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Empowering Women

Branksome Hall Asia
SCHOOL NEWSLETTER

BALANCED AND REFLECTIVE
JUNE 2018



**BRANKSOME
HALL ASIA**

INTERNATIONAL SCHOOL FOR GIRLS

Dear Branksome Hall Asia Parents and Community Members,

As we reflect on the 2017-2018 school year, gratitude comes to the fore of my thinking. My deepest gratitude goes out to everyone who had a hand and a heart in enriching the learning and living opportunities for our students. I do not want to miss opportunity to thank all who dedicated countless hours and shared their immeasurable talents. The sum of Branksome Hall Asia inspiration and dedication is overwhelming and makes all the difference.

To our students who daily demonstrate empowerment and embrace the challenge of discovering their remarkable – my congratulations. Special congratulations are extended to our Grade 12 graduates. Our graduates' full acceptance rate to the world's top universities and the breadth of their chosen programs of study are outstanding.

To the entire Branksome Hall Asia faculty and administration who embrace the challenge of serving as a professional learning hub – my deepest respect and gratitude.

It is with special appreciation that we acknowledge Dr. Cinde Lock for her work in the Senior School and who will serve as incoming Principal and Mr. Stephen McNutt for his work as DP Coordinator and who will serve as incoming Head of Senior School. To Mrs. Kate Bidder, Director of Admissions our deepest gratitude for introducing hundreds of new families to Branksome Hall Asia. Very special congratulations are extended to the following faculty members who have etched their autographs deeply at Branksome Hall Asia and who will continue to touch the lives of the students they teach in new corners of the globe: Harrison Shulman, Kerry Bidder, Michelle Reeve, Veronica Pang, Cassandra Rieck, Karen Stevens, Amber Boyce, Josh Berghuis, Maria Chaytor, Marissa Archie, Lucy Berghuis, Christopher Hoff, Angela Lau, Cameron McGregor, Robert Chaytor, Louise Du Toit, Natasha Hoff, Jessica Murphy, Andrea Morris, Dominick Bruso, Virginia

Morgan, Erica Sweeny, Martin Baber, Karanne Baber, Soyoung Kang, and Ben Tan. To our departing Residence Dons thank you for supporting our residence students and for the many hats you wear. You will be missed.

I also extend heartfelt appreciation to Yoonjung Kim, PTA President, and the PTA Executive and Committee Chairs for their leadership of our 2017-2018 Branksome Hall Asia PTA. You led us through a very prosperous year committed to grow a BHA community of volunteerism and of friend, fun, and fund raising. To all of our parent volunteers who stepped forward to support our children, thank you; you make all the difference.

As we approach the close of Branksome Hall Asia's sixth year, my thoughts are filled with gratitude and with many positive certainties – more than this letter permits. I know for certain we have the most extraordinary students and supportive parents. I know for certain we learn and walk with the best professional faculty and staff. I know for certain we have a talented and dedicated Administrative Leadership Team. I know for certain that if we continue to work together and unrelentingly maintain a collective focus to challenge and inspire our students to love learning and to shape a better world, Branksome Hall Asia will thrive as the pre-eminent educational community of globally minded learners and leaders.

I extend my deepest gratitude for your partnership and for the privilege of serving Branksome Hall Asia. Branksome Hall Asia is a truly extraordinary community and you made all the difference.

Branksome Hall Asia looks forward to welcoming you back to school in August.

Dr. Beverley von Zielonka
Principal

브랜섬홀 아시아 학부모 및 커뮤니티 멤버 여러분께,

2017-2018 학년도를 돌이켜 보면 감사라는 단어가 가장 먼저 떠오릅니다. 먼저 우리 학생들에게 풍성한 배움과 삶의 기회를 주기 위해 노력해 주신 모든 분들께 깊이 감사드립니다. 많은 시간을 할애하는 동시에 재능을 공유하며 지지해 주신 모든 분들께 감사드립니다. 브랜섬홀 아시아를 위한 여러분의 모든 성원과 헌신은 놀라울 뿐만 아니라 특별합니다.

매일 자신들의 재능을 찾기 위한 도전을 하고 스스로를 더욱 강인하게 하도록 노력해 준 학생들을 격려하고 축하합니다. 그중에서도 12학년 졸업생 여러분을 축하합니다. 세계 최고의 대학으로부터의 전원 입학오퍼는 물론 학생들이 선택한 전공의 다양성은 매우 뛰어납니다.

전문 러닝 허브의 중심 역할을 하기 위해 헌신하여 주신 브랜섬홀 아시아 전체 교사진과 행정실 직원들께 - 깊은 존경과 감사를 전합니다.

차기 교장으로 임명된 시니어 스쿨 Cinde Lock 박사와, 차기 시니어 스쿨 교장으로 임명된 DP 코디네이터 Mr. Stephen McNutt 선생님께 그동안 학교를 위한 헌신에 감사드립니다. 수백명의 새로운 가족을 브랜섬홀 아시아로 환영해 주기 위해 노력해 준 Mrs. Kate Bidder 입학처장에게 또한 감사를 전합니다. 특히 세계 곳곳으로 나아가 계속하여 학생들의 마음을 움직일 교사진들에게 감사를 드립니다. 이들 모두 각자의 발자취를 브랜섬홀 아시아에 깊이 새겨놓았습니다:

Harrison Shulman, Kerry Bidder, Michelle Reeve, Veronica Pang, Cassandra Rieck, Karen Stevens, Amber Boyce, Josh Berghuis, Maria Chaytor, Marissa Archie, Lucy Berghuis, Christopher Hoff, Angela Lau, Cameron McGregor, Robert Chaytor, Louise Du Toit, Natasha Hoff, Jessica Murphy, Andrea Morris, Dominick Brusio, Virginia Morgan, Erica Sweeny, Martin Baber, Karanne Baber, Soyoung Kang, and Ben Tan.

기숙사 학생들에게 지원을 아끼지 않고 다양한 역할을 맡아준 모든 Residence Don 분들께 감사드립니다. 여러분들이 모두 그리울 것입니다.

