

[www.branksome.asia](http://www.branksome.asia)

*Empowering Women*

*Branksome Hall Asia*  
**SCHOOL NEWSLETTER**

THINKERS, COMMUNICATORS AND INQUIRERS  
OCTOBER 2017



**BRANKSOME  
HALL ASIA**

INTERNATIONAL SCHOOL FOR GIRLS

## Dear Branksome Hall Asia Community, 브랜섬홀 아시아 커뮤니티께,

Communication is one the most powerful tools available to us to build relationships and to strengthen community. Branksome Hall Asia's October 7-9 "conferencing" or effective "dialogue" professional development work, facilitated by Marg Thorsborne, renowned Restorative Practice international consultant, confirmed the potential of dialogue as one of our most effective communication tools.

Marg's work with Branksome Hall Asia faculty, staff, and parents over the last three years explored "dialogue" to build relationships, to resolve disconnectedness, and as a means to manage behavior and issues constructively to make a positive difference to relationships and make positive contributions to community.

These powerful dialogue strategies are invaluable tools in our adult and our student community communication tool kits. We are grateful to Marg for her relationship with Branksome Hall Asia and hope our parents and families enjoyed meeting Marg October 9. The School looks forward to continuing our dialogue with Marg in the years ahead. The benefits to our students are invaluable.

To further ensure the best learning opportunities for our students and to help parents feel welcome, informed, and involved in the life of their children at Branksome Hall Asia, I take this newsletter opportunity and our Learner Profile themes of communication, thinker, and inquirer to remind our families of some additional formal and informal opportunities for open and effective communication between school and home.

The Branksome Hall Asia website ([www.branksome.asia](http://www.branksome.asia)), the Finalsite Parent and Student Portals, the Branksome Hall Asia Facebook page (<https://www.facebook.com/branksomehallasia>) presents a wide range of important curricular, co-curricular news to provide a "real-time" glimpse of life at school.

"The Week" our new emailed weekly parent bulletin provides current updates and announcements from the Heads of Schools.

The comprehensive Academic Handbooks and Parent and Student Handbooks provide important curriculum information including course descriptions, grade level overviews, and a variety of learning opportunities and expectations. These publications along with the Code of Conduct and Residence Handbook are available on Finalsite.

Another important school-home communication opportunity is our reporting system. Two or three written reports will be sent home and two student-parent-teacher conferences will be scheduled during the school year. The first Junior School report is scheduled for October 18 and the Middle and Senior School Report will be sent home November 3 followed by Student Parent Teacher Conferences November 16-17.

Effective communication is dialogue; a two way process. The faculty and administration welcome parent contact. If you have information or questions regarding the learning or progress of your child in a particular class, please contact the class teacher. The class teacher will have the most important information to answer your questions.

If you have questions about your child's progress in several classes, please contact your child's advisor or homeroom teacher. They will help you schedule a team meeting with the appropriate set of teachers.

If you have questions regarding the Junior School, Middle School, or Senior School programs or procedures please contact your child's Head of School:  
Junior School: Ms Susan Tilney  
Middle School: Mr. John Gasparini  
Senior School: Dr. Cinde Lock  
or  
Deputy Principal: Mrs. Noeline Young

If you have questions regarding Residential Life please contact your daughter's Head of House.

I am very pleased to receive your questions related to Branksome Hall Asia or to help you contact the appropriate teacher or administrator. Together our partnership and personal dialogue and communication will ensure your child's learning and living success at Branksome Hall Asia.

Please enjoy just a few of the remarkable Branksome Hall Asia "communicator, thinker, inquirer" learning moments that follow.

Sincerely yours,

**Dr. Beverley von Zielonka**  
Principal

브랭섬홀 아시아 학부모 및 커뮤니티 멤버 여러분,

소통은 우리로 하여금 친밀한 관계를 형성하고 커뮤니티를 활성화 하는데 매우 중요한 역할을 합니다. 브랭섬홀 아시아에서는 지난 10월 7-9일 동안 갈등해결 상담사인 Marg Thorsborn과 함께 효과적인 '대화'를 주제로 교사 역량개발 프로그램을 진행하였습니다. 이를 통해 효과적인 소통은 바로 대화를 기반으로 한다는 것을 확인하였습니다.

지난 3년간 Marg 상담사는 올바른 관계 형성과 소통의 단절을 해결하고 대화를 통해 관계 개선 및 지역 사회에 긍정적인 영향을 끼칠 수 있도록 행동 및 문제점을 건설적으로 다룰 수 있는 효율적인 대화법을 모색하였습니다.

이러한 대화의 전략들은 어른들뿐 아니라 학생들의 커뮤니티 내에서의 소통에도 가치를 발휘합니다. Marg 상담사와의 인연에 감사하며, 10월 9일에 있었던 학부모님 및 가족들과의 만남도 좋은 시간이 되었기를 바랍니다. 우리 학생들에게 이 같은 가치 있는 배움을 위해 브랭섬홀 아시아는 향후에도 Marg 상담사와의 인연을 지속적으로 이어갈 수 있기를 희망합니다.

학생들에게는 최상의 배움의 기회를, 학부모님들에게는 보다 친근하게 학교 정보를 접하고 자녀분들의 학교 생활과 더욱 밀접한 관계를 이루어 나갈 수 있도록 이번 뉴스레터의 주제인 IB 교육 철학인 '소통 할 수 있는 사람', '사고하는 사람', '탐구하는 사람' 통해 공식, 혹은 비공식적인 채널로 학교와 학부모님간에 효율적이고 열린 대화를 해나갈 수 있는 기회를 다시 한 번 공유합니다.

브랭섬홀 아시아의 공식 홈페이지([www.branksome.asia](http://www.branksome.asia)), 학부모 및 학생들을 위한 Finalsite 포털 그리고 브랭섬홀 아시아 페이스북페이지 (<https://www.facebook.com/branksomehallasia>)를 통해 보다 다양한 교과과정 및 학교 생활의 이모저모를 실시간으로 제공해 드리고 있습니다.

매주 전달해 드리고 있는 주간 소식지 "The Week"을 통해 주니어, 미들/시니어 스쿨 교장으로부터 학교의 최근 소식과 공지사항이 전달 됩니다.

Academic 핸드북 및 학부모/학생 핸드북은 학교의 학과 과목에 대한 세부 설명, 학년 별 교육개요를 포함한 중요한 교육과정 정보를 담고 있습니다. 이 핸드북은 행동강령 및 기숙사 핸드북과 함께 Finalsite 에서 열람 가능합니다.

학교의 통지 시스템 (reporting system) 은 학교 와 가정 간의 또 다른 중요한 소통의 수단입니다. 한 학년도에 2-3개의 통지문이 가정으로 전달되고 학생-학부모-교사간의 회의도 2차례 진행 될 예정입니다. 주니어 스쿨의 첫 통지문은 10월 18일, 미들 및 시니어 스쿨 통지문은 11월 3일에 발송되며, 11월 16-17일에는 학생-학부모-교직원 회의가 계획 되어있습니다.

효과적인 대화는 서로간의 소통을 바탕으로 이루어집니다. 언제든지 교직원들에게 연락 주십시오. 특히, 학교 교육 절차 및 특정 수업에 관한 문의사항이 있을 시, 학과 담당 선생님께 연락하시면 답변을 들을 수 있습니다.

여러 과목 수업에서 여러분의 자녀가 잘 적응하고 학업을 제대로 수행하고 있는지 궁금하실 경우에는 자녀를 담당하고 있는 상담 선생님(Child's advisor) 혹은 담임 선생님께서 연락하여 주십시오. 해당 교사와 함께 면담을 계획 해드릴 것입니다.

또한, 주니어스쿨, 미들 및 시니어 스쿨의 전반적인 프로그램이나 절차에 대한 사항은 아래 해당 교장 선생님께서로 문의하십시오.

Junior 스쿨: 수잔 킬니( Ms Susan Tilney)  
Middle 스쿨: 존 가스파리니(Mr. John Gasparini)  
Senior 스쿨: 신디 로크(Dr. Cinde Lock)  
혹은  
부교장: 놀린 영 (Mrs. Noeline Young)

기숙사 생활에 관련한 문의는 학생의 소속 기숙사 총사감 선생님에게 (Head of House)에게 연락해 주시기 바랍니다..

