



TAIPEI EUROPEAN SCHOOL

台北歐洲學校

EUROPEAN SECONDARY CAMPUS NEWSLETTER

Edition 2.0 Friday 24th September 2010

From the Head of British Secondary and High School Section

TES Autumn Festival

Most of you would be aware that tonight is our annual Autumn Festival. The event starts at 6:00pm at our European Primary Campus in Wen Lin Road. There will be a wide variety of entertainment, delicious food, musical performances, art and craft exhibitions and much, much more. I look forward to seeing a large number of parents and students from the British Secondary and High School Section in attendance.

Information Night

A reminder to all parents that the British Secondary and High School Section Information Night is on Wednesday September 29. The format of the evening will be as follows:

6:00 – 7:00 p.m.	Year 7, 8 & 9.	(Key Stage 3)
7:00 – 8:00 p.m.	H1 and H2	(IGCSE)
8:00 – 9:00 p.m.	H3 and H4	(IB)

A letter was sent to all parents with information regarding this event. If you did not receive this email please contact the section offices. I would appreciate the return of slips indicating whether you will attend this event. I look forward to seeing as many parents as possible.

Cancellation of School Events

I apologise to all members of the community who were inconvenienced by the cancelling of school events last weekend. Due to Typhoon Fanapi both the International Beach Clean-Up Day and the TOK workshop for IB students were cancelled. The TOK workshop has been re-scheduled for October 16. Unfortunately, due to the number of staff unavailable on this date, the new workshop will be restricted to H4 students only.

Team Building Day

Congratulations to all staff and students who were involved in a most successful Team Building Day. In particular, thank you to Ms Harris and the Heads of Year for the leadership they displayed in organising the wonderful activities that occurred. Please see further on in this Newsletter for reports on the specific activities that staff and students participated in.

**Warm regards,
Stuart Glascott**

SCHOOL WEBSITE: www.taipeieuropeanschool.com



Deutsche Sektion



British Section



Section Française



TES High School

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From the Assistant Head – Student Welfare

PSHCE (Personal, Social, Health and Citizenship Education)

Celebrating diversity: 'Third Culture Kids' or 'TCK's' at TES

In the last two weeks students in the British and High school Section have been reflecting on the meaning of 'identity'. During childhood and adolescence we develop our self concept and strive to meet our own expectations of the person we wish to become. This is an exciting and challenging time made far more interesting when our environment changes, when we are 'international' or when we come into contact with different cultures, school being a unique culture of its own. In order for our students to truly appreciate what it means to be a part of an international school and community, they need to look within and explore their own journey, to tell their own story. Using research on 'TCK's' a series of activities were designed to highlight the similarities and differences between students, reveal the huge positives about being in an international school and encourage a collective and supportive approach towards some of the difficulties of moving 'home' (where 'home' is caused some debate). Our Key Stage 3 students will be completing their 'TES Passports' in the next two weeks, recording their stories so far and High School students will be making and submitting short video presentations. We hope that this process will stimulate some good discussions at home so please support your children as they complete this work (the final deadline : 1st October) which will form part of exhibition on the 10th of November when we celebrate 'International Day of Tolerance' at school.

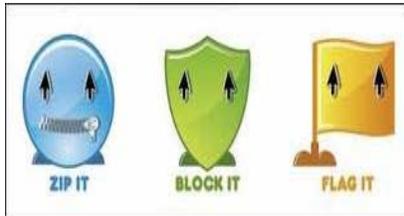


To learn more about 'TCK's'

Books: 'Third Culture Kids.' Growing up among worlds. David Pollock and Ruth Reken,
'Letters never sent'. Ruth Reken
'Living Overseas' by Ted Ward

Web sites: www.interactionintl.org and www.TCKid.com

A Parents Guide to Internet Safety: Social Network Sites



The internet has transformed the way we live, from being able to access information at any time and from virtually anywhere, to keeping in contact with friends and relatives, with those who are in our lives everyday to those who are in our thoughts because distance separates us. Just how significant information about us online may be indicated in a survey carried out in June 2009 by careerbuilder.com which

found that 45 percent of employers used social network sites to research job candidates and that Facebook, which says it has 250 million users worldwide, was their site of choice. Some 35 percent of the employers surveyed said they had found content on the sites that influenced them to reject a candidate. Examples included inappropriate photographs, information about the applicants' social lives, or criticizing previous employers, co-workers or clients. (UK Telegraph, 2009). Social network sites have become a headache for schools worldwide and increasingly efforts are underway to inform and protect young people from making mistakes online which may be difficult to erase. There is recognition from the creators of the sites that teenagers are vulnerable if they do not understand the consequences of their actions and act responsibly online. Parents play a crucial role in this protection because the use of social network sites occurs beyond the school gates.