아울러 PTA 김윤정 회장님과 2017-2018 PTA 임원진 여러분께서 보여준 리더십에 대해 마음 깊이 감사드립니다. 브랜섬홀 아시아가 friend(친구), fun(재미) 그리고 fundraising(기부)를 통해 우리 커뮤니티가 보다 성숙하고 풍성한 한해가 되게 만들어 주었습니다. 그리고 봉사하여 주신 모든 학부모님께 학생들에 대한 여러분의 무한한 지원에 대해 감사드립니다. 여러분들이 우리 학교를 특별한 곳으로 만들어 주셨습니다.

브랜섬홀 아시아의 6년을 마무리할 시점에서, 제 마음은 이 편지로는 표현 못할 감사와 긍정적인 확신으로 가득합니다. 우리에게 최고의 뛰어난 학생들과 지원을 아끼지 않은 학부모님들이 같이 계시는 것을 확신합니다. 그리고 우리에게 최고의 전문 교사진 및 스태프와 함께 배움을 함께 하고 있다고 확신합니다. 우리에게 재능 있고 헌신적인 리더십팀이 있음을 확신합니다.

우리가 계속해서 협력하고 학생들이 학업을 사랑하고, 세상을 보다 나은 곳으로 만들기 위해 도전을 하고 영감을 주기 위해 공동의 목표를 지속적으로 유지 한다면, 브랜섬홀 아시아는 세계적으로 저명한 학습자 및 지도자가 있는 최고의 교육 커뮤니티로 변창할 것입니다.

여러분의 파트너십에 대해 그리고 브랜섬홀 아시아를 위해 일 할 수 있었음에 깊이 감사하게 생각합니다. 브랜섬홀 아시아는 진정으로 뛰어난 커뮤니티이며, 이 모든 것이 여러분이 있었기에 가능하였습니다.

브랜섬홀 아시아는 8월에 여러분을 다시 만날 것을 기대합니다.

베벌리 폰질롱카 박사
총교장

A Positive, Effective and Socially Healthy School Environment.

Summer is near and we all look forward to time away with family and friends and a chance to re-energize ourselves.

This week we are very fortunate to have Margaret Thorsborne, Restorative Practice consultant from Australia working with faculty, parents and students. Through her workshops we are reminded about the benefit of balance in our lives. We are also reminded about how important relationships are to ensure we keep an even keel, which greatly affects our wellbeing. When we are enjoying the friendship of others and can openly share about our fun, and not so fun experiences we feel lighten and cared for.

The Human species are social beings, and belonging and being understood are essential for wellbeing. Balance does not come to us naturally as we go about our frenetic lives, prioritizing what we value most. However, we must stop and take time to reflect on the decisions and choices we make for ourselves. We need to think through whether these are sustainable or whether they make us happy. We also need to reflect on how our words and actions affect others. Restorative Practice embraces the belief that it is everyone's responsibility within a community to create a positive, effective and socially healthy environment.

When we achieve this we will become part of a community that is safe, where we feel good about our school, and are confident in solving our own problems.

긍정적이고, 효과적인 그리고 사회적으로 건강한 학교 환경

곧 여름이 다가오고 있습니다. 우리 모두는 가족 그리고 친구들과 함께 즐거운 시간을 보내고 우리 자신을 재충전할 수 있는 여름을 기다리고 있습니다. 이번 주에는 호주에서 오신 관계 회복 컨설턴트, Margaret Thorsborne 을 모시고 교사, 학부모 그리고 학생들을 위한 관계 회복 프로그램 워크샵을 3일 동안 가졌습니다. 이 워크샵에 참여하는 동안, 균형 잡힌 삶을 통해서 얻는 좋은 점들이 무엇인지 대해 깊이 생각해 볼 수 있었습니다. 뿐만 아니라, 현재 우리가 맺고 있는 관계들이 얼마나 중요하며, 그 관계가 우리의 웰빙에 미치는 지대한 영향에 대해서도 다시 생각해 보았습니다. 다른 사람들과 좋은 관계를 유지하고, 즐거운 일든 슬픈 일든 공유하고 서로 공감할 수 있을 때, 우리의 마음이 밝아지고 누군가로부터 사랑을 받고 있고 보살핌을 받고 있음을 느낍니다. 사람은 사회적 존재이기 때문에, 누군가로부터 이해 받고 소속감을 느끼는 것은 웰빙을 위해서 반드시 필요합니다. 바쁜 일상을 살거나 가장 중요하다고 여기는 일만 우선시 할 때, 우리는 균형 잡힌 삶을 살 수 없습니다. 그렇기 때문에, 잠시 여유를 가지고 그 동안 우리가 어떤 선택들을 해 왔는지에 대해 성찰해 보아야만 합니다. 혹시 그 보다 더 나은 선택들이 있는지, 그리고 그 선택들을 통해 우리가 과연 행복한지에 대해서도 생각해 볼 필요가 있습니다. 뿐만 아니라, 우리의 언행이 다른 사람들에게 어떤 영향을 미치는지에 대해서도 반성해 보아야 합니다. 관계 회복 프로그램은 긍정적이고 효과적이며 사회적으로 건강한 환경을 조성할 수 있도록 커뮤니티 내에 있는 모든 사람들의 책임감을 포괄하고 있습니다. 우리가 이러한 환경을 만들 때, 우리 스스로가 학교에 대한 좋은 인상을 가지게 될 것이며, 또한 우리의 문제를 자신 있게 풀어갈 수 있는 그런 안전한 커뮤니티가 될 것입니다.

Balance to achieve personal well-being for all - Personal, Social and Physical Education

The importance of intellectual, physical and emotional education

모두를 위한 개인 복지의 균형 - 인성과 사회 및 체육교육

지적, 육체적, 정서적 교육의 중요성

In the Primary Years Programme, personal, social and physical education (PSPE) 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 - (Making the PYP Happen: A curriculum framework for international primary education - Annex: subject areas)

What do we want students to know?

