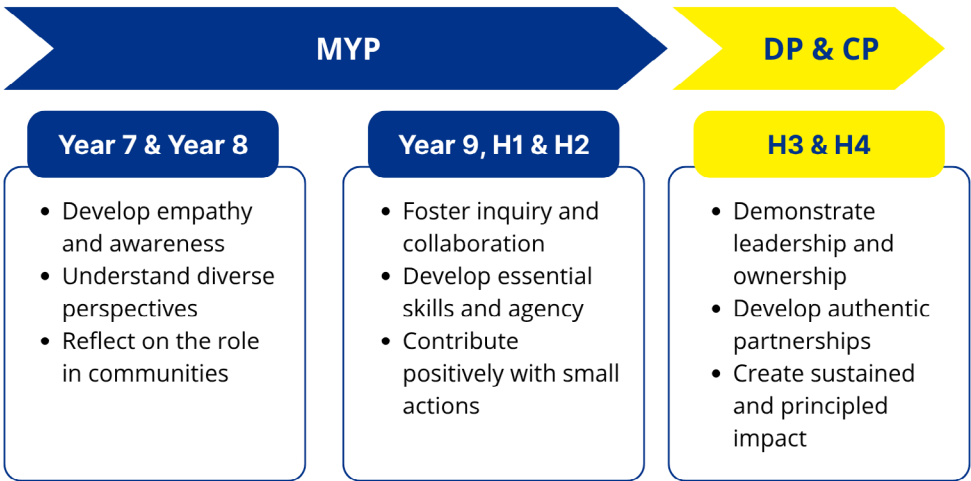
MYP COMMUNITY ENGAGEMENT

Learning Through Community Engagement

Community Engagement is embedded throughout the MYP curriculum and is an integral part of students' learning journey. Through interdisciplinary learning, service learning experiences, fieldwork, student-led initiatives, and partnerships with local, national, and international organisations, students apply the knowledge, skills, and understandings developed in their subjects to authentic contexts beyond the classroom. By connecting learning with real-world experiences and community needs, students develop a deeper sense of purpose, empathy, responsibility, and an understanding of how people, communities, and systems are interconnected.

In Years 7 and 8, students develop awareness, empathy, and reflection through community engagement experiences that help them understand diverse perspectives and their roles within communities. As they progress into Year 9, H1, and H2, students move from awareness to inquiry, collaboration, and meaningful action, building the skills, confidence, and agency needed to contribute positively to the world around them. This progression provides a strong foundation for future engagement in the IB Diploma Programme (DP) and the IB Career-related Programme (CP). Along this journey, they increasingly demonstrate leadership and ownership of their learning, develop authentic partnerships, and take principled action that creates meaningful, sustained impact for themselves and their communities.

Community Engagement Progression





Through Community Engagement, students:

- Apply knowledge, skills, and understandings developed across the curriculum in authentic contexts.
- Develop the skills and attitudes needed to become reflective, responsive, and compassionate members of their communities.
- Explore their own values and perspectives while developing an appreciation of how values and belief systems influence others.

- Contribute constructively and responsibly to communities through meaningful partnerships and principled action.

Guided by the IB philosophy of inquiry, action, and reflection, Community Engagement empowers students to strengthen relationships with others, understand their roles within interconnected systems, and develop the confidence to make positive, lasting contributions to their local and global communities.

Community Engagement Core Outcomes

Authentic Application	Applying knowledge, skills and understanding across the curriculum to real-world contexts
Compassionate Growth	Develop reflective, responsive, and compassionate community members
Perspective & Values	Explore own values and appreciate diverse perspectives and beliefs
Principled Action	Contribute constructively and responsibly through meaningful partnership and principled action

Reflecting on Growth and Impact

At TES, we believe that meaningful Community Engagement is measured not only by what students do, but by what they learn. Throughout their Community Engagement journey, students participate in reflection activities and interviews that encourage them to examine their experiences, relationships, and contributions to the communities they engage with.

These reflections provide opportunities for students to demonstrate how they have developed an understanding of their role within communities, built meaningful relationships through dialogue and collaboration, reflected on their

experiences and perspectives, and taken responsible and principled action in response to community needs. By reflecting on their growth and impact, students develop greater empathy, systems awareness, and a deeper understanding of themselves and the communities around them. These insights also provide valuable feedback that enables TES to strengthen and enhance our Community Engagement programme continually.



INTERDISCIPLINARY LEARNING IN THE MYP

Learning Beyond Subject Boundaries

Many of the most significant questions and challenges facing our world cannot be understood through a single discipline alone. Interdisciplinary learning is an essential component of the Middle Years Programme (MYP). It encourages students to connect learning across subjects, transfer understanding to new contexts, and develop meaningful responses to authentic real-world challenges.

At Taipei European School, interdisciplinary learning helps students recognise that knowledge is interconnected and that complex problems are best approached through multiple perspectives.

What is Interdisciplinary Learning?	Why is Interdisciplinary Learning Important?
Interdisciplinary learning occurs when students bring together knowledge, concepts, methods, and perspectives from different subject groups to explore a shared question, challenge, or issue. Students are encouraged to: • Draw connections between disciplines • Evaluate different perspectives and approaches • Transfer skills and understanding across subjects • Apply learning to real-world contexts • Create products and solutions that would not be possible through a single discipline alone	Interdisciplinary learning helps students develop the knowledge and skills needed for success in an increasingly interconnected world. These experiences support the development of internationally minded learners who are prepared to engage thoughtfully with local and global challenges. Through interdisciplinary inquiry, students learn to: • Think critically and creatively • Collaborate with others • Communicate across different contexts • Solve complex problems • Recognise multiple perspectives • Transfer learning to new situations
Interdisciplinary Learning at TES Each year, students participate in collaboratively planned interdisciplinary learning experiences designed by teachers from different subject groups. These units are built around authentic questions, global contexts, and meaningful challenges that encourage students to transfer their learning beyond individual classrooms. For example, the H1 Interdisciplinary Unit has students inquire into How can we help highlight the cultural importance of Tamsui by exploring its past and present?	



