

SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL

KINDERGARTEN

GRADE LEVEL
GUIDE
2026-2027



INSPIRING EXCELLENCE, BUILDING CHARACTER - SINCE 1912

Mission Statement

Seoul Foreign School,
Centered in Christ,
inspires a passion for learning,
pursues academic and
creative excellence and
is dedicated to the service of others.

Message from the Grade Level Team

Dear Parents of Kindergarten students,

Welcome to Kindergarten!

We are a team of experienced and enthusiastic play-based and Reggio Emilia-inspired educators committed to providing learning experiences for the children in our classes that capture their curiosity, challenge them academically, and inspire a lifelong passion for learning.

We will communicate with you on a regular basis via Seesaw. Our Seesaw posts and weekly updates will provide a window into your child's week and will allow you to develop a practical understanding of our program.

Yours sincerely,

The Kindergarten Team

Table of Contents

Mission Statement & Message from the Homeroom Teachers	2
Who's Who in the Grade level	4
Grade level Procedures	5
How Can I Help with Settling In?	
Christian Ethos	
International Baccalaureate Primary Years	6
Kindergarten Programme of Inquiry	8
Language Arts	10
Mathematics	11
Science & Social Studies	12
World Languages	13
The Arts	14
Expressive Arts	
Personal, Social & Physical Education (PSPE)	16
Library	17
Science Technology Engineering Maths (STEM)	18



Who's Who in Kindergarten

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher	Grace Jung	KJ	grace.jung@seoulforeign.org
Class Assistant	Sua Lee	KJ	sua.lee@seoulforeign.org
Class Teacher	Michael Riley	KR	michael.riley@seoulforeign.org
Class Assistant	Angela Jang	KR	angela.jang@seoulforeign.org
Class Teacher	Mari Stephenson	KS	mari.stephenson@seoulforeign.org
Class Assistant	Christine Lee	KS	chaelynn.lee@seoulforeign.org
Teacher Librarian	Mara Hakim		mara.hakim@seoulforeign.org
Personal & Social Education (PSE): PreK - Grade 2 Counselor	Jennifer Bush		jennifer.bush@seoulforeign.org
Personal, Social & Physical Education (PSPE)	Bec Stockdale		bec.stockdale@seoulforeign.org
STEM Lead / EdTech Coach	Rachelle Ryness		rachelle.ryness@seoulforeign.org
World Languages (Korean)	Gracie Suk		gracie.suk@seoulforeign.org
World Languages (Korean)	Seungmin Kang		seungmin.kang@seoulforeign.org
World Languages (Korean)	Deborah Lee		deborah.lee@seoulforeign.org
World Languages (Chinese)	Michelle Zhang		michelle.zhang@seoulforeign.org
World Languages (Chinese)	Ling Guo		ling.guo@seoulforeign.org
Expressive Arts	Jeannie Wyse		jeannie.wyse@seoulforeign.org



Kindergarten Procedures

Getting ready

- Please label all personal items clearly with your child's name.
- Please prepare a large backpack to fit to following:
 - A refillable, non-spill water bottle
 - A reusable snack box, big enough to hold 2 large snacks
 - A complete set of clothing to be left at school in case of emergencies, all labeled and in a zip lock bag. More information under "extra clothes."
- Help your child practice listening to others, sharing thoughts, sharing toys, negotiating play, and being imaginative.

Building good habits

- Support your child to pack their own backpack with a refillable water bottle, large snack box, and white zippy bag/folder (issued by the teacher)
- Plan to be at school by 7:50 am each day.

Settling in

- Try to keep goodbyes happy and short.
- Please send in 1 family photo in the first week of school, seeing family photos can help children to settle. Please share electronically to your homeroom teacher's email account.

Daily routine

- Classroom doors open at 7:55 am, and we start class at 8:05 am Each homeroom will share their daily schedule with you.
- Students are dismissed at 2:55 pm

Meals & Snacks

- Please provide two large healthy snacks each day with a variety of ready-to-eat fruit/vegetable sticks, milk/cheese/yogurt, and sandwich/crackers.
- Lunch can be provided from home or by Crave Catering.

Extra Clothes

- Please provide one full set of clothes: shirt/t-shirt, pants/skirt/leggings, underwear and socks, jumper/sweater to be kept at school in your child's cubby. This does not have to be the school uniform but school colors are preferred.
- Rain boots and raincoats to be kept in your child's cubby for rainy day play.

Toileting

- Independence in the bathroom is expected. Teachers do not accompany students in the restrooms.

Supporting at home

- Read to your child daily.
- Play with and talk with your child daily.