A signature piece of the Junior School at Branksome Hall Asia is Personal and Social Education that is integrated throughout the curriculum with PS learning taking place within the PYP Programme of Inquiry as well as through other opportunities inside and outside the classroom. The development of overall student balance and well-being is explicitly planned and taught through three concept-driven, interactive strands - identity, active living and interactions. We are currently developing plans to embed Restorative Practises into the Personal and Social curriculum.

Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

Some related concepts: character, gender, image, heritage, resilience, perseverance, diversity

Active Living

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

Some related concepts: body control, challenge, flexibility, growth, mastery, overload, rest, spatial awareness, endurance, stress, leisure

Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the

PYP 프로그램에서 인성, 사회 및 체육 교육(PSPE)은 복지에 기여하는 개념, 지식, 태도 및 기술을 홍보하고 개발함으로써 개인의 복지에 관심을 기울입니다. 복지는 학교 내외에서의 학생 경험의 모든 측면과 본질적으로 연관되어 있습니다. 육체적, 정서적, 인지적, 영적 및 사회적 건강과 발달을 포함하며, 자신에 대한 이해, 타인과의 관계 개발 및 유지, 활발하고 건강한 라이프 스타일에의 참여에 기여합니다. (PYP 실현하기: 국제 초등 교육을 위한 커리큘럼 프레임 워크 - 부속서 : 주제 분야)

우리는 학생들에게 무엇을 알리고 싶습니까?

브랜섬홀아시아의 주니어스쿨의 중요한 결과물은 교실 내외의 다양한 기회를 통해 이루어지는 PYP 탐구 프로그램안의 PS 학습 커리큘럼 전반에 걸쳐 통합 된 개인 및 사회 교육입니다. 전반적인 학생 균형과 복지의 발전은 정체성, 활동적인 삶과 상호 작용이라는 개념 중심의 상호 작용 적 요소를 통해 명확하게 계획되고 가르쳐집니다. 우리는 현재 개인 및 사회 커리큘럼에 Restorative Practices를 포함시킬 계획을 개발 중입니다.

정체성

우리 자신의 신념, 가치관, 태도, 경험 및 느낌에 대한 이해와 그것이 우리를 어떻게 형성하는지; 문화적 영감의 영향; 강점, 한계 및 도전의 인식은 물론 변화와 역경의 상황에 성공적으로 대처할 수 있는 능력; 학습자의 자기에 대한 개념과 자기 가치에 대한 감정이 학습에 대한 접근 방식 및 다른 사람들과의 상호 작용에 어떻게 영향을 미치는지에 대해 설명합니다.

관련 개념: 성격, 성별, 이미지, 유산, 탄력성, 인내, 다양성

적극적인 삶

균형 잡힌 건강한 생활 방식을 개발하고 유지하는 데 기여하는 요소에 대한 이해. 규칙적인 신체 활동의 중요성; 운동에 대한 신체의 반응; 기본적인 운동 능력 개발의 중요성; 신체의 움직임과 표현의 잠재력을 이해하고 발전시킨다. 영양의 중요성; 원인 및 가능한 건강 악화 예방에 대한 이해. 안전 증진; 우리 자신과 다른 사람들이 복지 증진을 위해 취해야 할 권리와 의무; 정보에 입각 한 선택을 하고 결과를 평가하며 현재와 미래의 건강한 삶을 위한 행동을 취합니다.

일부 관련 개념 : 신체 제어, 도전, 유연성, 성장, 숙달, 과부하, 휴식, 공간 인식, 지구력, 스트레스, 여가

상호작용

개인이 다른 사람들, 다른 생물, 더 넓은 세상과 어떻게 상호 작용하는지 이해. 공동체, 사회 및 주변 세계와의 관계에서 개인의 행동, 권리 및 책임; 유사점과 차이에 대한 인식과 이해. 지구 환경 보존에 대한 감사와 미래 세대를 위한 지구 관리인으로서의 인류의 책임에 대한 이해와 헌신.

커뮤니티, 페어 플레이, 리더십, 팀워크, 평화, 분쟁, 차별

world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations.

Some related concepts: community, fair play, leadership, team-work, peace, conflict, discrimination

All curriculum areas are inextricably linked through these three strands.

A balanced and specific physical education programme is part of PSPE at Branksome Hall Asia. This includes: games, health-related fitness, individual pursuits, movement composition, adventure challenges and swimming.

What do we want students to understand?

The eight key concepts (form, function, causation, change, connection, perspective, responsibility and reflection) that drive inquiry help guide what we at Branksome Hall Asia want students to understand about PSPE and the importance of intellectual, physical and emotional balance to achieve personal well-being for all.

등의 관련 개념

모든 커리큘럼 영역은 이 세 가닥을 통해 뗄 수 없게 연결되어 있습니다.

균형 잡히고 구체적인 체육 프로그램은 브랜섬 홀 아시아의 PSPE의 일부이며, 여기에는 게임, 건강 관련 피트니스, 개별 추구, 운동 구성, 모험 도전 및 수영이 포함됩니다

우리는 학생들이 무엇을 이해하기를 원합니까? 질문을 유도하는 8 가지 핵심 개념 (형태, 기능, 원인, 변화, 연결, 관점, 책임 및 반성)은 모든 사람들의 개인적인 복지를 위해 브랜섬홀 아시아 학생들이 PSPE와 지능, 육체 및 정서적 균형의 중요성에 대해 이해하도록 유도합니다.