The MYP Interdisciplinary Learning Objectives

The MYP assesses interdisciplinary learning through three objectives:

Objective A: Evaluating

Students demonstrate knowledge, understanding, and skills from the contributing disciplines.

Objective B: Synthesizing

Students integrate disciplinary knowledge and perspectives to develop a deeper understanding of the issue or challenge being explored.

Objective C: Reflecting

Students evaluate the benefits and limitations of interdisciplinary learning and reflect on how combining disciplines contributes to new understanding.

The MYP Interdisciplinary Learning Objectives





MYP PERSONAL PROJECT

Discover. Create. Reflect.

What is the Personal Project?

The Personal Project is the culminating experience of the IB Middle Years Programme (MYP). During H2, all BSHS students will undertake an independent inquiry into an area of personal interest, allowing them to explore a passion, develop new skills, and create a meaningful product or outcome.

The project encourages students to take ownership of their learning by identifying a challenge, pursuing a personal interest, or developing a new skill. Throughout the process, students demonstrate the knowledge, understanding, and Approaches to Learning (ATL) skills they have developed during their years in the MYP. The project also provides opportunities to embody the IB Learner Profile attributes and demonstrate the TES Community Values by showing respect for others

and their ideas, participating in the learning process, being creative in developing original solutions, taking responsibility for managing a long-term project, and persevering in overcoming challenges to achieve their goals.

Through the Personal Project, students bring together everything they have learned in the MYP to create a meaningful and authentic learning experience. It is a transition point in their education, designed to foster the self-reliance, time management, and critical thinking skills they will need for their CP/DP years and beyond.

The Personal Project is much more than the final product; it is a journey of planning, research, creativity, reflection, and personal growth.





What Can the Project Be?

One of the most exciting aspects of the Personal Project is the freedom students have in choosing their learning and product goals. The learning goal explains the new knowledge, understanding, or skills a student aims to develop through completing their project. In contrast, the product goal describes the tangible outcome, creation, performance, or achievement that the student intends to produce as evidence of their learning. Products can be physical, digital, creative, performance-based, service-oriented, or skills-based.

Personal Project Product Ideas

Design & Technology • Sustainable products • Furniture or storage solutions • 3D printed designs • Assistive devices	Creative Arts • Paintings or artwork • Photography exhibitions • Fashion collections • Music compositions	Digital Products • Mobile apps • Websites • Video games • Animation projects
Performance • Dance performances • Theatre productions • Musical recitals • Sports coaching programmes	Community Action • Awareness campaigns • Charity initiatives • Educational workshops • Community events	Skill Development • Learning a new language • Mastering a musical instrument • Developing coding skills • Completing a sporting challenge

The possibilities are extensive, provided students can demonstrate meaningful learning, a clear process, and thoughtful reflection.



Assessment and Support

The Personal Project is assessed using the IB MYP Personal Project assessment criteria, which evaluate students' project planning, application of their skills, and reflection on their process. Students are responsible for driving their own project, but they receive extensive support throughout the process.

Learning and Product Goals

Each student must establish:

- A challenging and meaningful **learning** goal.
- A clear **product** goal.
- **Success criteria** that help define what success will look like.

Students will continually review these goals throughout the project.

Supervisor Support

Every student will be assigned a Personal Project Supervisor. Students will be required to arrange regular

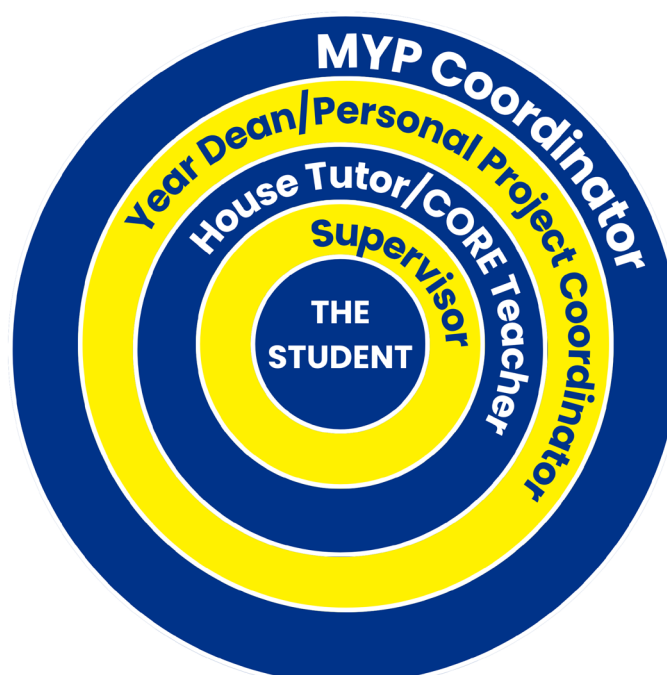
meetings with their supervisors to discuss their progress and receive guidance and feedback, especially regarding goal setting and planning. Supervisors will support students in reflecting on their progress, overcoming challenges, and encouraging independence and accountability.

The supervisor's role is to guide rather than direct, ensuring students maintain ownership of their project.

CORE Lessons

Dedicated CORE lessons throughout H2 provide structured support for the Personal Project. These sessions help students to understand assessment requirements, develop research skills, learn project management techniques, create goals and success criteria, develop action plans and timelines, reflect on progress, prepare for the exhibition and complete the final report.

Rings of Support





THE PERSONAL PROJECT EXHIBITION

The Personal Project Exhibition is a celebration of students' achievements and learning journeys.

At the Exhibition, students have an opportunity to showcase and discuss their final product or outcome, their learning journey, the challenges they encountered, the skills they developed and the impact of their project.

Students engage with visitors, answer questions, and explain how their project evolved from an initial idea into a completed outcome.