- Encourage your child to share their thought process with you.
- Seesaw Journal and Class Updates (weekly)
- Use Seesaw messages to contact the homeroom teacher
- Talk through the Seesaw posts with your child to reinforce learning.

Christian Ethos

SFS is a Christian school for everyone and we are a community, centered in Christ. This means we lead by example and model our Christ-like attitudes:

Love, Faith, Service,
Self-Control, Compassion,
Acceptance, Forgiveness,
Integrity, Hope & Joy

We expect all our students to treat each other with respect. SFS is not affiliated with a particular denomination, nor with a particular church, and does not have weekly chapels. SFS enrolls students from all religious backgrounds and welcomes them as integral members of our diverse community. The real Christian experience at SFS, however, does not come from any formal study but instead from the examples modeled by our community which treats everyone with respect, care, love, trust, integrity, and forgiveness (our Christ-like attitudes).

International Baccalaureate Primary Years Programme (PYP)

We are an authorized International Baccalaureate Organization Primary Years Programme (PYP) school. Designed for students aged 3-12, the IB Primary Years Programme (PYP) provides the knowledge, concepts, skills, personal attributes, and capacity to take action, all of which younger students need to equip them for successful lives, both now and in the future.

Learning Through Inquiry

A child's investigations across and beyond subject areas will strengthen knowledge and understanding as they explore global, topical, and relevant 'big picture' questions, or transdisciplinary themes.

Inquiry-Based Learning Looks Like

- Students asking questions, being engaged in their learning, and seeing themselves as capable, powerful members of our community
- Students demonstrating ownership of their learning
- Students demonstrating responsibility for evidencing their learning and development through goal setting and an ongoing process of reflection
- Students sharing their voices and making choices in their learning

- Students testing theories, and generalizations to become deep thinkers
- Students embracing challenge and the breadth of knowledge each subject offers us
- Students see how deep learning takes place when subjects are connected by key concepts and transdisciplinary units
- Students learning to collaborate, share, take turns, and work together to take action

Student-centered learning

The PYP provides an ideal foundation for children to become successful, lifelong learners by developing their:

- social and emotional well-being
- independence, as they take responsibility for their learning
- international mindedness
- understanding of the world and their ability to function effectively within it
- attitudes and dispositions for learning
- ability to take mindful, appropriate, and sustainable student-initiated action

Transdisciplinary Themes

All subject and skill learning in the PYP is organized by six transdisciplinary themes, each selected for their relevance to the real world. Our students explore the commonalities of human

experience by investigating these themes through units of inquiry designed by our educators, that form our elementary school programme of inquiry.

Learner Profile

The International Baccalaureate (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them. Each of the IB's programmes is committed to the development of students according to the IB Learner Profile.

The profile aims to develop learners who are:

Inquirers

They 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

They 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

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

Communicators

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

Principled

They 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 actions and the consequences that accompany them.

Open-minded

They 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 their experience.

Caring

They 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 in the lives of others and to the environment.

Risk Takers (Courageous)

They 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

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

Reflective

They 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.

Parent Chats & Workshops

Throughout the year we offer parent workshops and Parent Chats in which we discuss key areas of the curriculum, and our approaches to teaching and learning in the hope to provide further support and advice on helping all students be successful. Details and dates of these events are shared in the Principal's weekly updates.



Kindergarten Programme of Inquiry

	WHO WE ARE	HOW THE WORLD WORKS	HOW WE EXPRESS OURSELVES	SHARING THE PLANET
Central ideas	Each person is unique, and by working together, everyone can feel connected and valued.	Simple machines make work easier and improve our quality of life	Stories from the past help us see how people and places are connected.	The actions of people impact other living things.
Lines of Inquiry	- Each person is special and unique - People work together in a community - People sometimes disagree, but they can solve problems together.	- Different kinds of simple machines - How simple machines work - How simple machines can make work easier for us and others	- Stories can celebrate families, friends, and communities - Weather patterns help describe locations around the world - Places and cultures help shape individual identities	- The needs of living things - The features and resources of habitats - Ways we can be responsible for our environment
Concepts	Responsibility, Connection <i>Identity, Community, Conflict Resolution</i>	Form, Function, Causation <i>Forces, Simple machines</i>	Change, Perspective <i>Story-telling, Cultures, Creativity</i>	Responsibility, Connection <i>Living things, Environment, Habitats</i>
ATLS	Social - Interpersonal Relationships Social - Social and emotional Communication - Exchanging information Self-Management - Organization	Self-Management - States of mind Thinking - Critical Research - Information Literacy Thinking - Transfer	Communication - Literacy Research - Ethical Use Thinking - Creative	Research - Media Literacy Communication - ICT Thinking - Reflection
Learner Profile	Caring, Open-Minded, Principled	Knowledgeable, Thinker, Courageous	Communicators, Inquirer	Caring, Reflective, Balanced
Literacy	NonFiction <i>Labeling, Expression, Craft</i>	Information <i>Text Features, Process</i>	Personal Narratives <i>Character, Organization</i>	Opinion <i>Evidence, Point of View</i>
Maths	ZEARN Mission One & Two	ZEARN Mission Two - Four	ZEARN Mission Four & Five	ZEARN Mission Five & Six