| Key Concept: 핵심 개념 | | |
|--|--|---|
| Sample questions that could be asked by students and/or teachers...that may help structure an inquiry. These questions require investigation, discussion and considered responses. 질문을 구성하는 데 도움이 될 수 있는 학생 및 / 또는 교사가 물을 수 있는 샘플 질문 ... 이 질문에는 조사, 토론 및 사려되는 응답 등이 요구됩니다. | | |
| Sample Concepts | Personal & Social Education | Physical Education |
| 핵심 개념 | 핵심 개념 | 핵심 개념 |
| Function | How do rules help us to play? Who works at BHA and what do they do? | How do you score points in your game? How does this movement work? |
| 기능 | 규칙은 우리가 놀 수 있는 데 어떻게 도움이 됩니까? BHA에서 일하는 사람은 누구이며 어떤일을 합니까? | 당신의 게임에서 점수는 어떻게 낼 수 있나요? 이러한 움직임은 어떻게 이루어지나요? |
| Change | What could you change in your lifestyle to make it more balanced? | What changes when you exercise? How can you make yourself into different shapes? |
| 변화 | 균형을 이루기 위해 라이프 스타일에서 무엇을 바꿀 수 있습니까? | 운동을 하면 어떤 점이 변할까요? 몸의 변형을 위해 어떻게 하면 될까요? |
| Reflection | How do we identify situations that are potentially unsafe? How do I know I am growing and changing? | Why is it necessary to create a space in dance? How do you change the rules of the game? How can you evaluate your performance? |
| 반영 | 잠재적으로 안전하지 않은 상황을 어떻게 식별합니까? 내가 성장하고 변화하고 있음을 어떻게 알 수 있습니까? | 왜 춤출 공간을 만드는 것이 필요할까요? 게임의 룰을 어떻게 바꿀 수 있나요? 여러분의 공연을 어떻게 평가할 수 있나요? |

This time of year provides us with the opportunity to step back and take a look at, to put into perspective, the things that are important to us. Why do we do this? Why do we spend time reflecting?

We are all familiar with reflection – every time we look in a mirror. In education, the process of reflection helps to develop deeper understanding. The IBPYP places a great deal of importance on reflection as without it learning does not occur. Therefore reflection on learning is imperative.

IBPYP students are taught to be reflective through the Learner Profile. A person who is reflective gives “thoughtful consideration to their own learning and experiences. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.” (Making the PYP Happen, IBO, 2009).

Reflection is one of the eight concepts (big understandings) and poses the question ‘How do we know?’ We understand that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and reliability of the evidence we have considered. It challenges us to examine evidence and conclusions, in doing so, it extends thinking.



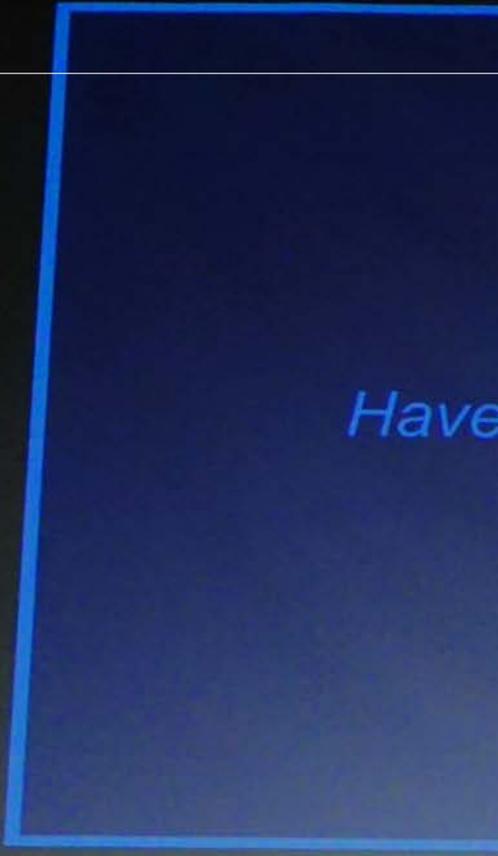


In Junior Kindergarten, students are inquiring into how hygiene, diet and exercise help them to stay healthy. During our unit, Who We Are, students are reflecting on the choices they make at home and at school and are considering whether these choices are good for their bodies.

At the end of the day, JK students are reflecting on what they have learned that day and how they feel. They have been thinking about their intellectual and emotional health.



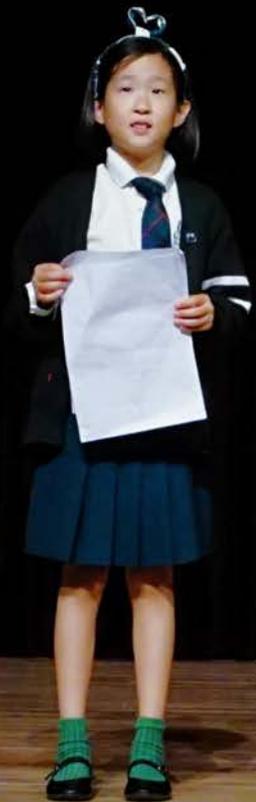
In JK, students have also been thinking about their physical health. They have been reflecting on their time spent in swimming classes and PE and learning how important exercise is for their bodies.



Grade 2 Balanced

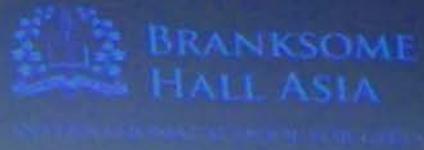
Throughout the school year, students in G2MJ have demonstrated the learner profile attribute balanced. Students understand the importance of balancing different aspects of their lives - intellectual, physical, and emotional - to achieve well-being for themselves and others.

Students have demonstrated their ability to be balanced learners by leading whole school assemblies, competing in sports academies, bi-weekly mentoring with our JK Prep Buddy Class, daily morning meetings, and participating in a variety of extracurricular activities during CASE Junior. Students are exposed to an endless amount of enriching opportunities throughout the year at Branksome Hall Asia, which contributes to living a balanced life.