The Exhibition provides students with an authentic audience and an opportunity to celebrate months of hard work, creativity, perseverance, and personal growth. This experience also demonstrates that learning extends beyond the classroom and allows students to take pride in their accomplishments.





SUBJECT GROUPS

The IB Middle Years Programme is comprised of eight individual subject groups and is designed to ensure breadth and balance. In addition, the Chinese Language and Culture (CLC) programme has been designed to cater for the vastly different learning needs of TES students. The ultimate goal of the CLC programme is to enable every student to reach their potential in learning the Chinese language as well as the cultural heritage it carries. Communicative skills in Chinese, which may vary in scope and depth, open a window into our host culture and society. They also create a sense of inclusion

for Chinese heritage students and staff. Each year of the programme, students will engage in at least one interdisciplinary unit. The following diagram helps understand the different elements of the programme and more detail on the way The TES British Secondary Section approaches each subject area can be found below.





English Language and Literature

AIMS

The English Language and Literature course is designed to enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction;
- develop critical, creative and personal approaches to studying and analysing literary and non-literary works;
- develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

MAIN OBJECTIVES

(A) Analyse

- analyse the content, context, language, structure, technique and style of text(s) and the relationships between texts;
- analyse the effects of the creator's choices on an audience;
- justify opinions and ideas, using examples, explanations and terminology;
- evaluate similarities and differences by connecting features across and within genres and texts.

(B) Organise

- employ organisational structures that serve the context and intention;
- organise opinions and ideas in a sustained, coherent and logical manner;
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

(C) Produce text

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process;
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience;
- select relevant details and examples to develop ideas.

(D) Use language

- use appropriate and varied vocabulary, sentence structures and forms of expression;
- write and speak in a register and style that serve the context and intention use correct grammar, syntax and punctuation;
- spell, write, and pronounce with accuracy;
- use appropriate non-verbal communication techniques.

YEAR 7

- What stories live within me?
- What stories live in the people around us?
- How are stories shared between us?

YEAR 8

- How do stories speak to many people?
- How do stories help us understand what others feel and face?
- How do some stories challenge us, wake us up, and demand attention?

YEAR 9

- What makes a message persuasive or powerful?
- What does it mean to be fair and who decides?

H1

- How do some stories limit understanding and reinforce bias?
- How can stories challenge injustice and amplify the call for human rights?
- How do stories reveal the moral dilemmas that define us?

H2

- How do our perspectives shape our sense of humour?
- How do creative choices affect the impact of a serious message?
- How can performance and storytelling illuminate important truths?



Language Acquisition (English)

AIMS

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognise and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

MAIN OBJECTIVES

(A) Listen to spoken texts and demonstrate understanding of

- explicit and implicit spoken information in multimodal texts;
- conventions;
- relationships between the various components of the multimodal text.

(B) Read written texts and demonstrate understanding of

- explicit and implicit written information in multimodal texts;
- conventions;
- relationships between the various components of the multimodal text.

(C) Use spoken language to

- communicate orally and interact with others;
- communicate clearly and effectively;
- demonstrate accuracy and fluency in speaking.

(D) Use written language to

- communicate in written form with others;
- demonstrate accurate use of language conventions;
- organise information in writing;
- communicate information with a sense of audience and purpose; demonstrate understanding of explicit and implicit written information in multimodal texts;
- use spoken language to communicate and interact with others;
- use written language to communicate with others.

YEAR 7

- How can different people tell the same story in different ways?
- How can we use our own words to share ideas in creative ways?
- How do stories help us explore right and wrong?

YEAR 8

- How can language help us express our hobbies, interests, and identity while connecting with others?
- How can the way we present ourselves express our identity and culture?
- How can stories help us express ideas and understand other people's experiences?



YEAR 9

- How can we use language to share our opinions about global issues?
- How do different situations influence the way people lead?
- How do our experiences shape who we become?

H1

- How do time, place, and experience shape the perspectives we communicate?
- How can investigating and communicating information influence a community?
- How can stories challenge our ideas about fairness and society?

H2

- How does responding to literature strengthen the way we use language?
- How can reflecting on our experiences help us expand the way we use language?
- How can language help us make sense of information and share it with others?



Language Acquisition (French, Spanish and German)

AIMS

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognise and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

MAIN OBJECTIVES

(A) Listen to spoken texts and demonstrate understanding of

- explicit and implicit spoken information in multimodal texts;
- conventions;
- relationships between the various components of the multimodal text.

(B) Read written texts and demonstrate understanding of

- explicit and implicit written information in multimodal texts;
- conventions;
- relationships between the various components of the multimodal text.

(C) Use spoken language to

- communicate orally and interact with others;
- communicate clearly and effectively;
- demonstrate accuracy and fluency in speaking.

(D) Use written language to

- communicate in written form with others;
- demonstrate accurate use of language conventions;
- organise information in writing;
- communicate information with a sense of audience and purpose;
- demonstrate understanding of explicit and implicit written information in multimodal texts;
- use spoken language to communicate and interact with others;
- use written language to communicate with others.

YEAR 7

- What attributes from the learner profile do we need to develop to learn a foreign language?
- How can developing relationships and connections with people around us help us define our identity?



YEAR 8

- How does our culture influence our routine?
- How can we identify a culture through a festival or celebration?

YEAR 9

- Why do we have leisure activities, and to what extent do they influence us?
- How does my lifestyle influence my health and the health of others?

H1

- How do I help my community, and how can I protect it?
- What do I learn when I travel, and why don't we share the same travel experience?

H2

- How can scientific and technological progress be shared more equitably while promoting wellbeing?
- How can creativity and empathy help us rethink our daily habits to protect the planet?



Individuals and Societies

AIMS

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity;
- understand the interactions and interdependence of individuals, societies and the environment;
- understand how both environmental and human systems operate and evolve;
- identify and develop concern for the well-being of human communities and the natural environment;
- act as responsible citizens of local and global communities;
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

MAIN OBJECTIVES

(A) Knowledge and understanding

Students develop factual and conceptual knowledge about individuals and societies.