브랭섬홀 아시아 학교 전체에 관련한 사항은 저에게 문의 해주십시오. 제가 직접 답변해 드리거나 도움을 줄 수 있는 해당 교직원을 통해 도움 드리도록 하겠습니다. 학교와 학부모간의 파트너십과 원활한 개별적인 소통을 통해 브랭섬홀 아시아 학생들이 성공적인 배움과 생활을 지속적으로 구현해 나갈 수 있길 바랍니다.

“소통하고, 사고하며 탐구하는 “ 우리 학생들의 배움의 현장을 뉴스레터를 통해 확인 하십시오.

감사합니다.

베벌리 폰 질롱카 박사  
총교장





## ‘Thinker, Collaborator, Inquirer’

‘생각하는 사람, 협력자, 탐구자’

I was again privileged to be part of the Grade 9 Exchange this year. Each year I feel most fortunate to witness the experiences that challenge and change our students on a personal level. Travelling abroad and being placed outside of their comfort levels, in so many ways, provide ideal opportunities for students to develop the attributes of ‘Thinker, Collaborator and Inquirer’. Each day students need to self-manage their budget for meals, work out what they will spend their money on, organize a time to communicate with their parents, come to an agreement with their room mates, problem solve in team activities, master the skill of canoeing, decide how they will tackle cooking at their campsite, ask questions in their interdisciplinary unit, work alongside new students at BHC, and the list goes on. This is a truly invaluable transformation for many. Our students return from the Canada experience with new friendships, deeper relationships, a new understanding of themselves and others, and a new found capacity to push themselves to limits that they didn’t think they could achieve.

The degree of collaboration required during the Exchange promotes a spirit of inquiry that demands participants to give it their full attention and to invite thinking. The Exchange Program nurtures our students to become more independent in their thinking, more effective in working with people, and more confident to probe deeper.

Noeline Young  
Deputy Principal

올해 다시 9학년 교환 프로그램에 참여할 특권이 있었습니다. 매년 저는 개인적인 측면에서 우리의 학생들이 도전하고 변화되는 경험을 목격할 수 있는 것이 가장 큰 행운이라고 생각합니다. 해외로 여행을 떠나서, 그들의 편안함을 벗어나, 다양한 환경에 처하게 되므로 학생들은 ‘생각하는 사람, 협력자, 탐구자’의 특성을 개발할 수 있는 이상적인 기회를 제공받습니다. 매일 학생들은 식사 예산을 스스로 관리하고, 돈을 어떻게 사용할지에 대해 해결하고, 부모님과 연락할 시간을 계획하고, 룸메이트와 해결 방안을 찾아내고, 팀 활동에서 문제를 해결하고, 카누 타기 기술을 습득해야 하고, 캠프장에서 요리 방법을 결정해야 하고, 브랜섬홀 토론토의 새로운 학생들과 함께 공부하며 학제간의 질문을 만들어야 하며, 이 외에도 많은 것들을 해내고 있었습니다.

이것은 많은 학생들에게 진정으로 귀중한 변화입니다. 우리 학생들은 새로운 우정, 깊은 관계, 자신과 타인에 대한 새로운 이해, 그리고 그들이 달성할 수 있다고 생각하지 않는 한계로 스스로를 독려하여 새로이 발견된 능력을 가지고 캐나다 경험에서 돌아오게 됩니다.

교환 프로그램에서 요구되는 공동 작업의 정도는 참가자들에게 충분한 주의를 기울이고 사고력을 불러 일으킬 것을 요구하는 탐구 정신을 촉진하는데 있습니다. 교환 프로그램은 학생들의 사고 방식을 보다 독립적으로 하고, 사람들과 더 효과적으로 협력하면서, 더 깊이 탐구할 자신감을 갖도록 교육합니다.

부교장  
늘린 영

## Communicators, Personal and Social Education and Restorative Practices

Susan Tilney and Virginia Sutton

Head of Junior School and Deputy Head of Junior School

The International Baccalaureate Learner Profile identifies ten attributes that help develop student character. One of these attributes is: Communicators. Students learn to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They learn to work effectively and willingly in collaboration with others.

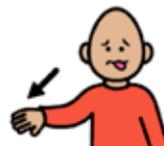
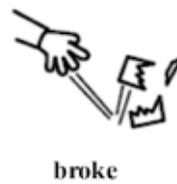
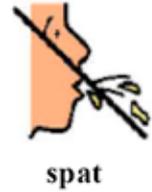
One of the subjects of the Primary Years Programme is Personal and Social Education. Students are taught that their behaviour and actions impact others. They learn that interacting and engaging with others involves sharing, cooperating and communicating.

Sometimes communication breaks down, conflicts and concerns can arise or relationships can be harmed and we need to work together to re-open communication channels. At Branksome Hall Asia we use restorative practices that utilise a conferencing format that enables everyone affected to consider:

- What has happened?
- How has each person been affected?
- What might be done to improve the situation?

Conferences aim to prevent further harm by successfully resolving concerns and conflict. In the Junior School, we can use these visuals to help students to communicate through pictures as well as words:

- What happened?
- What were you thinking?
- What did you want to happen?
- Who has been affected or hurt?
- How were they affected or hurt?
- What needs to happen to fix things?
- What needs to happen next time?





student/child



teacher



school helper



teacher aide



whole class



grandparents



bus driver



mum/dad



Principal/DP



hurt head/face



hurt arm



hurt leg



broke something



made a mess



hurt ears



made someone scared



made someone cry



made someone embarrassed



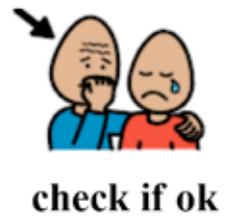
made someone worried



hurt someone's feelings



made someone sad



**Sorry..**



**for...**



**Accepted?**





**good  
choices...  
safe  
choices...**



**ignore**



**walk  
away**



**keep hands,  
feet and objects  
to myself**



**get help**



**stop and think**



**use my words**



**share/take  
turns**



**calm  
down**



**right place,  
right time**



**follow our rules**



**follow adult  
instructions**

## Thinkers and Inquirers

**Chris Hoff**

SK and Grade 1 Coordinator

Grade 1 has begun the 2017-2018 school year focusing on becoming a community of learners who are deep inquirers and critical thinkers. Over the course of six weeks we developed a better understanding of our Central Idea: The choices we make affect ourselves and others. We learned about how our choices can impact our friends, our physical, social and spiritual well being. Acting out various scenarios gave us the opportunity to see how different choices resulted in different outcomes and helped the children to develop strategies that encourage wellbeing. They particularly focused on dealing with overwhelming emotions and how to calm themselves, developing strategies for solving conflicts, and making choices that would encourage physical health.

As part of our inquiry into how to calm ourselves, we took a trip to the Jeju Spirited Gardens. We experienced peaceful walking, landscape drawing and breathing, stretching and yoga exercises as possible methods for helping us find our centre when we become too excited. We also explored the impact of exercise, sleep and eating and the choices they can make in those areas. The children were surprised to find that they should get 10hrs of sleep a night and after calculating their own sleep habits, were sad to realise that many of them are going to bed too late and not getting enough sleep. The children are trying to 'balance their plates' at lunchtime by adding more fruit and vegetables and are also trying to eat from the 5 food groups.

Asking hard questions about ourselves and our actions and thinking about the results of those actions are an important part of exploring who we are and an IB PYP education. The more intimately we understand ourselves, the easier it is to take care of ourselves and those in our lives. The investigations and reflections throughout this unit have helped our students develop excellent strategies for maintaining healthy bodies and relationships.