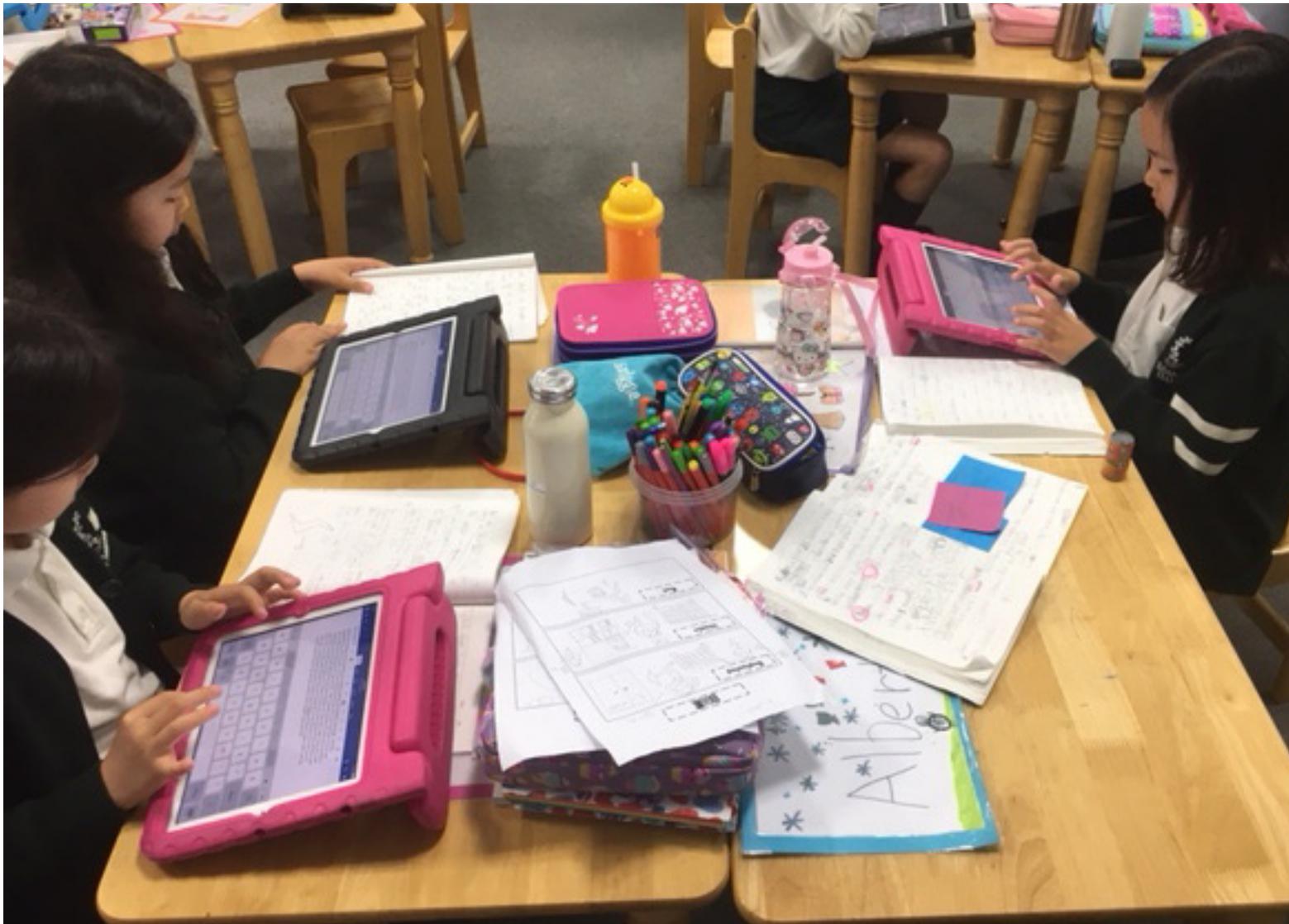
Activity

You Filled a Bucket Today?
By: Grace and Jun



Island 2 Island

By Victoria Robins, JS Teacher Librarian
and Susie Caruana Grade 2 Teacher



Earlier this year, much of the Junior School interacted with author Anne Sibley O'Brien. Her books focus on Korea and on how cultural experiences influence how we build relationships. She grew up in Korea in the 1950s and she shared how that experience influenced her as a storyteller. Grade 2 students took part in special workshops with her where they focused on storycrafting.

Recently, O'Brien, connected our students with a group of students who live in the United States in Maine on an island. She will give a workshop there in late May. This is how our global connection, "Island 2 Island", was established. Our students are reflecting on what it means

to be a 'great' storyteller by writing narratives about personal experiences on Jeju island. We will share these cultural reflections with the students on Deer Island, Maine, who are doing the same. Once we share our narratives, the students will engage in conversation using Flipgrid (a digital video platform) to learn more about our lives on two islands separated by great oceans and cultural practices.

We look forward to reflecting not only on our experiences as writers, but also as global citizens.



CASE JNR: Creativity, Action, Service, Enrichment

Students in Grades 1-5 participate in after school activities from 3:00 - 4:00. Teachers provide students with a wide selection 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 develop abilities in a variety of the 'PYP Approaches to Learning'.



Self-Management Skills

Blending the development of fine motor skills and spatial awareness with art activities is a natural fit. Students participate in creative activities such as calligraphy, painting and art appreciation where they can learn techniques for creating visual art as they practice skills they have learned. These activities expose children to artistic influences from a variety of cultures.

Social Skills

Students in Grades 4 and 5 went to visit a Saturday morning children's program in Jeju-si as part of our Service Learning CASE activity. Together, they colored and put together large drawings made by the Art Therapist for the children's program. Over the past 2 years, Junior School students have developed a strong commitment to their relationships with these children.



The Middle Years Program at Branksome Hall Asia began an exciting new chapter in its curriculum development this past quarter. Over three days at the end of April, all Middle School students participated in newly developed Interdisciplinary Units (IDU's) of study at each grade level. The BHA MS/SS Faculty worked collaboratively and creatively to create these transdisciplinary "mini-units."

The Grade 6's examined different cultural origin stories through the lenses of the humanities, languages, and drama. They created original performance works based on origin myths from the Mauri to the Iriquios. The effects of that technological advances have had on humanity over time were investigated by the Grade 7's through the medium of film. The 8th Grade learned all about the impacts of oil spills and how science and design have sought to clean up these man-made disasters. Even though the Branksome Canada girls did not join us this year, BHX went along as planned as Grade 9's enjoyed a five day educational experience exploring the science, design, and mathematical modeling of wind turbines.