- use terminology in context;
- demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

(B) Investigate

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

- formulate research questions and justify its relevance;
- formulate action plans to investigate a research question;
- use research methods to collect and record relevant information;
- evaluate the process and results of the investigation.

(C) Communicate

Students develop skills to organise, document and communicate their learning using a variety of media and presentation formats.

- communicate information and ideas using an appropriate style for the audience and purpose;
- structure information and ideas in a way that is appropriate to the specified format;
- document sources of information using a recognised convention.

(D) Think critically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

- discuss concepts, issues, models, visual representation and theories;
- synthesise information to make valid arguments;
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations;
- interpret different perspectives and their implications.

YEAR 7

- How do world belief systems shape identity and influence how people see themselves and others?
- How do we know if global interactions are fair or unfair?
- How can my actions contribute to change?
- How can I be of service to my community?

YEAR 8

- How do governments ethically manage imbalances in systems?
- How did inventions and innovations challenge and change existing beliefs and understanding of the world?
- How did exploration lead to global interactions that transformed civilisations?
- How do power and globalisation affect human rights locally and globally?

YEAR 9

- How can technologies developed through global interactions both support and challenge sustainable resource management?
- What systems can help us live in harmony with a dangerous planet?
- Which revolution caused the most significant change?
- What are the major migration stories of our time?



H1

- Who decides the systems of rules by which we have to live in our societies?
- Can individuals make a significant difference by changing their consumption habits?
- How can various events in time, place and space lead to conflict?
- How can we influence community interactions to reduce conflict, and what does this teach us about global interactions?

H2

- How equally are the benefits and costs of globalisation and economic growth distributed across societies?
- Should businesses focus more on profit or social and environmental responsibility?
- What is the relationship between global interactions, consumer choices, and their effects on environments and societies?
- Why do different people and societies have different ideas about what is just?



Mathematics

AIMS

The aims of the mathematics course are to encourage and enable students to:

- enjoy mathematics, develop curiosity, and begin to appreciate its elegance and power;
- communicate clearly and confidently in a variety of contexts;
- develop logical, critical, and creative thinking;
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments;
- develop the knowledge, skills, and attitudes necessary to pursue further studies in mathematics;
- develop the ability to reflect critically upon their own work and the work of others.

MAIN OBJECTIVES

(A) Knowing and understanding

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations;
- apply the selected mathematics successfully when solving problems;
- solve problems correctly in a variety of contexts.

(B) Investigating patterns

- select and apply mathematical problem-solving techniques to discover complex patterns;
- describe patterns as general rules consistent with findings;
- prove, or verify and justify, general rules.

(C) Communicating

- use appropriate mathematical language (notation, symbols, and terminology) in both oral and written explanations;
- use appropriate forms of mathematical representation to present information;
- move between different forms of mathematical representation;
- communicate complete, coherent, and concise mathematical lines of reasoning;
- organise information using a logical structure.

(D) Applying mathematics in real-life contexts

- identify relevant elements of authentic real-life situations;
- select appropriate mathematical strategies when solving authentic real-life situations;
- apply the selected mathematical strategies successfully to reach a solution;
- justify the degree of accuracy of a solution;
- justify whether a solution makes sense in the context of the authentic real-life situation.

YEAR 7

- How do different systems and forms of representation, such as numerical systems, develop and evolve as civilisations change and humans interact?
- How can understanding and using equivalent forms of quantities, such as ratios, fractions, and percentages, help us identify and address issues of inequality and difference in the context of fairness and development?
- How can a logical process be used to model and generalise patterns in the natural world, contributing to advancements in scientific and technical innovation?
- How does an understanding of measurement enhance artistry and creativity, contributing to personal and cultural expression?
- How can using logic to simplify and manipulate quantities help us understand and explore the complexities of human connections within families, communities, and cultures?
- How does effectively representing relationships help justify characteristics and trends uncovered within communities, thereby fostering an understanding of identities and relationships?
- How does generalising the relationship between measurements influence decisions that impact the environment in the context of globalisation and sustainability?

YEAR 8

- How does using a logical process to simplify quantities and establish equivalence help analyse the dynamics of competition and cooperation within identities and relationships?
- How does a logical system of representation enhance the exploration and analysis of games as forms of personal and cultural expression?



- How has the ability to represent different forms of quantities contributed to human exploration and description of our planet?
- How does producing equivalent forms through simplification contribute to the clarification, solution, and creation of puzzles and tricks, fostering scientific and technical innovation?
- How do generalising relationships between measurements contribute to exploring the formation and understanding of human and natural landscapes?
- How does establishing relationships of equivalence between measurements illustrate the interconnectedness of human-made systems in the context of globalisation and sustainability?
- How can different forms of representation help justify conclusions regarding access to equal opportunities within the context of fairness and development?

YEAR 9

- How does representing and simplifying quantities in different forms aid in exploring significant discoveries and developments within the context of orientation in time and space?
- How do generalising relationships between measurements contribute to the development of principles, processes, and solutions within the context of scientific and technical innovation?
- How does representing patterns of change as relationships help us determine the impact of human decision-making on the environment in the context of globalisation and sustainability?
- How do generalising relationships between measurements assist in analysing and generating products, processes, and solutions within the realm of scientific and technical innovation?
- How does modelling the relationship between characteristics, quantities and variables highlight aspects of what it means to be human, including identity and relationships?
- How does understanding patterns created by forms in space enhance creativity and help express beliefs and values in personal and cultural expression?
- How does representing relationships with models promote and support social entrepreneurship, contributing to fairness and development?

H1

- Why is precision in mathematical representation important for scientific and technological innovation?
- How can mathematical models help us make fair decisions when resources, opportunities, or choices are limited?
- How do transformations help us understand changes in objects, systems, and environments across space and time?
- Why is understanding probability important when making decisions about relationships and interactions?
- In what ways can transformations of shape and space enhance personal and cultural expression?
- How can measuring variation help us identify and understand inequalities within communities and societies?