Many of our students use social networking sites such as Facebook or MySpace and if global research is correct a lot of conversation on the sites probably revolves around school and study. Positive communication is always a good thing, but a number of problems occur when the virtual world is used for negative reasons such as cyber bullying.

As a parent, it is important to ask yourself these questions:

- ***How long does your child spend on social network sites each day?***
- ***If your child uses a social network site such as Facebook, do they use the privacy settings?***
- ***Has your child put personal information (address or contact information) on their page?***
- ***Are your Childs' 'friends' actually friends in real life?***
- ***Has your child published their picture or a video of them self on their Facebook page and thought about the appropriateness and possible consequences of this?***
- ***Has your child published pictures of other people without their permission?***

Whilst teenagers need the freedom to manage their own information if they have social network pages, it is also crucial that they are aware of the risks to themselves and others and that their life online is not preventing them from achieving success at school and developing positive relationships. In school your child will learn more about online safety in PSHCE this year, it is very important that discussion takes place at home because as parents you are best placed to measure your Childs use of social network sites and the information that they are accessing over the internet and regulate this if necessary. There are lots of resources available to parents, which we hope you will find both informative and useful.

E safety Quiz for Parents

<http://www.nextgenerationlearning.org.uk/AboutUs/E-Safety-Quiz/>

ThinkUKnow UK Organisation promoting safe internet use

<http://www.thinkuknow.co.uk/parents/>

Digizen Leaflet on Social Networking sites

http://www.digizen.org/downloads/blog_safety.pdf

Facebook: Privacy Settings

<http://www.facebook.com/privacy/explanation.php#!/privacy/explanation.php>

Facebook. Safety Information for Parents

<http://www.facebook.com/privacy/explanation.php#!/help/?safety=parents>

Rachel Harris

Assistant Head (Student Welfare)

Year 7 Team Building Day 2010



On Friday 10th September 2010 Year 7 went to Ba Li Water Park for their team Building Day. Much fun was had by all and we were very lucky as the sun was shining all day long! When we arrived I set the students some challenges they had to complete during their time at the water park. They had to go on slides with staff, new TES students, have a photo taken of them under the waterfall etc. However, the No 1 rule of the day was never to leave anyone alone and to make sure the Year 7 students were looking out for one another and being a team! By lunchtime both staff and students were exhausted from all the rides they had been on! A fantastic day was had by all and I was very impressed with the Year 7 team building skills and am sure this will continue throughout the academic year. Well done and thank you for a great day Year 7!

Ms Crimmins, Head of Year 7

Friday 10th September was Team Building Day for the British Section. This year, year 7 went to Bali Water Park for Team building day! The challenges were funny, but also challenging. Some were to go on freefall, the scariest ride, go on the UFO (a ride when you sit on a ring together) with a mixture of boys and girls or sit with someone you have never had lunch with. Each time you finish one, you have to go back to tick off the activity that you just did. We had around 2-3 hours to finish the 10 challenges and the people who finished the challenges would win a prize. This was a day I will never forget, because everywhere you went you could see someone from TES, and all the new students were taken care of by someone who had stayed in Taiwan for a long time. Now, because of this day, I know everyone in Year 7!

Jenny Gunnarsson B7TSI

When I was on the bus on the way to Bali Water Park I was extremely excited. On the bus there my heart was pounding with excitement. When we got to the gate I ran to get in first. In the changing room I got changed really quickly to get to the rides. The first ride I went on is the one where two people go in the rubber ring. Then I went on the UFO with Ms. Crimmins and she screamed! The Tarzan ride, I thought was awesome, it's where you swing on the rope and fall into the water. I had a race with Mr. Sing Key on one of the really steep slides. I think I won! Andy and I went on the twirly ride next to freefall. I was really sad when we had to leave the water park and will remember the team building day for a very long time.