We feel that these efforts will help transform the way Branksome Hall Asia girls think. Branksome Hall Asia's Interdisciplinary Units foster transdisciplinary thinking different curricular disciplines. We believe strongly that interdisciplinary learning and the modes of thinking that IDU's promote will best prepare Branksome Hall Asia students for the challenges that they will face at university. Interdisciplinary thinking will also make them more creative and successful in their work and intellectual lives.

As teachers and students go our separate ways this summer, we wish everyone in the Branksome Hall Asia community a well-deserved, restful, and relaxing summer break with their families. See you next school year!

Sincerely,

Mr. John Gasparini
Head of Middle School



브랜섬홀 아시아의 MYP는 4 분기에 교육과정 개발에 흥미로운 새로운 장을 열었습니다. 4 월 말에 3 일 동안, 모든 미들 학생들은 각 학년 수준에서 새로 개발 된 학제간 통합 학문과정 (IDU)에 참여했습니다. 브랜섬홀 아시아의 모든 교사진은 협력적으로, 창의적으로 이러한 교과적 “미니 유닛”을 개발했습니다.

6 학년은 인문학, 언어 및 연극의 렌즈를 통해 다양한 문화적 기원에 관한 이야기를 조사했습니다. 그들은 마오리 (Maori)에서 이라퀴이 (Iroquois)에 이르기까지 근원 신화에 기초한 독창적인 공연 작품을 만들었습니다. 시간이 지남에 따라 인류에 미치는 기술적 진보의 결과에 대해서는 7 학년에서 영화 매체를 통해 조사했습니다. 8 학년 학생들은 기름 유출의 영향과 과학 및 디자인이 어떻게 이러한 인공 재해를 정리하려고 했는지에 대해 배울 수 있었습니다. 브랜섬홀 캐나다 학생들이 올해 우리와 함께하지는 않았지만, 브랜섬홀 교환 프로그램을 통해 9 학년 학생들은 풍력 터빈의 과학, 디자인 및 수학적 모델링을 탐구하는 5 일간의 교육 경험을 즐길 수 있었고 계획대로 진행할 수 있었습니다.

우리는 이러한 노력이 브랜섬홀 아시아 학생들의 사고 방식을 변화시키는 데 도움이 될 것이라고 생각합니다. 브랜섬홀 아시아의 학제적 단위는 다양한 교과 과정에 대한 통합적 사고의 형성을 이끌어 낼 수 있습니다. 우리는 학제간의 통합 학습과 IDU가 추진하는 사고 방식이 브랜섬홀 아시아 학생들이 대학에서 직면하게 될 어려움을 가장 잘 대비할 수 있도록 해 줄 것이라고 강력히 믿습니다. 학제 간 통합사고는 또한 학생들이 자신의 일과 지적 생활에서보다 창의적이고 성공적인 것으로 만들 것입니다.

이번 여름, 교사들과 학생들은 각자의 길을 가기 때문에, 브랜섬 홀 아시아 공동체의 모든 사람들이 가족들과 함께 편안하고 안락하고 편안한 여름 방학이되기를 바랍니다. 건강한 모습으로 다음 학기에 만나길 바랍니다.



Reflective and balanced

I have just come from a Parent Workshop related to Restorative Practices and have been reminded of all of the wonderful practices we have in place to support our students, to create a positive and welcoming community, and to resolve conflicts when they arise. Margaret Thorsborne, an expert on relationship building and problem solving, was with us at Branksome Hall Asia this week to help us fine-tune our practices and to lead workshops for parents, students, and teachers alike. Margaret tells us that we all need to feel safe, engaged, and valued before we can engage in meaningful learning and decision-making. This is true, not just for students, but for adults as well.

As I reflect on the year, I am proud of all that we have accomplished, especially when I consider how we support our students in their academics, and how they support each other. Our theme of the year provides an example of such a practice. This year's student-initiated theme was: "I shine when you shine." The purpose of this theme was to remind us of the importance of balance and building strong relationships in our day-to-day lives. And the impact of this work has been dramatic, as students have realized that creating a positive and collaborative learning environment around themselves not only helps them, but it helps everyone else in their community as well. Research shows us that girls learn better when they collaborate rather than when they compete.

I truly believe that our outstanding student achievement results can, at least partly, be attributed to the positive learning environment and emphasis on relationship building that we have infused in our program at Branksome Hall Asia.

I am so proud of our Senior School girls. It has been a privilege to watch them grow as reflective and balanced IB learners for the past four years. While I will miss working so closely with them as the Head of Senior School, I know that next year, as Principal, I will be honored to have the chance to work closely with all of our students, across the divisions (Junior, Middle, and Senior School) to celebrate with them and to share in their accomplishments as well. "I shine when you shine" – what a wonderful motto to live by.

저는 조금 전 학부모님과의 관계회복을 주제로 한 워크숍에 참여하였습니다. 워크숍을 통해 학생들을 지원하고, 긍정적이고 따뜻한 공동체를 창출하며, 발생할 수 있는 갈등을 해결하기 위한 적합한 관행들은 무엇인지 생각하게 되었습니다. 관계 구축과 문제 해결에 대한 전문가인 Margaret Thorsborne은 이번주 브랜섬홀 아시아에서 함께 하였으며, 우리의 관행을 상세하게 조정하고 학부모, 학생 및 교사를 위한 워크숍을 이끌도록 도와주셨습니다. Margaret Thorsborne은 의미 있는 학습과 의사 결정에 참여하기 전에 우리 모두가 안전하고, 참여하고, 가치 있다고 느낄 필요가 있다고 말합니다. 이는 학생뿐만 아니라 성인을 대상으로도 마찬가지입니다.