H2

- Why are mathematical relationships between measurements important for addressing global and environmental challenges?
- How can recognising and generalising patterns lead to innovative products, processes, and solutions?
- To what extent can identifying relationships between variables help us understand the impact of human actions on global systems?
- Why are logarithmic and exponential models useful for understanding complex real-world phenomena?
- How do network models help us understand the interconnected systems that shape our world?



Design

AIMS

The Design course is designed to enable students to:

- enjoy the design process while developing a design thinking mindset;
- develop knowledge, understanding and skills from different disciplines to design and create solutions;
- use and apply technology effectively as a means to access, process and communicate information;
- model and create solutions, and to solve problems;
- develop an appreciation of the impact of design innovations for life, global society and environments;
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts.

MAIN OBJECTIVES

(A) Inquire and analyse

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.

In order to reach the aims of design, students should be able to:

- explain and justify the need for a solution to a problem for a specified client/target audience;
- identify and prioritise the primary and secondary research needed to develop a solution to the problem;
- analyse a range of existing products that inspire a solution to the problem;
- develop a detailed design brief which summarises the analysis of relevant research.

(B) Develop ideas

Students write a detailed specification, which drives the development of a solution. They present the solution. In order to reach the aims of design, students should be able to:

- develop a design specification which clearly states the success criteria for the design of a solution;
- develop a range of feasible design ideas which can be correctly interpreted by others;

- present the final chosen design and justify its selection;
- develop accurate and detailed planning drawings/ diagrams and outline the requirements for the creation of the chosen solution.

(C) Creating the solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.

In order to reach the aims of design, students should be able to:

- construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution;
- demonstrate excellent technical skills when making the solution;
- follow the plan to create the solution, which functions as intended;
- fully justify changes made to the chosen design and plan when making the solution.

(D) Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

In order to reach the aims of design, students should be able to:

- design detailed and relevant testing methods, which generate data, to measure the success of the solution;
- critically evaluate the success of the solution against the design specification;
- explain how the solution could be improved;
- explain the impact of the solution on the client/target audience.



YEAR 7

- Should entrepreneurs use their skills to give back to their community?
- Can packaging be used to persuade people to shop more responsibly?
- How can interacting with others build relationships?

YEAR 8

- How do we know when a process and solution is functioning correctly?
- How can creativity communicate function and encourage play and rituals?
- How can we use resources and methods to develop creative forms?

YEAR 9

- In what ways can designing for others strengthen community relationships?
- How can upcycling material impact the environment?
- Why is it important to use scaled models to gain client perspective?

H1

- Can innovative, functional seating change how people in a community interact with a public space?
- How can communication affect people's attitudes and perspectives about a product or company?

H2

- How can organisational systems improve function?
- How important is understanding the user when developing solutions to problems?



Visual Arts

AIMS

The aims of MYP arts are to encourage and enable students to:

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

MAIN OBJECTIVES

(A) Investigating

- investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- critique an artwork or performance from the chosen movement(s) or genre(s).

(B) Developing

- practically explore ideas to inform development of a final artwork or performance
- present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

(C) Creating/Performing

- create or perform an artwork.

(D) Evaluating

- appraise their own artwork or performance
- reflect on their development as an artist.

YEAR 7

- How do artists use the elements and principles of art to communicate meaning?
- How can still life artworks express personal and cultural beliefs?

YEAR 8

- How can artists communicate identity through colour, style and mark-making?
- How do masks communicate beliefs, traditions and community identity?

YEAR 9

- How can traditional and contemporary printmaking communicate cultural perspectives?
- How can art communicate the layered and changing nature of our identity?

H1

- How can photography communicate identity, narrative and social perspectives?
- How can artists use visual culture to challenge social issues and inspire change?
- How do illustrators transform written ideas into visual experiences?
- How can architecture reflect the relationship between people, culture and place?

H2

- How do artists respond to what is happening in the world around them?
- How does reimagining existing images create new conversations and meanings?



Theatre

AIMS

The aims of MYP arts are to encourage and enable students to:

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

MAIN OBJECTIVES

(A) Investigating

- investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- critique an artwork or performance from the chosen movement(s) or genre(s).

(B) Developing

- practically explore ideas to inform development of a final artwork or performance
- present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

(C) Creating/Performing

- create or perform an artwork.

(D) Evaluating

- appraise their own artwork or performance
- reflect on their development as an artist.

YEAR 7

- How can theatre help me explore and express my identity?
- How does storytelling help us understand people and cultures?

YEAR 8

- How does theatre innovate over time to meet the needs of a changing audience?
- How do theatre-makers bring cultural stories to life?

YEAR 9

- How does realism in theatre help communicate human experiences?
- How do theatre-makers use aesthetics to communicate tension, emotion, atmosphere and meaning?

H1

- How can theatre communicate the truth of real peoples' stories?
- How can different perspectives enrich the creative process and final product in theatre?

H2

- How can musical theatre shape our understanding of identity, relationships, and social issues?
- How does understanding the artwork of others inform the creation of an original performance?



Music

AIMS

The aims of MYP arts are to encourage and enable students to:

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art
- express ideas creatively
- reflect on their own development as young artists.

MAIN OBJECTIVES

(A) Investigating

- investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry
- critique an artwork or performance from the chosen movement(s) or genre(s).

(B) Developing

- practically explore ideas to inform development of a final artwork or performance
- present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.

(C) Creating/Performing

- create or perform an artwork.

(D) Evaluating

- appraise their own artwork or performance
- reflect on their development as an artist.

YEAR 7

- How does a musician use presentation skills to communicate a song or musical notes on the page to the audience?

YEAR 8

- How do you develop cooperation in a band?
- How can creativity transform a traditional folk song into something new while still respecting its origins?