Anand Staniforth B7MBE

Year 8 and 9 Team Building Day



The Year 8 and 9 students took 4 buses out to Baishawan beach for team building day. After initial concerns about the weather and a possible typhoon it soon became apparent that it was going to be a beautiful, HOT, summer day at the beach. The 130 students were split into 10 teams and competed in fun, team building activities such as sand castle building, water carrying, junk band creation and a Maths challenge. The students had been asked to prepare equipment before the event and some of the musical instruments were amazing - Mr. Papps was very impressed with the music composed by the junk bands!

The aim was to have the two year groups mixed together, working in teams and developing relationships and it was a great success. All the teams put in maximum effort and had a great deal of fun in the process. It was extremely hot, but this didn't stop the students from running during the challenges and their hard work was rewarded when they went for a splash in the ocean to cool down.

It was a wonderful day enjoyed by students and staff alike and a lot was achieved by the 130 students. A big thank you to the staff who prepared activities and most of all to the students who applied themselves so positively.

James Woodall Head of Year 8 and 9



IGCSE Team Building Day

On Friday, 10th September, two weeks into Term 1, teachers on the H1 and H2 Year Teams organised ten activity stations for us IGCSE students to take part in. We were separated into twenty mixed teams and took part in these challenges which lasted the whole morning. Activities ranged from blowing model cars around a track with a straw (Ultra Impossible Eco Race Challenge), to carrying buckets of water with holes in them (There's a Hole in My Bucket!). These activities helped us build up our cooperative skills and also allowed us to talk to and get to know different people, outside our usual circle of friends.

Personally, I found most of the activities were fun and interesting, and that there was a significant improvement from last year's event. After each team had competed in each of the ten activities, we were greeted with a barbecue for lunch. We had a choice of either a hamburger or slices of pizza. Finally, to round off the day, we separated into our year groups, where we talked amongst each other and completed small tasks to help us with our understanding of "Third Culture Kids". I'd like to congratulate Teams 17, 8 and 16, who scored the most points throughout the day, Team 10 for the best cheer, and finally Team Greasy Jelly, OMG LOL BRB and Cool Beans, for winning the Banner Competition. I'd also like to thank the teachers for the effort they put into this day and I hope that next year will be even better!

Carwyn Hong Eveleigh (H2)



'Team Building Day'

by Grace Tsai (H2)

*On a sunny Friday morn
I surfaced from dreamland forlorn
My conscience drove me from my bed
Dang- always thought that thing was
dead*

*Sitting under the atrium dome
Moaning, wishing I was home
Teachers dressed in dorky clothes
Better than lessons, I suppose*

*"Side Effect", "Greasey Jelly"
"Rawr", "OMG! LOL! BRB!"
"Rainbow Unicorns of Malicious Intent"
Team names of rather curious invent*

*"Cool Beans", "Super Veloce", "H1N2"
What does team-building have to do
with flu?*

*"Powerful Pancakes- pastry prevails!"
Down to the honest "Epic Name Fail"s*

*Shuffling off to A Tangled Mess
The game was fun, I must confess
Strolling up to Tug of War
Though my arms were sore, I wanted
more*

*Skipping across to Outward Bound
It's quite hard to be blind, I found
Entering the Ultra Impossible Eco Race
Your lung capacity decides your pace*

*As the day flew past us by
Sat down for lunch with a sigh
I thought myself a silly fool
For I was planning to skip school!*



IB Team Building Day



The H3 and H4 Team Building Day activity was based on the Amazing Race. Students were divided into groups of 9 or 10. Their task was to devise the best route to take around Taipei visiting as many of the 12 locations such as Taipei 101, Danshui, Xinbeitou, Liberty Square and Longshan Temple as possible. At each location the teams had to complete challenges which promoted

teamwork, initiative and communicating with members of the public. They were also challenged to enjoy some of the great tastes of Taiwanese cuisine such as Chicken's Feet, Stinky Tofu, Herb Juice and Pig's Blood Cake. The aims of the day were to introduce some of students to Taipei, promote a sense of collegiality between our H3 and H4 students so that we work as "the IB group" rather than two separate year groups and to build confidence in our students to approach members of the community which is so important for success in their CAS programme and as part of our charity work for TABITHA Cambodia. The day began and finished at the European Primary Campus and I would like to thank Ms Adele Corry and Mr Alun Randell for their assistance and hospitality. It was great to see our students mixing with the primary students at the end of the day and catching up with Mr Stephen Milner their old PE teacher in the morning. The day was rather hot and tiring but several groups finished with a jog into the school and many with wide smiles on their faces.