지난 1년간을 돌이켜 볼 때, 특히 학업적으로 학교가 학생들을 어떻게 지원해 왔으며, 학생들이 서로를 어떻게 지원해 왔는지의 측면에서 우리가 성취한 모든 것들을 자랑스럽게 생각합니다. 올해의 우리의 테마는 그러한 관행의 예시를 보여줍니다. 올해 학생들이 주도한 테마는 “당신이 빛날 때 나도 빛날 수 있습니다.” 였습니다. 이 테마의 목적은 우리의 일상 생활에서 필요한 균형과 강한 관계구축의 중요성을 상기시키는 것이었습니다. 학생들은 긍정적이고 협동적인 학습 환경을 조성함으로써 자신을 돕는 것뿐만 아니라 공동체 내의 다른 모든 사람들을 도울 수 있다는 것을 깨달았기 때문에 이러한 공동 테마의 효과는 매우 괄목할 만 했습니다. 연구 결과에 따르면 학생들은 경쟁 할 때가 아니라 협력 할 때 더 잘 배우게 된다고 합니다. 저는 우리의 탁월한 학업 성취에 관한 결과 중 적어도 일부분은, 브랜섬홀 아시아에서 도입한 긍정적인 학습 환경과 지속적인 관계 구축에 중점을 프로그램에서 비롯되었다고 확신합니다.

저는 시니어 스쿨의 학생들을 모두 자랑스럽게 생각합니다. 지난 4년간 사려 깊고 균형 잡힌 IB학생들로 성장해온 그들을 지켜 볼 수 있었던 것은 제게도 큰 특권이었습니다. 시니어 스쿨의 교장으로서 학생들과 긴밀하게 협력해 왔던 것을 매우 그리워하게 되겠지만, 다가올 새로운 학기부터는 총교장으로서 모든 학생 및 부서(주니어, 미들, 시니어학교)와 긴밀히 협력하고, 모두 함께 성취를 축하하며 나눌 수 있는 기회를 갖게 된 것을 영광으로 생각합니다. “당신이 빛날 때 나도 빛날 수 있습니다.” 라는 훌륭한 삶의 모토를 늘 가슴에 새기고서 말입니다. 감사합니다.

Greetings from the Music Department!

Mary Siew and Paula Swartz

We seek to meet the aims of the IB learner profile through both our classroom music programs and after school CASE activities. Branksome Hall Asia's MS/SS Spring Music Concert was a wonderful showcase of all Music CASE groups, adding creative balance to our students' academic lives. Through our concerts, we showcase the musical accomplishments of our students, and the significant goals of these offerings include the IB learner profile. We strive to support balance and reflection in our students' school experience. Being a dedicated musician requires an understanding of balancing different aspects of our lives to achieve well-being. Through the creative experience of making music, we thoughtfully consider the world around us and seek to identify strengths and weaknesses.

The Vocal Academy, Choir, Symphony Orchestra, Intermediate Orchestra, East Meets West, String Academy and Wind Ensemble performed this year with confidence and pride. We presented a variety of music for the students to learn, perform and reflect on. Ms. Siew and the Wind Ensemble started things off with the 'Hebrides Overture' by Mendelssohn, followed by 'Air on a G String' by Johann Sebastian Bach. Then Ms. Ochs led the choir in renditions of "In the Bleak Midwinter" by Gustav Holst

and "I Knew You Were Trouble" by Taylor Swift. Reflective pieces such as Bach's 'Air' and Holst's famous choral work were balanced with popular selections, such as from the artist Taylor Swift.

East Meets West, our outstanding ensemble of traditional and western instruments, then presented 'Ice Pond' arranged by students Jeongin Min and Nharae Lee. This reflective work was then balanced with 'True Colors,' 'Flashlight,' and 'When I Grow Up' from the Vocal Academy. Mr. Zarate helped out with special lighting during Pitch Perfect's 'Flashlight.' The Intermediate Orchestra led by Dr. Swartz presented the Radetsky March by Johann Strauss Sr. This was balanced by "Intermezzo" from the opera Cavalleria Rusticana. The Intermediate Orchestra's final selection was 'Hallelujah' from Shreck by Leonard Cohen.

The String Academy followed with extraordinarily prepared and difficult tunes including 'Gypsy Airs' by Sarasate, 'Anthem' from Chess, and 'Knights of Cydonia' by Preusser. After this wonderful performance, Ms. Siew acknowledged the students who represented BHA at AMIS International and KIMEA National Honor Orchestra events. AMIS stands for Association of Music in International Schools and is the



foremost and most selective organization for international music events for secondary school students, and KIMEA stands for Korean International Music Educators Association, and promotes excellence in music within Korea. This year, AMIS students travelled to Singapore, and look forward to travelling to Salzburg, Austria next year. The following students were selected for these events: Sojin Lim, Seoyeon Choi, Jeongin Min, Youngchae Kim, Suehyun Kim, Wookyung Yoon, Yeseo Choi, Haneul Yu, Haeun Kim (MS), Yujean Choi (MS), Gaeun Hur (MS), Heesung Tae (MS), Hyesung Tae (MS), and Yunjin Kim (MS). It takes a tremendous amount of reflection and balance for these students to have accomplished these incredible results.

The finale of our concert was provided by the Symphony Orchestra and it did not disappoint. The Overture to the Opera 'Marriage of Figaro' by Mozart with its fast moving figures and exciting tutti passages brought excitement—and there were no paid hecklers in the audience this time to bring Mozart down! The concert then concluded with the Romantic Overture to the ballet 'Romeo and Juliet' by Tchaikovsky. Just as in Shakespeare's play, the music was tragic and dramatic. The selection started with foreboding doom in the lower strings, followed by

the conflict and sword fight between the Capulets and Montagues, punctuated by timpani and cymbal crashes. After the famous love theme played by the winds, there was a huge crescendo leading to a powerful B natural to bring the overture to an end.

Heeyoon Choi, Assembly Council prefect was an enthralling MC for the event, and dealt with any scene changes seamlessly. Mr. Zarate and his team worked the sound and lighting, and were responsible as well for photography and videography. We are very grateful to them!

It is with sadness that we farewell the Grade 12 music students who have given a lot time and leadership to the Branksome Hall Asia Arts community. We take this opportunity to wish them well for the future and we hope that music remains a big part of their lives.

Thank you everyone for another super fun-filled year with the Branksome Hall Asia Music Department! Holding steadfast to our educational goals of being balanced and reflective, we know that our musicians will thrive in their school music experiences for years to come.