YEAR 9

- How can boundaries enhance creativity?
- In what ways do different performance styles of the same piece reflect cultural influences?
- How can a combination of artistry and creativity define the narrative in a film?

H1

- Is music more than a formula?
- Does music have a story to tell?
- To what extent is Jazz actually Baroque music in disguise?

H2

- When are game scores more than just loops?
- What forms of change exist in music?
- How aware is the audience of shared connections in musical styles?



Sciences

AIMS

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications;
- consider science as a human endeavour with benefits and limitations;
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments;
- develop skills to design and perform investigations, evaluate evidence and reach conclusions;
- develop sensitivity towards the living and non-living environments.

MAIN OBJECTIVES

In order to reach the aims of sciences, students will work towards our criteria:

(A) Knowledge and understanding

- explain scientific knowledge;
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations;
- analyse and evaluate information to make scientifically supported judgments.

(B) Inquiring and designing

- explain a problem or question to be tested by a scientific investigation;
- formulate a testable hypothesis and explain it using scientific reasoning;
- explain how to manipulate the variables, and explain how data will be collected;
- design scientific investigations.

(C) Processing and evaluating

- present collected and transformed data;
- interpret data and explain results using scientific reasoning;
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation;

- evaluate the validity of the method;
- explain improvements or extensions to the method.

(D) Reflecting on the impacts of science

- explain the ways in which science is applied and used to address a specific problem or issue;
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue;
- apply scientific language effectively;
- document the work of others and sources of information used.

YEAR 7

- How do Scientists design investigations and communicate their results?
- How are human needs for energy impacting the environment?
- How can we harness forces to develop new inventions?
- How are the properties of matter and living organisms changed by the atoms they are made from?
- How have the interactions between chemical solutions transformed society for both the better and the worse?
- How does our understanding of cell systems contribute to innovations in medicine and new technologies?
- How have organisms adapted to survive in different ecosystems and a changing natural environment?

YEAR 8

- How have advancements in chemical reactions influenced the progress and transformation of human societies?
- How has our knowledge of body systems contributed to advancements in healthcare and enhance societal well-being?
- How do different types of systems and their functions contribute to scientific discoveries and innovations?
- How do models enhance our understanding of the interactions between energy and its environment in the natural world?
- How do innovative devices manipulate matter and energy to meet the evolving needs and desires of society?
- How does geology help us understand historical transformations and predict future developments?



YEAR 9

- How did the development of the Periodic Table revolutionize our understanding of how elements interact?
- How has the interaction between electricity and magnetism driven the development of new inventions?
- How does energy flow through plants in the environment contribute to our sustainability?
- How do human activities alter natural processes, and what are the consequences of these changes?
- How does altering the genetic makeup of an organism affect its ability to survive?
- How has our understanding of the universe evolved through a collection of evidence?

H1

- How do things we can't see, like atoms, molecules, and forces, shape everything we can see, touch, and experience in the world around us?
- How do the tiniest ingredients in our food and bodies keep us alive, and what happens when conditions change?
- How do forces control the way things move, and why do they sometimes stop or speed up?
- How do cells use tiny molecules to grow, survive, and keep our bodies working?
- How do different types of energy power our lives, and how can we use energy more wisely for the future?

H2

- How can the movement of electrons be monitored during chemical reactions?
- How does the IUPAC naming system allow scientists to communicate?
- How does our understanding of collision theory allow us to understand what is happening when chemical reactions occur?
- How do living systems detect, signal, and respond to change to maintain stability?
- How do the structural interactions within living systems function to sustain life, and in what ways does scientific innovation empower us to protect public health?
- How does understanding electromagnetism help humans develop technologies for a sustainable future?
- How do optical devices overcome the range and scope limits of our natural vision?



Physical and Health Education

AIMS

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

MAIN OBJECTIVES

The main objectives are:

(A) Knowing and understanding

- explain physical and health education factual, procedural and conceptual knowledge;
- apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations;
- apply physical and health terminology effectively to communicate understanding.

(B) Planning for performance

- develop goals to enhance performance;
- design, explain and justify a plan to improve physical performance and health.

(C) Applying and performing

- demonstrate and apply a range of skills and techniques effectively;
- demonstrate and apply a range of strategies and movement concepts effectively;
- analyse and apply information to perform effectively.

(D) Reflecting and improving performance

- explain and demonstrate strategies to enhance interpersonal skills;
- analyse and evaluate the effectiveness of a plan based on the outcome;
- analyse and evaluate performance.

YEAR 7

- How can we communicate ideas and feelings through dance?
- What effect does preparation have on safety and performance in badminton?
- How can an understanding of systems, and decisive communication improve performance in volleyball?
- How can using movement patterns improve play in basketball?
- How can physical and social skills improve performance in invasion games?

YEAR 8

- How can we communicate, plan, and practice effectively to create a gymnastics routine?
- What are the parts of the muscular and skeletal systems, and how do they work together in badminton movement?
- How can we communicate and work together effectively in a team?
- How can understanding energy systems help us plan our training?

YEAR 9

- How can trust and perspective facilitate cooperation?
- What is the terminology of movement, and how can we use it to describe movement in badminton?
- How can we use planning to improve interactions and performance in basketball?
- How can we communicate effectively in leadership roles, and what is the effect of this on performance?
- How can refining skills lead to better movement and success in volleyball?



H1

- Can we share messages to create change through dance?
- How can research and planning help us reach our training goals?
- How can we deal with pressure and anxiety in and out of sporting situations?
- How can the choices we make in friendships influence our success and wellbeing in the context of sport?
- Can we make positive changes in the physical activity levels of our school community?

H2

- How can we use critical evaluation to improve a dance performance?
- How can diet affect performance and health?
- How can we apply psychological insights to build a team?
- How are data and technology used to guide improvements in a team?
- How can effective leadership increase motivation, organisation and success?