The Early Learner

Children are natural inquirers from birth; they can learn about, interact with, and interpret the world around them. From birth, children possess all kinds of mental abilities uniquely suited to these early phases of learning and development. They are curious and capable learners with a sense of agency, rich in potential, bringing valid skills, preferences, and understandings to the educational process.

As Reggio Emilia inspired educators we believe that children, as human beings, possess a hundred languages: a hundred ways of thinking, expressing, understanding, of encountering otherness through a way of thinking that weaves together and does not separate the various dimensions of experience. The hundred languages are a metaphor for the extraordinary potentials of children, their knowledge-building and

creative processes, and the myriad forms with which life is manifested and knowledge is constructed.

It is the responsibility of the infant-toddler center and the preschool to valorize all verbal and non-verbal languages with equal dignity

The role of the teacher

“To make a lovable school, industrious, inventive, liveable, documentable and communicable, a place of research, learning, recognition, and reflection, where children, teachers, and families feel well - is our point of arrival.”

- Loris Malaguzzi

In our PYP early years here at Seoul Foreign School, teachers take on many roles and identities, including Facilitator, Researcher, Participant, Provocateur, Navigator, Observer, Documenter, Reflective practitioner

Through these flexible lenses, teachers plan, facilitate, and scaffold, as well as reflect on students' learning and their teaching. Teachers carefully

balance the planning and documenting of the learning and progress of our youngest learners by monitoring and responding to the learning development of individuals. Moment-by-moment teacher actions, reactions, and interactions with children are key to their cognitive development as they learn skills, and new knowledge and feel a part of our support and caring community.

Assessment

In the Early Years, we believe in ongoing documentation and evidence of learning. Through Seesaw and the learning environment, we will report, capture, and amplify learning in moments of natural and guided play. At the end of each semester, you will receive a school report that assesses the students for their readiness to learn against the PYP Approaches to Learning (ATLs), and the PYP subject areas. There is a parent conference in the first semester and a student-led conference in the second semester.



Language Arts

A Strong Start

Kindergarten at Seoul Foreign School is a foundational year for literacy development. Our literacy approach is grounded in the Common Core Kindergarten standards and incorporates both structured phonics instruction and authentic reading and writing experiences.

Phonics

A core component of our literacy program is the UFLI Foundations phonics curriculum. This research-based program systematically builds students' understanding of sound-letter relationships, blending, and segmenting. Students engage daily in multisensory routines that help them become fluent and accurate readers, setting the stage for strong decoding and spelling skills. Throughout the year, students learn to decode and encode simple words with short vowels, CVC patterns (e.g., cat, dig), beginning and ending consonant sounds, and common digraphs (e.g., sh, ch). They also begin exploring high-frequency words and foundational skills such as blending, segmenting, and isolating sounds to support early reading fluency and spelling confidence.

Reading & Writing

In addition to phonics instruction, we use the Science of Reading

and Writing frameworks to develop strong literacy skills.

In reading, we focus on two key areas: word recognition and language comprehension. Word recognition includes phonemic awareness, decoding, and sight-word knowledge, helping students become accurate and fluent readers. Language comprehension focuses on building background knowledge, vocabulary, understanding of language structures, verbal reasoning, and literacy knowledge, including print concepts and different genres. Together, these components support students in becoming confident readers.

In writing, we focus on two key areas: transcription and composition. Transcription includes phonological awareness, spelling, handwriting, punctuation, and the foundational skills needed to record ideas in written form. Composition focuses on developing students' ability to communicate effectively through writing. This includes understanding different text forms, making purposeful word choices, constructing sentences, developing, organizing, and sequencing ideas, applying grammar conventions, and editing, revising, and refining their work. Together, these skills support students in becoming

confident, capable, and effective writers.

Literacy Connections

Our literacy program is intentionally designed to support and extend the transdisciplinary themes of the IB Primary Years Programme. For example, during the Who we are unit, students explore identity through nonfiction and labeling; while in How we express ourselves, storytelling becomes a bridge to understanding cultures, characters, and voices. Opinion writing during Sharing the planet encourages young learners to express their ideas with evidence and purpose.