Feedback from the students was very positive exemplified by these comments

Hayden Lee (H4)

The Amazing Race was a great way to get to know people who I've never had a decent conversation with before, either in our grade or H3. Those people who hadn't experienced much of the famous Taiwanese culture were able to try out unique foods and visit landmarks and monuments. I was great to have the chance to socialise with my fellow IB students.

Singfornee Teng (H3) – new to the school this year

I loved it so much. It was great because I made friends, even from a different year group. I ate a lot of different food which was not as bad as I thought it would be. I went to a lot of places that I had never been before which was a BIG ADVENTURE.

I would like to thank all the H3 and H4 Pastoral Team as well as the students for their help in making this event such as success.

Paul Turner Head of Year H3 and H4

Teens Unplugged 3

On Saturday 11th September as part of the Year Team Induction to the IB programme this year, over 90 of our H3 and H4 students attended workshops organised by the Community Services Centre at our Primary Campus. The event was planned by members of the Centre and graduates back in Taiwan after graduating from universities around the world. Their aim was to share their experience and knowledge of life beyond school and establish a supportive connection to teens in Taipei who are now making choices about their future, be it pursuing University courses or deciding whether a gap year is the right decision. There was a little apprehension from our H3's and H4's as they entered the campus wondering what lie in store from the teachers and Centre organisers. But the key really was that Teens Unplugged had very little to do with the 'adults' (I won't put an age approximate here!), beyond the refreshments and sponsorship, it was focused on the young people involved. Feedback from our students on the day and in the past week has been very positive, this is fairly easily measured as H4 students are incredibly busy already but commented 'some good discussions, it was worth the time'. On behalf of the TES students present we would like to sincerely thank the graduates for devoting so much time to planning of the event and the warmth and humour they radiated throughout the event and also Peter Li and Justen Waterhouse for contributing to the group discussions. We would also like to thank Roma Meehta, Perry Malcolm and all those at the Community Services Centre who made the event possible.



From the Assistant Head - IB

Living Through Deadlines – The Second Year of IB



This year is a very vital year for the H4 IB students. In the next two terms the students have a number of deadlines to meet. Managing these deadlines will be the key to their success as they will also need ample time to prepare themselves for their external examinations.

A student must leave plenty of time to proof-read their work and make corrections. Very often when we have written something our brains are still processing the information and subsequently we can make important improvements in the following few days. These factors all point to the need to prepare a schedule, or a timeline, for these assignments to allow for reflection and to deal with any unexpected circumstances.

Starting to work can be problematic for some students as procrastination sets in. However, just as there are reasons not to start writing an assignment there are just as many reasons to start an assignment. The vital approach for a student is to find reasons for getting on with their work. Distractions also need to be put out of the way. It is likely that in terms of our conscious mind that we do not multi-task, but in fact switch quickly between one task and another, and therefore focus on the work at hand is needed.

Referencing work correctly is essential in any piece of academic work. The students have been given information on how to reference correctly and their work will be submitted to a plagiarism prevention service that school subscribes to called turnitin.com. The students also have to sign a statement on a cover sheet with their IB coursework that the work they are submitting is their original work.

The students have been given a copy of this year's coursework deadlines and they should keep this in their diary, and use it to mark important dates on their calendar. The coursework deadlines and the May 2011 examination timetable have also been posted on the High School section of the school webpage.