## Communicators

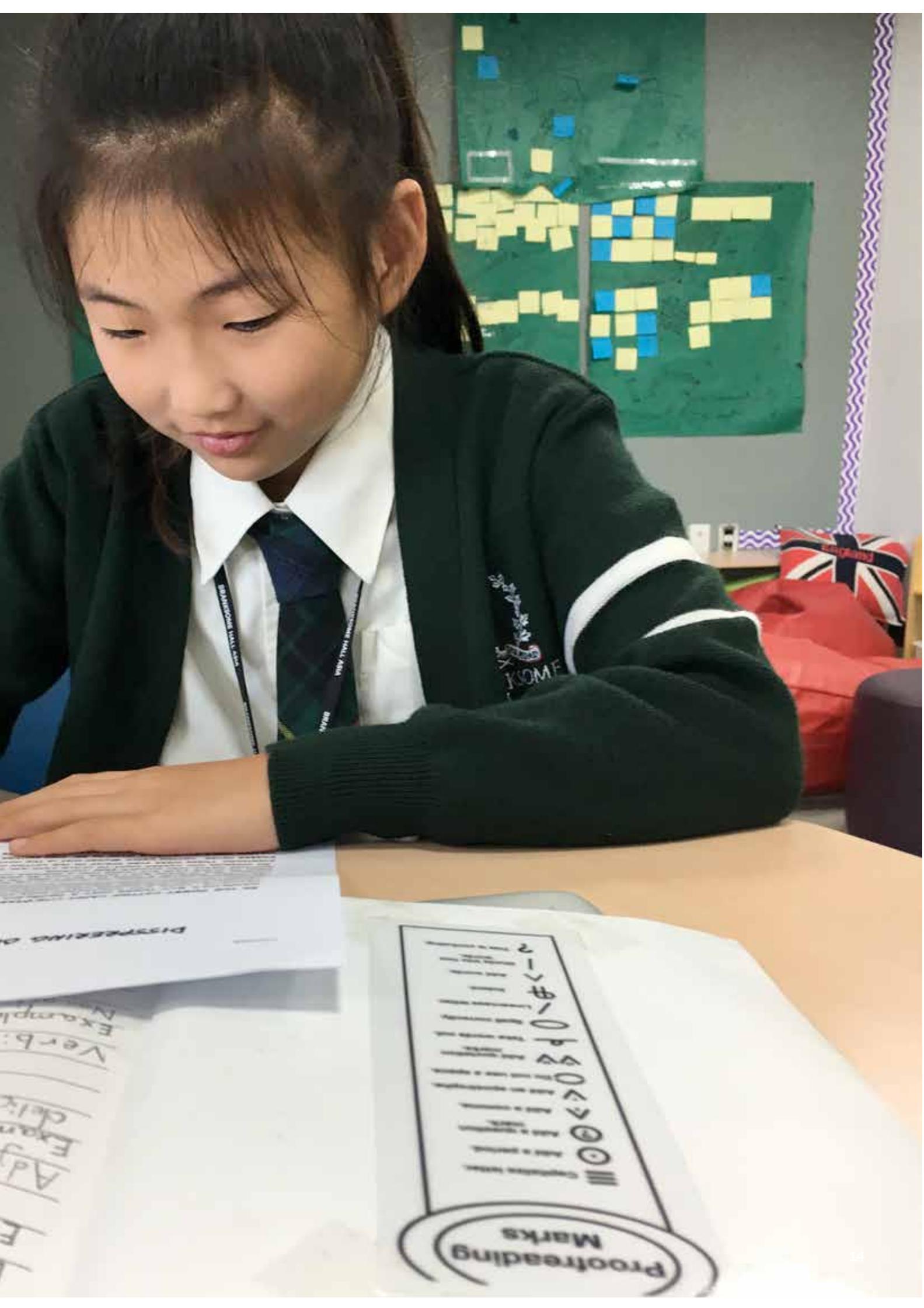
In Grade 4 we have been learning what it means to be an effective communicator of ideas and stories. The Central Idea of the unit was “Sharing ideas effectively helps to create understanding in a community of learners.”

We explored the various forms that ideas and stories can be shared in including music, visual art, dance, plays, movies, oral storytelling, and written form. Students explored the outcomes of sharing ideas and stories, which they determined were messages and lessons for the audience. Literacy was developed through fiction reading and the identification of the elements of a story. Students applied their understanding of the elements of a story to their own narrative story, which was developed through the writing process of brainstorming, planning, drafting, revising, editing, and publishing.

Students specifically focused on the IB learner profile trait communicator as they spoke to share their thoughts, listened to others' ideas, read stories, and viewed visual forms of stories and ideas.

**Marissa Archie**  
Grade 4 and 5 Coordinator



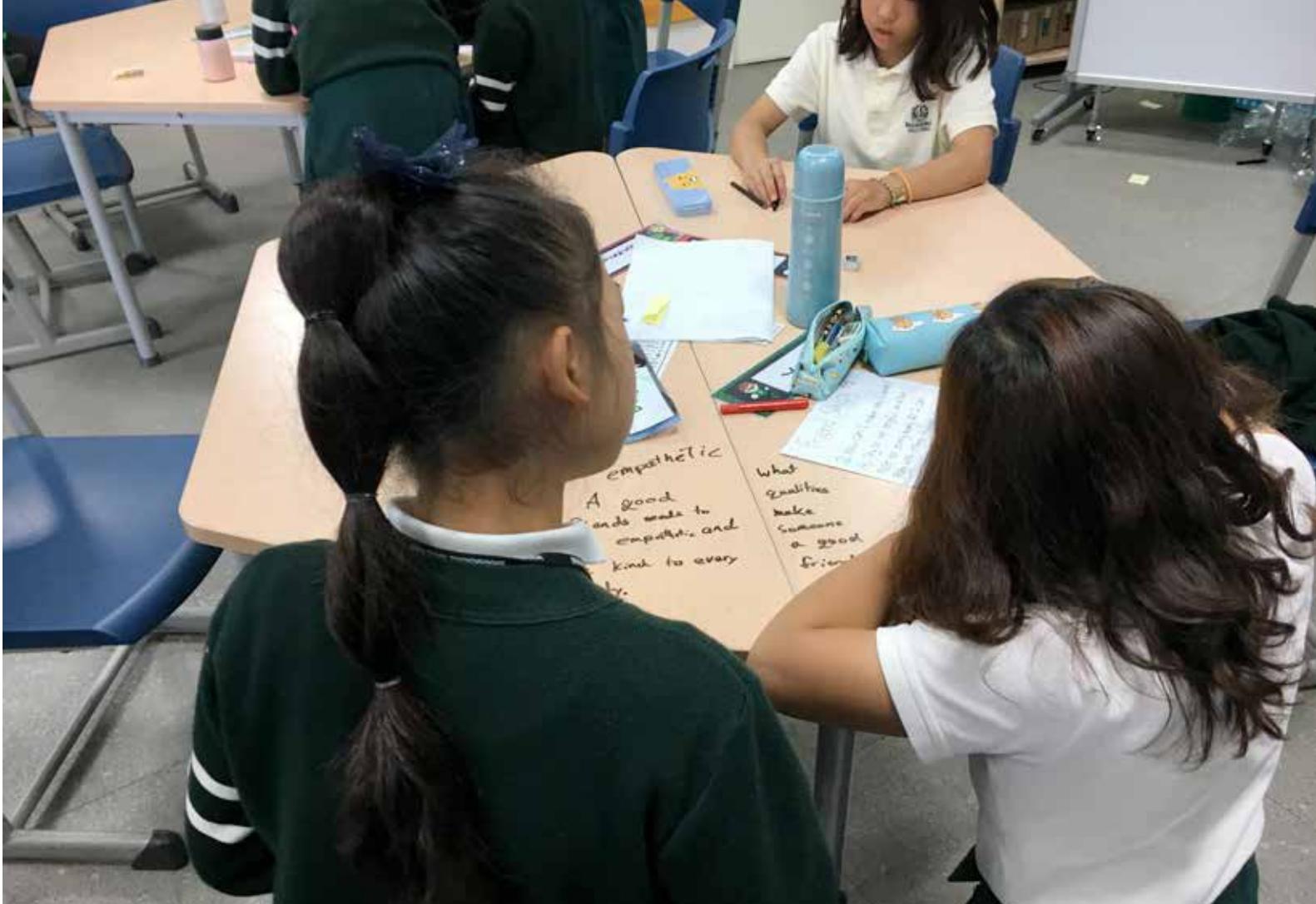


**Proofreading Marks**

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**DISTRESSING**

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Example: \_\_\_\_\_  
Adv: \_\_\_\_\_  
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Jooyeon Han  
PYP Korean Language and Social Studies

# Korean Assembly

celebrating Chuseok

There were a variety of activities showcased in our Chuseok assembly to celebrate the Chuseok (Korean Thanks Giving Day) in the Branksome Hall Asia Junior School this year.



One activity was the Ganggang sulae (강강술래, Traditional Korean circle dance play). The students wore traditional Hanboks and danced in circles on stage, to represent the real life dance that takes place under a full moon, to wish for their dreams to come true.

Another activity was the fan dancing performance. Students chose to come to the Fan-dancing CASE after school activity and learn this traditional Korean way of dancing. They wore colorful costumes and used veiled fans to dance with. This was a very popular with the audience.



The students also presented their Taekwondo (태권도). They demonstrated their skills in front of the whole school. The students showed their knowledge of the Taekwondo practice exercises, and also showed their power in breaking some boards with their feet!