Globally-minded Communicators

Throughout the year, students are immersed in rich oral language experiences, interactive read-alouds, and collaborative discussions that deepen their understanding of both language and the world around them. This integrated approach ensures that Kindergarten students at SFS grow not only as readers and writers, but also as thinkers, inquirers, and members of a global learning community.

Mathematics

The power of mathematics for describing and analyzing the world around us is such that it has become a highly effective tool for solving problems. It is also recognized that students can appreciate the intrinsic fascination of mathematics and explore the world through its unique perceptions. In the same way that students describe themselves as “authors” or “artists,” we seek to provide students with the opportunity to see themselves as “mathematicians,” where they enjoy and are enthusiastic when exploring and learning about mathematics.

In the IB PYP, mathematics is also viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized.

Our Math curriculum aligns to the American Common Core

standards and is underpinned by ZEARN, an independent nonprofit publisher and math platform, whose core mission is to inspire generations of children who love learning math. Through hands-on learning, visualization, and pictorial representations, their understanding, confidence, and love of math grows.

The Standards for Mathematical Practice describe varieties of expertise that highlight important “processes and proficiencies” with longstanding importance in mathematics education. Problem-solving, reasoning and proof, communication, representation, connections, adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations, and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently, and appropriately), and productive disposition (the belief that everyone can be a mathematician).

Mathematics Parent Guide

To support parents in understanding our K to Grade 5 Math Curriculum we refer you to our [ES Maths Guide](#).

Kindergarten Mathematics

Counting & Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.



Science & Social Studies

Science

In Kindergarten, science learning is woven into every unit of inquiry, giving our youngest learners meaningful, hands-on experiences that bring big questions to life. Guided by the Next Generation Science Standards ([NGSS](#)), students explore questions like:

- What do living things need to survive?
- How can we solve real-world problems like engineers?
- How does our environment change across seasons?

Through stories, experiments, observations, and creative problem-solving, students begin to understand the natural world and their role in it. Whether exploring the way things move, how plants grow, or how people can design solutions to help others, students are encouraged

to think like scientists and engineers from the very start.

Topics explored across the year include:

- Forces and Motion: What makes things move?
- Energy: How does sunlight warm the Earth?
- Living Things: What do plants and animals need to grow?
- Earth Systems: How does the weather change over time?
- Humans and the Environment: How do people affect the natural world?

These scientific explorations help build not only knowledge but also skills like observation, reasoning, and curiosity—laying the foundation for a lifelong love of learning.

Social Studies

Kindergarten students are also budding social scientists - curious about people, communities, and how we live together in the world. Social Studies is brought to life through inquiry-based learning and connected to our transdisciplinary themes so that children can see how stories from the past, cultural traditions, and responsible choices all shape the world they live in.

Our approach to Social Studies, aligned to [AERO](#) emphasizes five essential practices:

- Asking meaningful questions about the world
- Finding and thinking critically about information
- Making thoughtful explanations and connections
- Communicating ideas clearly and respectfully

- Taking action to make our classroom and world a better place

Whether celebrating cultural stories, learning how to care for living things, or exploring how we can solve problems together,

students begin to understand themselves as global citizens with voice, value, and responsibility.

World Languages

Korean & Mandarin

As an international school with a diverse community from many different language backgrounds, we see the importance of learning multiple languages for all our students to develop into true global citizens.

For Kindergarten, we offer both Korean and Mandarin as additional languages, and we also offer Korean and Mandarin languages at near-native or native level (subject to a minimum number of students). All Kindergarten students are enrolled in one additional language course or one near-native or native speaker's level course. An additional language course is a language

acquisition course where the students study a language as a foreign language. A near-native or native speakers level course is aimed to support students who regularly speak this language at home or who have studied in this language at another school for many years.

In PYP, the four language skills (speaking, listening, reading and writing) are the most important focus of language development. Our approach to teaching language is holistic.

Throughout the school year, five or six learning topics will be taught within the homeroom units of inquiry or as standalone units. Students will be engaged in various learning activities such as

stories, songs, learning games, and online learning tools.

Sample Topics for Additional Language Course:

- All about me
- My family
- Daily life
- Animals and pet
- Jobs and transportation
- My Friends

Our Near-native/Native Speakers' Language Course aligns to literacy in the homeroom.





The Arts

Expressive Arts

The Expressive Arts curriculum is arranged into two strands: Creating and Responding. Through these, students develop their imagination and creativity, their practical skills, and their ability to communicate through sound, movement, visual art, and dramatic play.