Stewart Redden
Assistant Head (IB)

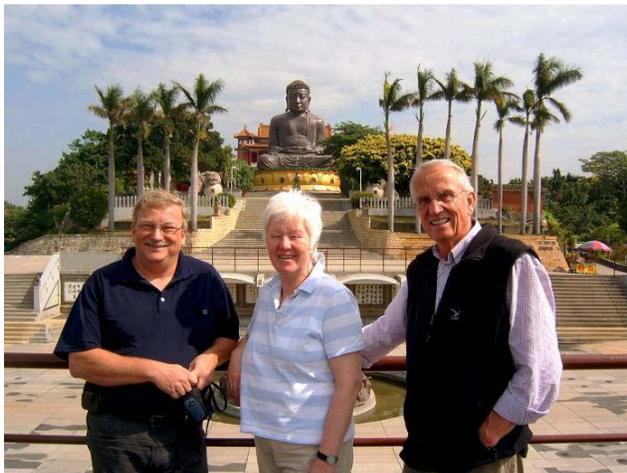
From the German Section Headmaster

Bund-Länder-Inspektion erfolgreich

(eingereicht von Emmanuel Fritzen, Schulleiter)

Am vergangenen Freitagabend hat die Schulöffentlichkeit den ersten Feedback-Bericht der Inspektoren der Bund-Länder-Inspektion entgegengenommen. Um das Ergebnis vorwegzunehmen: Die Deutsche Schule Taipei erfüllt die Kriterien für das Gütesiegel. So werden wir also demnächst offiziell „**Exzellente Deutsche Auslandsschule**“ sein!

Die Vorbereitung auf diese Inspektion begann für uns im Mai 2008 mit der Selbstevaluation mit dem standardisierten und international erprobten Instrument SEIS+ (Selbstevaluation in Schulen), welches ursprünglich im Auftrag der Bertelsmann-Stiftung von internationalen Profis entwickelt worden war und inzwischen in vielen Tausenden von Schulen eingesetzt wurde. Bei dieser Selbstevaluation haben Lehrer, Schülern und Eltern Fragen zur Schul- und Unterrichtsqualität beantwortet. Die Antworten wurden in dem 120seitigen Evaluationsbericht in Tabellen- und Diagrammform aufbereitet.



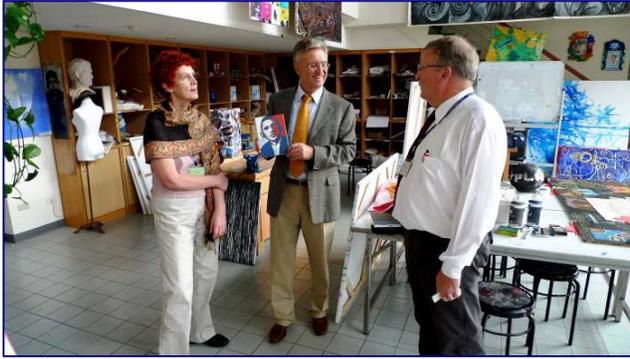
Oben: Ulrike und Lothar Jaehn mit Schulleiter Fritzen in Changhua
Unten: Markus Pieper und Martina Ragginger mit stellvertretendem Schulleiter Kleindienst und Schulleiter Fritzen



Den Evaluationsbericht haben wir von den Schulentwicklungsexperten Ulrike und Lothar Jaehn in Deutschland kommentieren lassen und haben diese im November 2008 zu einer Auswertungstagung nach Taipei eingeladen, auf der zusammen mit Schulträger, Lehrern, Eltern und Schülern die sich unabhängig von unseren langfristigen Entwicklungszielen aus dem Datenmaterial ergebenden kurz- und mittelfristigen Entwicklungsschwerpunkte erarbeitet.

Von dem Zeitpunkt an haben Schulträger, Gesamtkonferenz und zahlreiche Arbeitsgruppen koordiniert von einer Steuergruppe mit Vertretern der Lehrer, der Eltern und der Schüler unter Leitung von Martina Ragginger (Vorstandsmitglied) daran gearbeitet, diese Entwicklungsschwerpunkte zu bearbeiten und Konzepte für die Organisations- und Unterrichtsentwicklung zu erarbeiten und implementieren.

Im März 2009 haben wir den von der Zentralstelle für das Auslandsschulwesen eingesetzten Prozessbegleiter Markus Pieper nach Taipei geholt um uns in diesem Prozess beraten und begleiten zu lassen.



Ulrike Böcking und Siegfried Huber mit Schulleiter Fritzen
im IB-Kunststudio der Schule

Im März 2010 haben wir in der *Peer Review* zwei kritische Freunde systematisch auf den Stand der Umsetzung schauen lassen. Von Siegfried Huber und Ulrike Böcking von der Deutschen Schule Neu Delhi haben wir letzte wichtige Hinweise bekommen, woran wir noch arbeiten müssen, um für die Bundesländer-Inspektion gut aufgestellt zu sein.