The last activity was the Tug of War(줄다리기). Students and staff were invited to come on stage and take part in this popular competition. Students competed against members of staff. There was even one round where Mr. Berghuis pulled the rope against six students and won! It was a lot of fun.



The Junior School students demonstrated that they are inquirers by inquiring into each activity and learning more about these traditions. They showed themselves to be communicators by presenting their knowledge to the whole school in an entertaining and informative way. They shared with us so much learning that they had inquired into from the Korean language classes and th

**The Wild Robot & GRA (Global Read Aloud)**  
Introductions - grade 5 from Branksome Hall Asia on Jeju Island in South Korea, grade 3 from Bangert Elementary in New Bern, North Carolina USA, grade 5 in Houston

**Describe the area that you live in... (Name of town, region, interesting facts, weather, etc..)**

theunboundlibrarian 10d  
Our school is located on Jeju Island in South Korea

**Describe your school and class**

Anonymous 10d  
**Branksome Hall Asia**  
We are from Branksome Hall Asia in Jeju island. Our school is an IB school and our sister school is located in Canada. We are from grade 5 Ms.Farr's class(G5TF). Site-<http://www.branksome.asia/>

Anonymous 10d  
**Branksome Hall Asia**  
Branksome hall Asia is in Jeju island and it is super big. It is a Korea international school. We are in grade 5 and there is 22 students in our classroom. It is a girls school but boys can attend until grade 5. We have lots of sports teams and events. There are soccer teams,

**Share a favorite book... Give the title and ONE sentence about why it is great**

Anonymous 10d  
**Branksome Hall Asia**  
We recommend the book ' Hoot ' because the characters descriptions are very vivid and the characters has many different interesting characteristics .

**What do you think The Wild Robot will be about?**

Anonymous 10d  
**Branksome Hall Asia**  
We think The wild Robot book is about Roz's adventure and journey

**I will introduce my school**  
our school is BHA. Stand for Branksome hall Asia in Jeju global education city and we are close to

**Carl Hiaasen**  
**H O O T**

## One Book Connects Branksome Hall Asia to the World

Currently, some junior school students are collaborating and communicating with students in the United States and Canada while taking part in the Global Read Aloud. Our students are reading picture books by Mem Fox and 'The Wild Robot' by Peter Brown. Each week, we connect with our partner classrooms to discuss aspects of the stories. The themes of the stories provide an authentic way for the students to learn about each other, our respective cultures and our local environments. Our students are honing their communication skills by using technology tools such as Padlet to share ideas in written, oral and visual formats. This six week global partnership is a collaboration between the library and classroom teachers.

**Victoria Robins**

Teacher Librarian, Junior School



## Jeju Inter-Schools Athletics Meet

On Saturday 23rd September 2017, we had the great opportunity to take 5 students from Grades 4 and 5 to one of the most challenging sports events of the island of Jeju. It is the first time that BHA has been represented in such a major competition that gathers all the best young athletes from many schools. The meet was hosted at the Stadium in Jeju City.

For our first participation we were quite honored to have our girls' relay team to win the bronze medal by proudly taking the third place. We would like to be able to have more of our athletes to run in much more events next year.

We also would like to extend our gratitude to the Jeju Athletics federation for the high level of organization, which was to us very impressive.

### **Mr. Ramar**

Junior School Physical Education teacher



## CASE JUNIOR

**Karen Stevens**  
CASE Junior Coordinator

Students in Grades 1-5 participate in after school activities from 3:15 - 4:00 p.m. Teachers provide students with a variety of activities to offer opportunities for children to try new things or to focus on an activity they are passionate about. These activities are a chance for children to build confidence and strengthen their abilities in the 'PYP Transdisciplinary Skills'.

**Thinking Skills:**

Using technology for activities such as coding, movie making and creating stories provides students with the opportunity to apply critical thinking skills. They can build connections between what they are learning and their ideas to find innovative ways to be creative and solve problems. They can synthesize their learning as they design and develop games, movies, stories, etc. Students must also evaluate their products to determine the effectiveness of what they have created.

**Communication Skills:**

Speaking and listening are an essential part of sports activities such as badminton and soccer. Coaches must be sure their players are understanding the rules and techniques clearly. Players have to listen attentively, and they need to manage their emotions so they clearly understand the communication process.

**Self-management Skills:**

Students must be organized and use their time effectively to prepared for their activities. They are encouraged to be independent in doing these things. There are valuable lessons to be learned outside of the activities so that students can make the most of their time doing something they enjoy.

## A Focus on Literacy

At Branksome Hall Asia, our Middle School Languages Department has worked diligently to create curricula and lessons that take a comprehensive approach to teaching our students to become successful and confident readers and writers. Starting this year, though, we plan on further emphasizing the teaching of the skills of reading and writing by creating a school-wide Literacy Initiative.

Over the next two years, middle and senior school teachers will be introduced to and trained in the use of the Readers and Writers Workshop model, a research based program design to build student literacy through instruction in reading and writing strategies and skills, as well as the mastery of genres. The Workshop structure is made up of focused mini-lessons that teach a skill or strategy, a work period in which students practice their reading and writing with their peers and independently, as well as a closure activity that helps consolidate the lessons' learning objectives. Instruction is rigorous and engaging, and looks to motivate students to prepare them for the rigors of the IB Diploma Program and beyond. It is important to note that this initiative will not simply focus on literacy in English, but will employ use the same techniques in promoting literacy in our students' mother tongue languages of Korean and Chinese.

Middle School teachers will continue to build upon the reading and writing strategies and skills taught in our Junior School Program, and will look to develop deeper understandings of texts as well as the skills necessary to be effective writers. Student independence and choice in reading and writing are key literacy goals for our Middle School students. We plan on expanding our school's classroom libraries by purchasing books at different reading levels on the topics and themes covered in our subject courses. Our Middle School courses will seek to enrich student vocabulary and provide scaffolded support to students in the command of language genres. We will also actively promote the practice of reading for pleasure within our school halls at it is often through recreational reading that students best expand their vocabulary and strengthen their reading comprehension skills.

For several years now, our faculty have been held to the expectation that every Branksome Hall Asia teacher is a language teacher. (This has become a mantra of sorts amongst our staff!) English and humanities teachers, as well as teachers of science, arts and maths, have been trained in EAL techniques, and are expected to teach the fundamentals of language along with their subject specific curricula. For this school year and beyond, we will be expanding the scope and ambition of this statement. The expectation going forward will be more comprehensive - that all Branksome Hall Asia teachers will actively contribute to the growing literacy of our students.

**Mr. John Gasparini**  
Head of Middle School

## 글을 읽고 쓰는 능력 증진에 초점

브랭섬홀 아시아 미들스쿨 언어부에서는 커리큘럼과 수업내용들을 통해 학생들이 성공적이고 자신감있는 독자와 작가가 되도록 교육하는 포괄적인 접근 방식을 개발하기 위해 부단히 노력했습니다. 올해부터 우리는 학교 차원에서 리터러시 프로젝트를 통해 읽기 및 쓰기 기술을 더욱 강조할 계획입니다.

향후 2년 동안, 미들과 시니어 스쿨 교사들은 독자 및 작가 워크숍 모델의 사용법, 읽기 및 쓰기 전략과 기술지도를 통한 학생들의 리터러시 능력 증진을 위한 연구 기반 프로그램의 구축 및 장려에 대한 숙달등을 배우고 훈련할 것입니다. 워크숍의 주요 내용들은 기술이나 전략을 가르치는 집중된 미니 수업, 학생들이 독서와 작문을 독립적으로 연습하는 작업 기간, 수업의 학습 목표를 통합하는 데 도움이 되는 마감 활동으로 구성됩니다. 교과 과정은 엄격하고 매력적이며 IB 디플로마 프로그램의 엄격함을 넘어서 학생들을 준비 시키도록 동기를 부여합니다. 이 프로젝트의 시작은 단순히 영어에서의 문해력에만 초점을 두지는 않을 것이며, 학생들의 모국어인 한국어와 중국어의 읽기 및 쓰기 능력을 증진하는 데 동일한 기술을 사용하게 될 것입니다.