Chinese Language and Culture

1. Chinese Language and Literature

AIMS

The Chinese Language and Literature course is designed to enable students to:

- develop a lifelong interest in and enjoyment of language and literature;
- develop skills in interpretation analysis, evaluation and interpretation;
- develop an understanding of the relationships between studies in language and literature and other disciplines.

MAIN OBJECTIVES

In order to achieve the aims of studying Language and Literature, students should be able to:

(A) Know, understand and interpret

- a range of texts and works and their meanings;
- features of particular text types and literary forms;
- contexts in which texts are written and/or received.

(B) Analyse and evaluate

- ways in which the use of language creates meaning;
- relationships among different texts;
- uses and effects of literary, stylistic and rhetorical features.

(C) Communicate

- ideas appropriately and logically;
- in a range of styles, registers and for various purposes and audiences;
- fluently and accurately in speech and in writing.

YEAR 7

- How can we learn about someone's personal history from literary works?
- How can classic Chinese and Western fables teach us about responsibility and justice?
- What impact have advertisements had on human life, and how can we assess the credibility of an advertisement?

- How can a novel portray human identities, beliefs, values, ethical judgments, relationships, and the interconnectedness of individuals and communities?

YEAR 8

- How can Confucian educational ideas be interpreted and applied by individuals from diverse cultural backgrounds?
- How could a Chinese letter effectively convey messages and ideas?
- How do travelogs foster the spread of knowledge and facilitate communication?
- How does poetry reveal the connections between humanity, society, and nature?
- How do the power and oppression depicted in literature?

YEAR 9

- How is imagery used in poetry to express personal insight into the real world and enhance the poem's beauty?
- What is the relationship between food and cultural conventions?
- How do cultural and societal factors significantly influence the expression and experience of parental love?
- How do authors incorporate historical events and archaeological findings into their works?

H1

- How do virtual and real-world settings reflect different aspects of human identity and imagination?
- How do poets reflect the historical context of their time through self-expression?
- In what ways does narrative purpose shape how relationships between people and places are expressed in these texts?
- How does the narrator's perspective influence our understanding of gender roles in the story?

H2

- How are war and peace represented in different literary and visual texts?
- How do context and purpose connect individual experiences with broader human concerns in texts about war and peace?
- How do creative works reveal shared human values through the portrayal of conflict and peace?
- Is peace achieved through escaping conflict, enduring sacrifice, or confronting reality?



2. Chinese Language

AIMS

The Chinese Language course is designed to enable students to:

- develop students' intercultural understanding;
- enable students to use the target language in a range of contexts and for a variety of purposes;
- develop students' awareness of the role of language in relation to other areas of knowledge.

MAIN OBJECTIVES

(A) Listening

- Proficient level
 - identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts;
 - analyse conventions in a wide variety of complex authentic texts;
 - analyse connections in a wide variety of complex authentic texts.

(B) Reading

- Proficient level
 - identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of complex authentic texts;
 - analyse conventions in a wide variety of complex authentic texts;
 - analyse connections in a wide variety of complex authentic texts.

(C) Speaking

- Proficient level
 - use a wide range of vocabulary;
 - use a wide range of grammatical structures generally accurately;
 - use clear pronunciation and intonation in a comprehensible manner;
 - communicate all or almost all the required information clearly and effectively.

(D) Writing

- Proficient level
 - use a wide range of vocabulary;
 - use a wide range of grammatical structures generally accurately;
 - organise information effectively and coherently in an appropriate format using a wide range of complex cohesive devices.

YEAR 7

- How can a story successfully highlight a role model and their influence in the community?
- How can literary conventions shape personal and cultural expressions?
- How do we understand the virtual environment we live in and the impact of scientific and technological advances on human activities?
- How do the environment and cultural heritage influence community relationships and interconnectedness locally and globally?

YEAR 8

- How can we effectively highlight the key features of travel destinations?
- How can we expand personal perspectives by understanding people's diverse values in all walks of life?
- How can we produce speeches and essays that convey personal opinions effectively and purposefully?
- What can we learn from a role model in our community?

YEAR 9

- How can identities and relationships affect our consciousness, wellbeing and lifestyle choices?
- How do we discover and express ideas and feelings and how do they reflect our nature, values and beliefs?
- How is everything connected and how can we act to make the world more sustainable?
- What can we learn from people's personal histories, discoveries and life explorations?
- What are the commonality, diversity and the interconnections within the global community?

H1

- How do different educational models shape students' learning experiences and opportunities?
- How do hobbies and health choices reflect a person's values and priorities?
- In what ways can leisure activities impact mental and physical health across different cultures?

H2

- What are the main causes of air pollution in China?
- How does Taiwan's recycling system work?
- How do systems influence behaviour?
- Should convenience be sacrificed for sustainability?



3. Chinese Language Acquisition

AIMS

The Chinese Language Acquisition course is designed to enable students to:

- develop a respect for, and understanding of, diverse linguistic and cultural heritages;
- offer insight into the cultural characteristics of the communities where the language is spoken;
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities.

MAIN OBJECTIVES

(A) Listening

- Emergent level
 - identify explicit and implicit information (facts, opinions, messages and supporting details);
 - analyse conventions;
 - analyse connections.

(B) Reading

- Emergent level
 - identify explicit and implicit information (facts, opinions, messages and supporting details);
 - analyse conventions;
 - analyse connections.

(C) Speaking

- Emergent level
 - use a wide range of vocabulary;
 - use a wide range of grammatical structures generally accurately;
 - use clear pronunciation and intonation in comprehensible manner;
 - communicate all the required information clearly and effectively.

(D) Writing

- Emergent level
 - use a wide range of vocabulary;
 - use a wide range of grammatical structures generally accurately;
 - organise information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices;
 - communicate all the required information with a clear sense of audience and purpose to suit the context.

YEAR 7

- What impact does cultural context have on family structures?