Bis zu den Sommerferien haben wir noch an Nachformulierungen bei Konzepten und an deren Umsetzung gearbeitet. Dann ging es

in die Ferien. Mit vier neuen Kolleginnen und Kollegen gingen wir im neuen Schuljahr an den Start, um uns bereits in der dritten Unterrichtswoche der Inspektion zu stellen.



Inspektoren Ehlert Brüser-Sommer und Rolf Kohorst mit
Vorstandsmitgliedern Weiß, Huber und Cheng

Das zweiköpfige Inspektorenteam bestand aus Rolf Kohorst aus der Zentralstelle für das Auslandsschulwesen als Vertreter des Bundes und Ehlert Brüser-Sommer aus dem Kultusministerium von Baden-Württemberg als Vertreter der Länder.

Bereits im Mai hatten wir den Inspektoren die Qualitätsdokumentation und einen großen Berg von Schuldokumenten elektronisch zur Verfügung gestellt. Die letzten Details mit dem Zahlen- und Datenmaterial des laufenden Schuljahrs einschließlich des aktuellen Stundenplans

konnten wir ihnen durch den Inspektionstermin unmittelbar nach den Ferien allerdings erst bei der Anreise übergeben.

Die Inspektion bestand aus einem Schulrundgang über beide Standorte, Interviews mit Schulleitung, Eltern, Vorständen, Schülern, Lehrern und Verwaltungsmitarbeitern und zahlreichen Unterrichtsbeobachtungen.

In ihrem Feedback-Bericht zeigten die Inspektoren sowohl die beobachteten Stärken als auch die wahrgenommenen Entwicklungschancen der Schule auf. Der Fokus der Beobachtung wurde dabei auf die Merkmale der deutschen Auslandsschule gelegt, wenngleich die Inspektoren anmerkten, dass es nicht immer leicht war, die Abgrenzung zum Gesamtsystem der europäischen Schule zu treffen.

Ich bedanke mich hier noch einmal bei allen, die den Qualitätsentwicklungsprozess unserer Schule mitgetragen haben, um uns dorthin zu bringen, wo wir jetzt stehen.

COUNSELLING WORLD

Down vs Depressed

Experts battle over where to draw line

Doctors are diagnosing too many people with depression when all they are is unhappy, an Australian expert has claimed. Writing in the *British Medical Journal*, Professor Gordon Parker, a psychiatrist from Australia, says the threshold for what is considered to be clinical depression is too low. Prescriptions for anti-depressants have soared to an all-time high in Britain, with more than 31 million written in 2006. This spectre of a pill-popping nation has led to calls for more doctors to prescribe exercise as an alternative to medication. Professor Parker, of the Black Dog Institute in New South Wales, carried out a study of 242 teachers and followed them up for 15 years. During that time, more than three-quarters of the teachers met the criteria for depression. These criteria are having a “low mood” for more than two weeks combined with appetite change, sleep disturbance, drop in libido and fatigue. But minor depression also has less defined and server symptoms such as crying a lot, decreased productivity and feelings of self-pity. A low threshold for diagnosing clinical depression risks treating normal emotional states as illness.

Prescribing medication may raise false hopes and the treatment would not be effective because there was nothing biologically wrong with the patient.

Arguing the other side of the debate and also featured in the *British Medical Journal* was Professor Ian Hickie. “Increased levels of treatment had led to demonstrable benefits among patients and therefore, it was wrong to say that depression was being diagnosed too often. He said increased diagnosis and treatment had also led to a reduction in suicides and to the old stigma surrounding mental illness being abandoned. “Although there has been much regulatory concern about increased prescribing of the new drugs, there is little hard evidence of harm. “The real harm comes from not receiving a diagnosis or treatment when you have a life threatening condition like depression. Large general practice-based audits in the UK, Australia and New Zealand do not support the notion that depression is now over diagnosed or treated exclusively with anti-depressants. The condition should have a sliding scale of severity so patients with mild depression did not get overly aggressive treatment.

New Zealand Weekend Herald 2007

By Rebecca Smith in London