미들스쿨 교사들은 계속해서 주니어 스쿨 프로그램에서 가르쳤던 독해 및 작문 전략과 기술을 토대로하고 효과적인 글을 쓰기 위해 필요한 기술뿐만 아니라 텍스트에 대한 더 깊은 이해를 개발할 것입니다. 독서와 작문에서의 학생의 독립성과 선택은 미들스쿨 학생들에게 중요한 리터러시 프로젝트의 목표입니다. 우리는 교과 과정에서 다루는 주제와 그에 대한 다양한 독서 수준의 책을 구입하여 학교의 교실 도서관을 확장 할 계획입니다. 미들스쿨 과정은 학생들의 어휘력을 풍부하게하고 언어 장르의 요구에 관련하여 학생들에게 단계적인 지원을 제공 할 것입니다. 또한 학생들이 어휘력을 최대한 확장하고 독해력을 향상시키는 레크리에이션 독서를 통해 종종 학교 복도내에서 즐거움을 읽는 독서를 적극적으로 홍보 할 것입니다.

몇 년 동안, 모든 교직원들은 BHA 선생님은 모두 언어 교사라는 것을 인지하고 있었습니다.(이것은 우리 직원들 사이에 일종의 만트라가되었습니다!) 영어 및 인문 교사뿐만 아니라 과학, 예술 및 수학 교사는 EAL 기술에 대한 교육을 받았으며 해당 주제별 커리큘럼과 함께 언어의 기초를 가르치고 있습니다. 이번 학사년도 및 그 이후에, 우리는 이에 대한 범위와 야망을 확장 할 것입니다. 앞으로의 기대는 보다 포괄적 일 것입니다 - 모든 BHA 교사들은 학생들의 읽기 및 쓰기 능력의 증진을 위해 기여할 것입니다.

**Mr. John Gasparini**  
Head of Middle School

**Ms. Morris is reading...**

CHILDREN of AFGHANISTAN

THE BOYS IN THE TREE

**Mr. Roy is reading...**

YOU ARE THE UNIVERSE

DEEPAK CHOYRA AND MEHAR RAJATOS

THE MONK WHO SOLD HIS FERRARI

**visual conversations**

**Mr. Hammond is reading...**

**RICHARD DAWKINS THE SELFISH GENE**

**Jane Park is reading...**

**Mr. Eisner is reading...**

Yuval Noah Harari

**Sapiens**

A Brief History of Humankind

Yuval Noah Harari

**Homo Deus**

A Brief History of Tomorrow

**Mr. Newhook is reading...**

PLATO REPUBLIC

CMA GRUBB

THE SECOND MACHINE AGE

**SON**

**THE NEST**

**Ms. M. Murphy is reading...**

**Ms. Yoon is reading...**

The Problem of Pain

The Screwtape Letters

C. S. Lewis

**Ms. P is reading...**

**Ms. Laing is reading...**

Without You There Is No Us

Thank You for Being Late

THOMAS L. FRIEDMAN

**THE LAST GREAT PAGAN QUEEN**

Book One: Hadfield

JAYNE STONE

**Ms. Neiman is reading...**

**Mr. Hong is reading...**

영어계급사



1	3
2	4

**IMAGES**

- 1 and 2. Branksome TV Academy
- 3 and 4. Paradigm Academy

**CASE** is a unique and exciting space for students to develop their love of learning, ask questions, explore topics deeply, interact with others, and engage with the Branksome community. With over 120 activities offered in Term 1, students have a wide variety of opportunities to engage as thinkers, communicators, and inquirers.

Through BranksomeTV (BTV) Academy, students write, edit, and host their own segments. They have the opportunity to choose topics of personal interest to them and share their work with the Branksome Hall Asia community. BTV's Director, Ran Seo, explains that students "learn communication skills not only as anchors and interviewers but also as public speakers. BranksomeTV provides many opportunities for participants to increase their ability to communicate with the audience through student led weekly episodes."

The student led CAS project, Paradigm Academy's continuing aim is to develop and distribute lifesaving technology to the local and international community. To successfully achieve their goals they had to research the needs of the community, experiment with their design, and refine their product. Paradigm recently returned from a trip to Nepal that supplied RF Security Necklaces to women in a local rural village.

Students develop their written and verbal communication skills in Writer's Workshops. In the Eco Schools Initiative Club, students question how to create behavioral change to make Branksome Hall Asia more sustainable. Through the student led activity USE IT Mensa Club, participants develop creative thinking skills through Mensa IQ questions.

There are countless examples of enriching and inspiring activities that our students are leading and engaging in. Talk with your child about their CASE activities and find out what new experiences they are having!

**Ms. Leslie Stellwagen**  
C.A.S.E. Coordinator



1	3
2	4

**IMAGES**

- 1. Symphony Orchestra
- 2. Creative Coding Club
- 3. MS Badminton Academy
- 4. HS Volleyball Academy

## The Thinking Codes!



*Many people believe that an English class naturally involved communication, so why need to teach it? It so happens that communication comes in many different shapes and sizes, and requires a number of learned ‘codes’ that often have to be taught explicitly to students.*



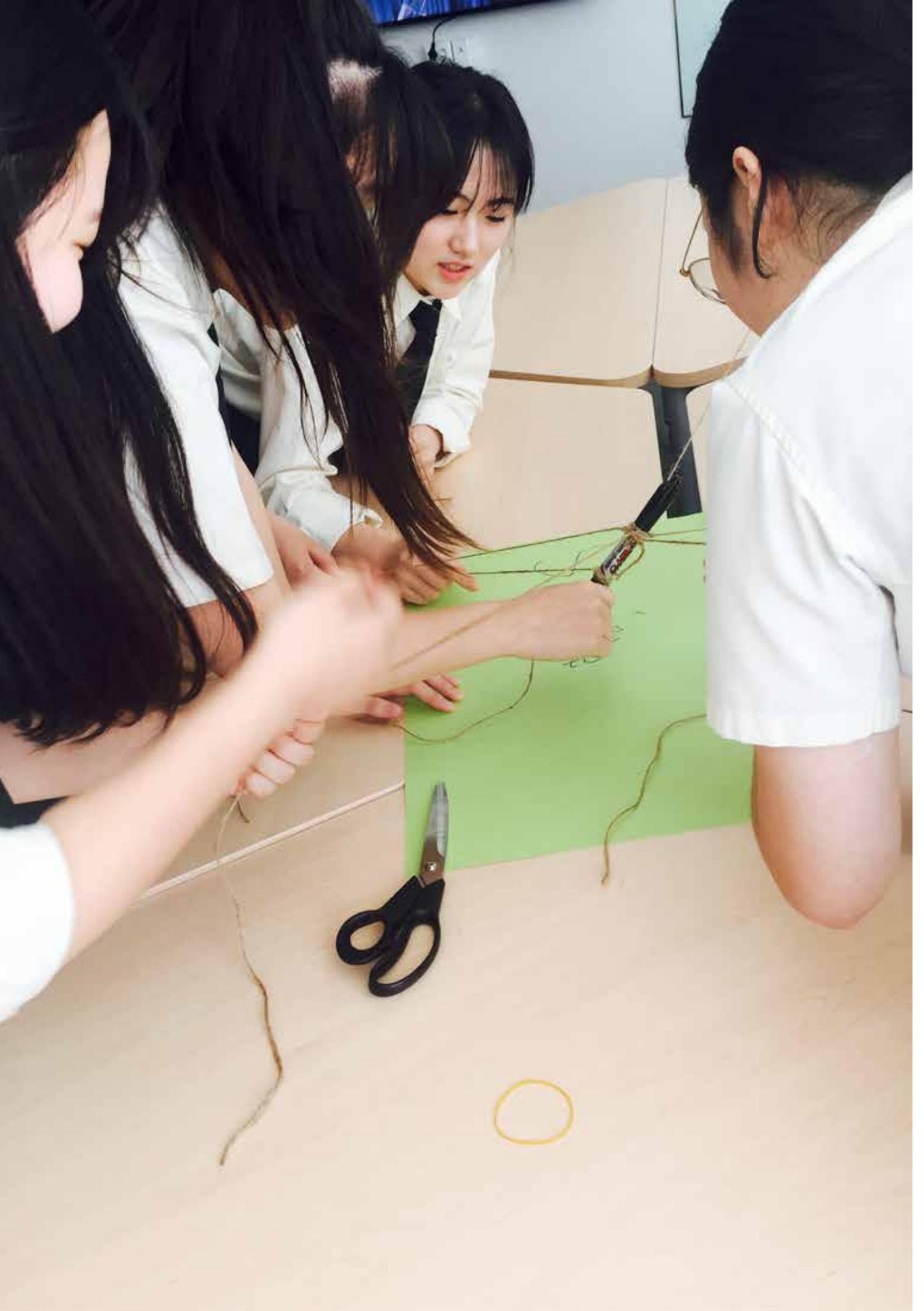
**Jean Matheson**  
English Teacher

In our Language B classes, for example, students are currently engaging in an interactive oral where they need to engage in both listening and speaking in order to fulfill the requirements of the Diploma criteria. What this means is teaching students how to engage in a conversations that carries implicit knowledge of codes of behavior that they might not be familiar with.