- How does the cultural context of a school influence students the learning environment?
- To what extent does learning in an authentic context help and improve language learning?

YEAR 8

- Are there any connections between cultural customs and weather?
- How do people from different cultures adapt their hobbies to weather conditions and cultural customs?
- To what extent will school subjects have an impact on students' extracurricular activity choices?
- To what extent will the food and dining habits represent our culture, and how have these been built into our identity?

YEAR 9

- How can food and dining etiquette reflect the cultural values of a community?
- How are neighbourhoods central to communities and languages?
- Is there a way to adapt communication conventions to reflect diverse cultural perspectives in the shopping environment?
- How do we use language to explore and explain our cultural identity?

H1

- How do different educational communities reflect their cultural values?
- How are meanings communicated differently across various cultural celebrations?
- How do different cultural perspectives influence the way we communicate about health and wellness?

H2

- What are the features of effective online learning platforms?
- How does communication influence learning experiences in educational technology?
- Why are purpose and structure important in digital communication?
- Is online learning more effective than traditional classroom learning?



Taipei European School

Vision, Mission and Core Values

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.

TES Core Values

The school expects that we

- Strive for excellence in all that we do
- Encourage the development of the whole person
- Sustain a strong ethos that emphasizes students' welfare and their personal, social and emotional development
- Encourage students to pursue their natural curiosity thereby developing enquiring and challenging minds and enhancing their critical thinking and preparation for life-long learning
- Promote good citizenship through a concern and compassion for social, global and environmental issues
- Respect and celebrate the multicultural environment of our school which enriches our community and our learning
- Develop the potential of each member of our school community
- Maintain a strong partnership between our school, parents and the community

Graduate Attributes

We strive for each graduate to be

- A Lifelong Learner
- A Critical Thinker
- Independent
- Empathetic
- Socially Responsible
- Interculturally Aware
- Globally Minded

Community Values

We expect each member of our community to exhibit

- Respect
- Participation
- Responsibility
- Creativity
- Perseverance



Europäische Schule Taipei

Vision, Auftrag und Grundwerte

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.

TES Grundwerte

Die Schule erwartet von uns, dass wir

- in all unserem Tun nach höchster Qualität streben
- die Entwicklung der ganzen Person fördern
- ein starkes Ethos bewahren, das die Lernenden und ihre persönliche, soziale und emotionale Entwicklung in den Vordergrund stellt
- die Lernenden ermutigen, ihrer natürlichen Neugier zu folgen und so einen forschenden und infrage stellenden Geist sowie kritisches Denken zu entwickeln und sich auf lebenslanges Lernen vorzubereiten
- gesellschaftliche Verantwortung durch Engagement für soziale, globale und ökologische Fragen fördern
- das multikulturelle Umfeld unserer Schule, das unsere Gemeinschaft und unser Lernen bereichert, achten und feiern
- das Potenzial eines jeden Mitglieds unserer Schulgemeinschaft entwickeln
- eine starke Partnerschaft zwischen unserer Schule, den Eltern und dem schulischen Umfeld aufrechterhalten

Unsere Absolventinnen und Absolventen

Wir streben an, dass unsere Absolventinnen und Absolventen

- lebenslang lernen
- kritisch denken
- eigenständig sind
- mitfühlend sind
- soziale Verantwortung übernehmen
- ein interkulturelles Bewusstsein entwickeln
- global denken

Werte unserer Gemeinschaft

Wir erwarten von jedem Mitglied unserer Gemeinschaft

- Respekt
- Teilnahme
- Verantwortung
- Kreativität
- Durchhaltevermögen



Ecole européenne de Taipei

Vision, Mission et valeurs fondamentales

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.

Les valeurs fondamentales de la TES

L'école attend de nous

- que nous poursuivions l'excellence dans tout ce que nous entreprenons
- que nous encourageons le développement de la personne dans son ensemble
- que nous maintenions une éthique forte qui met l'accent sur le bien-être des élèves et leur développement personnel, social et émotionnel
- que nous encourageons les élèves à écouter leur curiosité naturelle, développant ainsi des esprits curieux et audacieux, en renforçant leur esprit critique, et leur préparation à l'apprentissage tout au long de la vie
- que nous promouvions la sensibilisation et l'intérêt pour les enjeux mondiaux, sociaux et environnementaux
- que nous respectons et célébrons l'environnement multiculturel de notre école qui enrichit nos apprentissages et notre communauté
- que nous développons le potentiel de chacun et de chacune des membres de notre communauté
- que nous maintenions un lien fort entre école, les familles et la communauté

Nos diplômés

Notre ambition est qu'à la fin de leur scolarité, nos jeunes diplômés soient

- engagés dans l'apprentissage tout au long de leur vie
- capables d'esprit critique
- indépendants
- capables d'empathie
- socialement responsables
- ouverts aux autres cultures
- citoyens du monde

Nos valeurs

Nous attendons de chaque membre de notre communauté qu'il fasse preuve

- de respect
- d'engagement
- de responsabilité
- de créativité
- de persévérance



台北歐洲學校

願景、使命與核心價值

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，並能於其所在城市、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。

台北歐洲學校核心價值

學校期待所有成員能

- 凡事全力以赴
- 提倡五育均衡發展的全人教育
- 重視學生身心靈均衡發展
- 鼓勵學生透過培養求知慾及明辨思維的能力，進而提升探本溯源之好奇心，為終身學習作準備
- 藉由對社會、全球及環境相關之議題，培育具備同理心的世界公民
- 尊重並提倡我們學校的多元文化及學習環境
- 發展學校社群中每個成員的潛能
- 維持學校、家長與社群間之緊密關係

畢業生特質

我們致力使每位畢業生都能具備以下特質

- 終生學習者
- 慎思明辨
- 獨立自主
- 同理心
- 社會責任
- 跨文化意識
- 國際觀

社群價值觀

我們期許學校所有成員能展現以下特質

- 尊重
- 參與
- 責任
- 創造力
- 韌性



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