Throughout the school year, Expressive Arts provides opportunities for independent and guided inquiry into creative experiences, materials, and ideas. Whenever possible and appropriate, Expressive Arts supports or is integrated into the Programme of Inquiry.

The following student learning outcomes have been drawn from the PYP Arts scope and sequence.

Creating

- Use voice, body, instruments, and materials to express ideas, feelings, and stories
- Plan, practice, and share artistic ideas with others
- Organize sound, movement, and images to communicate meaning clearly
- Create expressive music, movement, and images independently and collaboratively
- Make intentional choices to change or improve their work
- Represent ideas through sound, movement, drawings, or simple symbols

Responding

- Identify changes in sound, movement, and images (such as tempo, dynamics, pitch, and pattern)
- Describe and explain responses and preferences using movement, drawings, words, or symbols
- Recognize that artistic choices communicate ideas, feelings, and meaning
- Follow cues and respond to others during shared creative experiences
- Reflect on preferences and make personal connections
- Respond to and reflect on the ideas of others

Personal, Social & Physical Education (PSPE)

PE

Personal, Social, and Physical Education at Seoul Foreign School goes beyond sports and games. In Grade 1, students are introduced to a wide variety of activities and challenges to develop confidence in a variety of critical Movement skills. Students are strongly encouraged to try new approaches and take risks during physical activities. When students develop confidence across a range of physical activities, they are more likely to approach all activities such as going for a hike, playing on the playground, or joining a team sport with an open mind and positive attitude.

Our Central Idea states:

“We can grow as movers by trying our best, practicing, and learning from our mistakes.”

Students will explore this idea by exploring developmentally

appropriate Movement challenges in topics such as:

- Gymnastics
- Games,
- Health & Adventure Challenges

Students will explore these ideas in both structured and unstructured play environments to encourage an attitude of fun, inclusivity, and transdisciplinary thinking towards physical activity. Students will be encouraged to make mistakes and overcome adversity during PE class in order to prepare them to tackle the physical challenges they will face during life. Students will also be encouraged to develop positive social and collaborative skills through a range of activities.

Counselors

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual’s well-being through the promotion and development of concepts, knowledge, attitudes, and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student’s experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual, and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

In the elementary school, all grades receive one lesson a week with our school counselor to develop essential PSPE skills.





Library

Mission

The mission of the Elementary School Library is to create a community of life-long learners who effectively use information and find enjoyment in reading.

As a safe and inclusive learning environment, our library recognizes and reflects diverse ways of knowing, being, and thinking. We aim to develop a collection in which all of our community of learners can see

themselves reflected. Our library inspires the imagination and creativity of learners and encourages the process of inquiry, action, and reflection. This learning environment provides opportunities for emerging inquiries; students may take their learning in new and unexpected directions, developing and demonstrating the attributes of the IB learner profile.

The Elementary School Library is a flexible multimodal space that

provides people, places, resources, and services that aid and extend learning and teaching for all learners in the elementary school. Online subscriptions and the full collection are accessible via our online database. Students can also access a large number of eBooks and audiobooks at any time through our digital platform. The library is open to all students, every day, with each class having one dedicated library session per cycle.



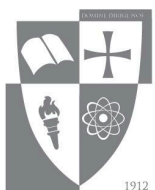
Educational Technology

The world we live in has rapidly evolved into an information-rich and interconnected society. We believe that the thoughtful use of technology is an integral part of contemporary education and prepares students to thrive in an ever-changing world.

Technology integration is an important priority at Seoul Foreign School. We provide ongoing training and support for both staff and students to ensure technology enhances teaching, learning, and wellbeing. We recognize that technology plays an increasingly important role in providing a high-quality educational experience while empowering students to become responsible, ethical, and capable digital citizens.

We envision a learning environment where:

- Students are engaged in a challenging curriculum that is grounded in inquiry, creativity, collaboration, and authentic problem-solving.
- Students are confident and capable users of technology who take responsibility for their learning and educational success.
- Teachers use technology purposefully to support learning across the curriculum and serve as coaches, mentors, advocates, and facilitators of information.
- Technology empowers student agency and voice, ensuring that learning remains meaningful, personalized, and student-driven.
- Students learn to use technology safely, responsibly, and ethically, understanding both their rights and responsibilities as members of a digital community.
- Students develop the knowledge and skills to critically evaluate information, navigate digital environments, and understand the opportunities and challenges presented by emerging technologies, including artificial intelligence (AI).



SEOUL
FOREIGN
SCHOOL

ELEMENTARY SCHOOL

39 Yeonhui-ro 22-gil
Seodaemun-gu, Seoul
Korea 03723

www.seoulforeign.org

+83-2-330-3201

es-office@seoulforeign.org