In our MYP and Diploma classes, we encourage students to speak their mind and engage in a number of communication activities building on visible thinking routines taught to staff by Mark Church in his Professional development visit last year. Through these routines, we encourage girls in our English classes to gain confidence in speaking their ideas out loud. Through routines such as “I See, I Think, I Wonder”, we encourage levels of enquiry that go way beyond what the teacher delivers, but that taps into the wondrous bank of knowledge brought into our classrooms by the girls we teach. This ‘group’

knowledge enriches conversations and takes them in directions some teachers never dream of. When we practice “Think, Pair, Share”, we allow students to practice their ideas with their peers, rolling them in their mouths and developing richer links before speaking these ideas out loud. Through Socratic seminars, debates, speeches, formal oral activities and oral commentaries, we introduce students to the many diverse modes of communication, each that comes with its own set of guidelines and language techniques.

It is often a reminder that not all communication is verbal, and it is often the non-verbal cues that confuse us most of all. In one Language and Literature class, we spent a lesson where students had to complete a group task without using any verbal communication. It’s hard! But it teaches us the value of all the other cues we sometimes take for granted, and that sometimes there is more in an action than a word.



# Be You-tiful

**Task:**

Watch a video related to our current unit and **Identify** the main message. Use the message as your point (topic sentence) to write a P.E.E.L paragraph in order to persuade your readers to believe the message. In your writing, **apply** the knowledge you learned in this unit about beauty body image, paragraph writing and persuasive techniques.

**Requirements:**

- You are to write a paragraph with a title
- You are to follow the P.E.E.L structure: Point, Example, Explanation, and Link. Two Es (Example and Explanation) are interchangeable
- You are to use 3 or more persuasive writing techniques in your writing amongst the 8 techniques you learned in this unit.

BRANKSO  
Step 2. Now  
write a P.E.E

Did you  
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make themse  
other models  
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felt depressed and  
can be

---

How are Branksome girls demonstrating the IB learner profile attributes of Inquirer, Communicator and Thinker in the Middle Years Programme?

In Ms. Yu's Grade 8 English Language Acquisition class, students have been inquiring about positive and negative body images. They analyzed the concept of beauty with a critical perspective and identified what makes someone beautiful. In the process, students discovered we are all harsher on our own looks than we are on others'.

By reading and viewing various non-fiction texts including news articles and TED Talks, students learned the media plays a significant role in portraying 'skinny', 'tall', 'young' and 'white' as the ideal body image for young women, while many people don't realize it. What should be done for this?

Each student wrote a persuasive response related to the issue. In their response, students demonstrated the P.E.E.L (Point, Example, Explanation and Link) paragraph structure. They also implemented various persuasive techniques in their writing such as rhetorical questions, anecdotes, emotive language and more. Here are some of their messages.

“

*Our views on our bodies are influenced by the popular culture, no matter how unrealistic it is.*

-Lijing Quan

”

“

*An image of healthy girls will show more beauty than an image of sick, skinny models.*

- Jiin Kim

”

“

*There are a variety of body shapes and sizes in women. Why does the fashion industry represent only one?*

- Songyeon Kim

”



*Does the social environment impact on an individual or does an individual impact on society? We need to extrapolate and consider individuality versus conformity.*

These are the questions which our enterprising grade 12 Korean SL students are asking as they inquire into the conceptual understanding and the controversies raised in studying “The Kiss of the Spider Woman!” Two characters, Molina and Valentine, are social minorities, who are physically and psychologically trapped within a prison cell in 1970s Argentina, and during the dirty war, the government was removing people with opposing ideologies. So how does this engage our Students to be both thinkers and inquirers and communicators?

“This book has symbolism and extended metaphor and I like that!” comments Jane Park. Research has shown that the use of imagery is an effective strategy to stretch the minds and imagination of our aspiring learners (Holme, 2004). She further stated “There are lots of forms of confinement within this book and all of these play a role on the characters, and I think that it is social confinement which has the most impact, including emotional, sexual, political, which were all imposed by society.”

How then does one unpack such intriguing questions? Heeyoon Choi thought of it in this way. “It might be difficult to understand at first, because it is composed of dialogue and diverges from the traditional novel, and have very little external indicators for the reader to understand the social setting, but this could be like the quintessential book for teenagers and young adults! Because ultimately it will lead them to see the bigger picture, the relationship between ruler and the ruled, and understanding conflict!” It is no wonder that we have such potential



thinkers in our school who not only challenge the status quo but also have the courage to voice their opinions.

Soohyun Hong, an eloquent thoughtful inquirer contemplates “I am thinking of the boundaries that a society can impose on an individual and whether it is the society which restricts a person’s way of thinking or is it the individual who confines himself within his own prison?” True indeed! When youth is able to perceive such distinctions, we know that they are ready to pursue university studies.

Sohee Chun added, “Basically I want to talk about the setting, it was kind of fresh, the text is composed of conversation not from a 3rd person narrator, so how does this affect on showing the reality of 1970s Argentina and the effect on the minorities. They seem like testimonials from minorities of that time and I am wondering whether it symbolizes the realities of that time.”

Miss Hwayoung Choi explained that “‘The Kiss of the spider woman’ is highly acclaimed for both its literary

quality and its popularity. Through the author’s amazing story telling, conflicts of the minorities are ended with understanding and harmony. Students could think about the sublime beauty of not succumbing to any oppression.”

These are just some of our engaged, inquiring young students willing to think beyond the educational confines of the text and having the wherewithal to question, to interpret and to communicate their thoughts and also to do it bilingually!!

## Our movies, our childhood!!

“We are making movies, because we want to record our childhood.” says Junqi Wang. As she designs her storyboard in her Grade 6 Chinese class, she is thinking about her visual literacy and how to convey her messages through the medium of film. She is developing her storyboard using “Storyboardthat!” “because I can make comics, with a selection of settings and characters, and then I write my own dialogue.”

Ms Ruijuan Zhang, the MYP Chinese language teacher is guiding her students to use film as a means of communication and she uses a variety of Approaches to Learning skills to engage her students in learning. The students are to focus on the following: They look at three different perspectives, their home situation, life at school and the outside world. This encourages them to develop their international mindedness and through the medium of film their understanding of Global citizenship. They are currently working on making their storyboard cooperatively and they are posed such questions as “What is your narrative? How will you convey your message? What will motivate your audience? How will you develop characterization?”

Junqi further comments on the messages that she wants to convey to her audience, “I had so many thing to tell you, but the most memorable was that I couldn’t speak well, so I was frustrated, then I learned strategies for speaking and I began to think more wisely like thinking before I speak.”

“We are making a movie about what we are learning” says Junjing Song. Thus Engaging with visual texts gives students the opportunity to understand the ways in which images and language interact to convey ideas, values and beliefs (MYP Language and Literature Guide 2015). They are focusing on their experience, relationships at school and they are watching foreign movies and then they are making a movie about their origins, their identity and their learning journey.

“We are practising our thinking skills, and we are making movies because we want to see what the problems are and what to do about them.” says Yingying Ding. I am writing the narrative which is about a

Chinese class where the students have different ideas and they are arguing then when the teacher talks to them, they decide to be good friends. It’s kind of like, we need to apologize to each other and then we will work well together. We can then take pictures at the statues. The IB Learner Profile that we are using are Thinkers and being Openminded!

Wenhan Li is making a storyboard too and she explains “So we are thinking about different stories and then we are going to put them together. We have 3 settings home, school and somewhere else, and we will cooperate to get a good story!”

“I am describing characters and their personalities so that I can use them for my storyboard says Yingyue Wang and Yutong Wang states, “We write stories for our storyboard and it’s about growing up. I like doing this because it helps me to know about stuff.” Thus these young Grade 6 students are using their different ways of knowing such as memory, reasoning and language to visually communicate their messages, starting off with storyboarding.

Yixuan Jiang (Jenny) “I am making up a story about students who have some troubles and I am saying to them, ‘Don’t cry!’ We need to care for each other and to cooperate with each other. If my friend is sad, then I will be sad too! We have to work together because there are not so many Chinese in this school and we need to have more teamwork!!

When international students arrive in an unfamiliar situation, they need to create what is familiar to them. They inquire, they think and then they communicate. This is what is happening here in Ms Zhang’s Grade 6 Chinese class. Her students are learning that wherever you are, wherever you grow up, we all share similar stories and experiences and the medium of film is a vital means of developing our visual literacy! Keep an eye on these girls!

**Ray Young**  
Head of Languages





## Grade 10 Camp

The Grade 10 Camp is an integral part of the Branksome Hall Asia Grade 10 interdisciplinary experience. It is a key opportunity for students to reflect, develop personal strengths and self-awareness.

This year, students explored the theme of 'Challenge' through an experiential learning opportunity which allowed them to build a rich understanding of Korean History.

The camp was both instructive and valuable; as students were able to realize that learning occurs everywhere, not just in the classroom.





Learning to Help Each Other Soar  
By Cinde Lock, Head of Senior School

Now that we are well into our 5th year as a school, it is time to pause and reflect on how far we've come. Each year, our IB Diploma graduates have improved in their work and their level of achievement. Indeed, our most recent graduates earned an average of 36 points in the Diploma Program. Our consistently outstanding results put us in the category of an elite school, one of the best in the world. While outstanding academic achievement is one of our primary goals as a school, it is not the only consideration when we think about what it means to be an elite school. How we work together and care about each other is also important.

We talk with students about our values everyday. We discuss the IB Learner Profile and how important it is to be caring, principled, and open-minded. We also talk about the kind of student that we wish to graduate from our school. That is, what does it mean to be a Branksome girl?

Just this past week, we invited a consultant, Margaret Thorsborne, to visit Branksome Hall Asia, to talk with teachers and parents about the importance of relationships and relationship building. Margaret reminded us about the power of listening to one another. She also talked about how learning is a social activity and that no one can learn in isolation. High academic expectations go hand in hand with building and nurturing a caring environment. Helping our girls develop their inter-personal and collaborative skills is just as important as helping them learn how to achieve high grades.

Yes, we are in the business of learning, but we are also in the business of relationships. When we ask our students, what does it mean to be a Branksome girl, they talk about high achievement, but they also talk about other things as well. They say they value: authenticity, creativity and determination. They admire others who are supportive, respectful, confident, responsible and humble.

We work hard to foster these attributes in our students, and, at the base of everything we do, we value this kind of character development. Elsewhere in this newsletter, you will read about our Week Without Walls program and get more insight into how we build a Generosity of Spirit at the school.

I wish all the best to everyone in our learning community as we move forward together this year. Like the three legs of a stool, parents, teachers, and students must work together to achieve our goals, not just those related to academic achievement, but all the goals we have related to developing outstanding Branksome Hall Asia girls.

서로 돕는 법 배우기  
신디 록 (Cinde Lock) 시니어 스쿨 교장

이제 우리는 개교 5주년을 맞이하였고, 우리가 얼마나 멀리 왔는지를 잠시 멈추고 생각할 시간이 된 것 같습니다. 매년 IB 디플로마 졸업생은 자신의 업적과 수준을 향상 시켜오고 있으며 실제로 가장 최근의 졸업생들은 디플로마 프로그램에서 평균 36 점을 받았습니다. 우리의 끊임없는 뛰어난 결과는 브랜섬홀아시아를 세계 최고의 학교 중 하나인 엘리트 학교에 분류되도록 만들었습니다. 탁월한 학업 성취는 학교로서 주된 목표 중 하나이지만, 그것만으로 엘리트 학교라는 것을 대변하는 것은 아닙니다. 우리가 어떻게 함께 일하고 서로를 돌보는가 하는 것 또한 아주 중요한 부분입니다.

우리는 매일 우리의 가치에 관하여 학생들과 이야기합니다. 우리는 IB 학습자 프로파일과 서로를 위하고, 원칙을 지키며, 오픈 마인드를 가지는 것이 얼마나 중요하기에 대하여 토론합니다. 또한 우리 학교를 졸업하는 학생들이 어떤 학생이기를 바라는지에 대해서도 이야기를 합니다. 그럼 브랜섬홀아시아의 학생이 된다는 것은 무엇을 의미할까요?

지난 주, 우리는 컨설턴트 Margaret Thorsborne를 초대하여 교사와 부모님들과 함께 관계 구축의 중요성에 대해 이야기했습니다. 마가렛은 서로를 듣는 것이 얼마나 중요하지 상기시켜 주었습니다. 또한 배우는 것이 어떻게 사회 활동이 되는지와 아무도 혼자 고립되어서는 배울 수 없다는 것에 관해 이야기도 들려주었습니다. 높은 학문적 기대는 잘 보살핌을 받을 수 있는 환경을 구축함으로써 가능해집니다. 학생들이 대인관계 및 협력기술을 개발할 수 있도록 돕는 것은 그들이 높은 성적을 성취하는 방법을 배우는 것만큼 중요합니다.

그렇습니다, 우리는 배움과 관련된 분야에 종사하고 있습니다만, 또한 관계 사업에도 종사하고 있는 것입니다. 학생들에게 브랜섬 학생이라는 것은 무엇을 의미하는지 물어보면 그들은 높은 업적을 이루는 것에 대해 이야기하지만 다른 것들에 대해서도 이야기합니다. 그들은 진실성, 창조성 및 결단력을 중요시한다고 합니다. 또한 지원을 아끼지 않으며 존중하며 자신감 있고 책임감을 가진 겸손한 사람들을 존경한다고 말합니다.

우리는 학생들의 이러한 특성을 키우기 위해 열심히 노력하며, 우리가 하는 모든 일의 기초 위에 이러한 종류의 인격 개발을 소중하게 생각합니다. 이 뉴스 레터의 다른 곳에서 Week Without Walls 프로그램에 관해 읽으며 어떻게 관대함의 정신을 구축하도록 노력하는지에 대하여 좀 더 이해하실 수 있을 것입니다.

우리의 배움의 공동체 속에서 올해도 모든 사람들이 최선을 다하며 함께 앞으로 나아가길 기대하겠습니다. 의자의 다리가 하나라도 없으면 안 되는 것처럼, 부모님, 교사, 그리고 학생은 학업 성취와 관련된 목표뿐만 아니라 뛰어난 브랜섬 홀 아시아 학생으로 성장하도록 관련된 모든 목표를 달성하기 위해 함께 노력하기를 기대하겠습니다.



During the Week Without Walls, the grade 11 classroom became Aewol with its rugged coastline and golden sunsets.

Students left the sanctity of their residence bedrooms and their comfy beds for the unexpected delights of the UNI hotel; complete with buffet breakfasts, barbeque dinners and Shabu Shabu lunches. The focus of this year's camp was on CAS awareness and development, an essential component that needs to be completed by every IB student in order to fulfill the requirements of the diploma program. The Week Without Walls provided the perfect opportunity for our students to consider how they might challenge themselves, and use their skills to be better people, responsible global citizens, reflective thinkers, and engaged and aware action takers.

It was also refreshing to take a break from the confines of school and allow students to build friendships, and strengthen bonds; particularly applicable given that our theme for the year is 'generosity of spirit'. Bonding activities included some cooking workshops, beach art, a scavenger hunt hike to the salt farms and slime making.

A huge thanks to all the teachers, admin staff and teacher dons who made this camp happen - and to the girls whose smiles make it all worthwhile.







## The Final Countdown

In a last opportunity of freedom, before the rigour of IB exams, our Grade 12 students enjoyed a jam-packed three-day camp, focusing on both academics and social interaction. Under the umbrella of the camp theme of Transition and Legacy, the camp activities were focused on helping students find their true selves and lead others. First they participated in a Writer's Workshop to fine-tune their Extended Essays to maximize their level of achievement. Students also had an opportunity to complete their Theory of Knowledge presentations. Then, it was time for sand, sea, and surf at Hamdoek Beach, where a relaxing schedule awaited them. Each Advisory group planned and implemented a session aimed at leaving an honest and lasting legacy at BHA. Afterward, the ladies found their groove by becoming dancing queens, Gangnam style, while eating to their hearts content! They soon learned that "Being happy can be achieved easily when you smile." We wish the ladies all the best as they prepare for their final few months of school!

Thinker, communicator, inquirer.

Portrait by Zijing Cheng  
Lighting Composition Exercise



This is the second year that we have offered DP Film at Branksome Hall Asia. Last year's grade 11 students will be Branksome Hall Asia's first Film graduating class. And they have taken their role as film pioneers seriously. In year 11 they learned the mechanics of film. They learned about depth of field, ISO, exposure, color grading and many more of the tools necessary to create a film. They also learned to think about film as an art form. Specifically, they learned their film history, theories, mise-en-scene, the Kuleshov effect and how meaning is created when an editor cuts a sequence and how that sequence creates a story. They realize the collaborative nature of film and that the finished product is the work of many, like the screenwriter, cinematographer, editor, director and even the film critics. The good critics can help us unpack a film and appreciate it at a different level.

By studying mise-en-scene students learn to think about how the different components like characters, composition and setting create meaning. They inquire about the art director's use of color and why Batman in *The Dark Knight Rises*

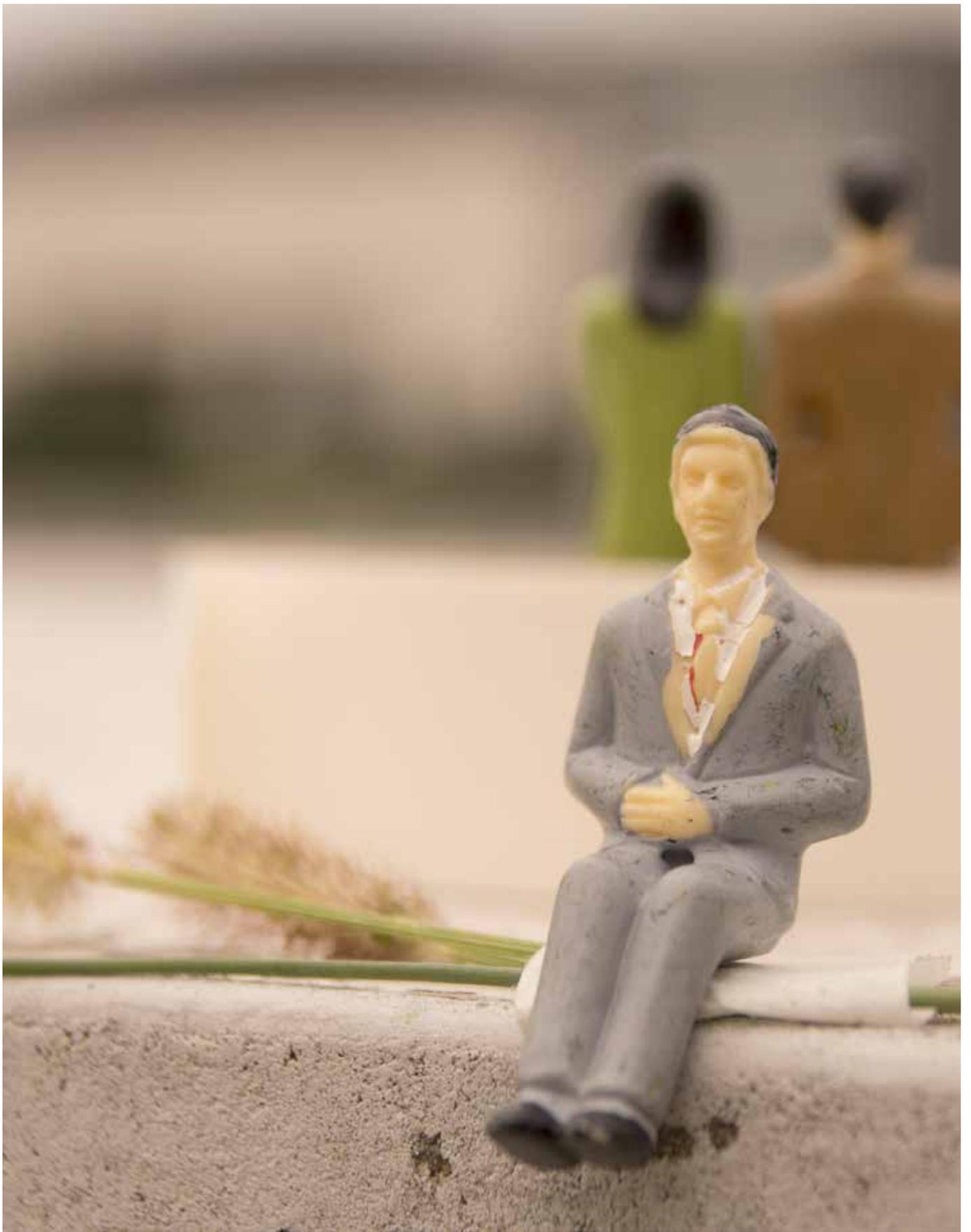
is predominantly shown against an amber sky, while the Joker wears a purple coat. Through pre-production they learn the value of time. They learn that the time and thought invested in creating/choosing the script, location scouting and casting is time well spent.

In Diploma Program Film Studies, there is no written final exam. Their test is their production. If they've done their homework, if they've pre-planned, they will be ready for their first production meeting when everyone comes together as a group to create a film. If DP Film were a movie, the Grade 11 students are being thrown out of their comfort zone and into the world of Film while the G12 students are trudging to their final battle. In January their skills will be tested as they will have to create their own film, polish it and then show it to all us as their audience. In this way, Branksome Hall Asia's Film students exemplify the roles of communicator, thinker and inquirer.

**Jose Zarate**  
DP Film



G12 students (Zitong Wang, Chaejeong Lim, Soohyun Hong)  
Oceans Eleven remake project



The Toy Man - Xiaoyuan Yu G11  
Composition Exercise



September has been full of activities for the girls at Ainslie! We have ventured into Jeju several times throughout these past few weeks. Our first shopping trip to Seogwipo allowed the girls to stock up on water and snacks, buy school supplies and other household necessities. We went on a trip to OSullocc Tea Museum and the Korean Calligraphy and Painting Exhibition at the Soam Memorial Hall. The girls loved wondering through the tea harvest, tasting green tea ice cream, learning about Korean art and culture, and spending time with friends. Ainslie students also attended the Jeju United soccer team play Ulsan. It was a day full of excitement, we won!

It is not all fun and games, however. The girls have been studying hard and they have had to learn a lot of school and residence routines and expectations. Our evening study hall schedule is strict and productive. We strive to make sure your daughters are studying and receiving tutoring from our talented and highly educated Dons. Although, we initially started studying in a bigger space we have recently moved back into Residence during Study Hall, which the girls seem to enjoy. Some of the other additions we have made to Ainslie have been increasing our weekend program to include not only an hour and a half of physical activity every day but also many artistic and cultural events as well. As the pictures below show our students are quite talented!



A number of girls put themselves forward for Leadership roles. The Teacher Dons and myself interviewed the Junior Don candidates and the students voted for their preferred candidate. Congratulations are in order for our new Junior Dons: Suin Shin, Miseo Cho, Seohyoung Lee, Umi Chun, Eunjung Yang, and Inhye Lee as well as our Residence Representatives: Enuji Hong, and Eunjae Hur. I am sure they do an amazing job. The House Leaders have taken on the responsibility of helping to lead their families and to organize House events. We look forward to seeing them grow as student leaders.

The girls spent the first three weeks actively involved in Academy tryouts, production and music auditions and signing up for a vast range of CASE activities. It is encouraging to hear about the various academic and activity challenges that the girls are taking on. Like you, we have high expectations for your daughters and please know that we will be helping them find their passion, build their resilience and to enjoy their time here with us so that they will continue to thrive.

Ms. Muniz  
Head of Ainslie House



October already! What an amazing few weeks it has been in Seondeok Residence. We've had opportunities to meet our new Grade 10 residents and help them settle in to a Senior House. We've had outings to the beach and local cafes, enjoyed each other's company in our residence family activities and whole residence Saturday activity time. Grade 12 have received their predicted grades and are sending applications to Universities. They've submitted major components of the Extended Essay and Theory of Knowledge work. The Grade 10 are underway with the Personal Project and have been striving steadily to improve their personal bests. Aside from all the focus on academia, our residents have built wonderful relationships with the Dons and each other, finding balance with their studies and leisure. Seondeok House is a harmonious and welcoming place to be.





Over the weekend we encourage the girls to get involved in playing and practicing various sports such as badminton, volleyball and sometimes they play active games that are more focused on fun and building friendships.



During Branksome Hall Asia's 'Week Without Walls' the students participated in some fun teambuilding and friendship forming activities. They also got to try new sports such as Archery and they even did their own cooking!





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