Innovating our path towards a carbon free future Aidan Hammond - Head of Design Technology

Design is a process of inquiry. It aims to develop knowledge, understanding and skills from different disciplines to design and create solutions to problems. Designers apply their design skills to learn more about a user, a context, a need, or a problem, and in doing so develop a solution that improves the world. In this way, design is a process that “sits on top” of content, helping to identify perspectives, connections, and opportunities for innovation and problem solving.



Thinking in this synergistic way is essential to developing as a learner and problem-solver. In late April and early May our grade 9s put these skills into action as they inquired into sustainable generation of power from wind. Our goal was to understand the steps that Jeju can take towards reducing its carbon footprint through the use of sustainable energy. Our adventure began with a presentation by Prof. Kim from the Climate Change Education Institute and then a visit to Gapado to learn more about how the island is taking steps to be carbon free. Returning to school the next day, the girls set to work on developing wind turbine designs that would maximize power production using sustainable wind energy.

One highlight of this project was on day three when the girls started designing and creating their first prototypes. In [this video](#) of a walk down the hallway we can see the entire grade 9 cohort of girls engaged in exploring the design challenge. The hallway is full of students planning, building, and testing their design. We can see ideas in various states of development and iteration. We can see teams collaborating and discussing. And we can see students engaged in the challenge and joy of solving problems. This short walk exemplifies how exciting design thinking and inquiry can be when we apply it to real problems and challenges.

Our inquiry was further enhanced by engineering professor Bum Seok Kim from Jeju National University. As head of the wind turbine research lab, Prof. Kim shared his knowledge with us and highlighted important aspects of wind turbine design. For a few hours, he set up a “help desk” and provided feedback and guidance to teams designers. Being able to access expert feedback and knowledge makes the inquiry more meaningful and further highlights authentic connections between science, math, and design.

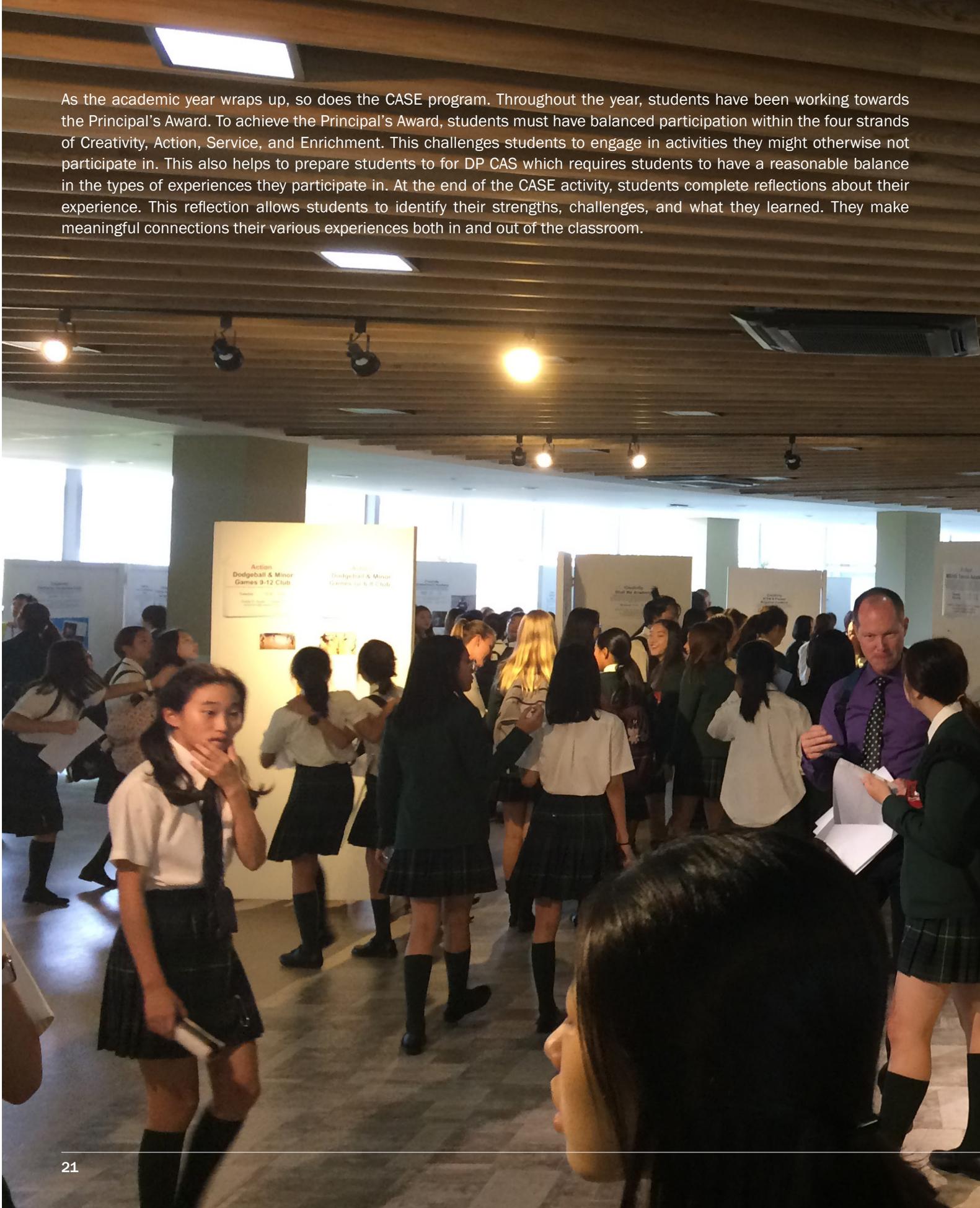
The design cycle guided students towards their goal, providing a framework to continuously iterate and improve their design. As they made connections between the three disciplines—Science, Math, and Design—students saw how making interdisciplinary connections is essential for developing innovative solutions to achieve our goal of a carbon free future. Such synergistic thinking is at the heart of what it means to be a designer and inquirer in the 21st century of sustainable solutions.



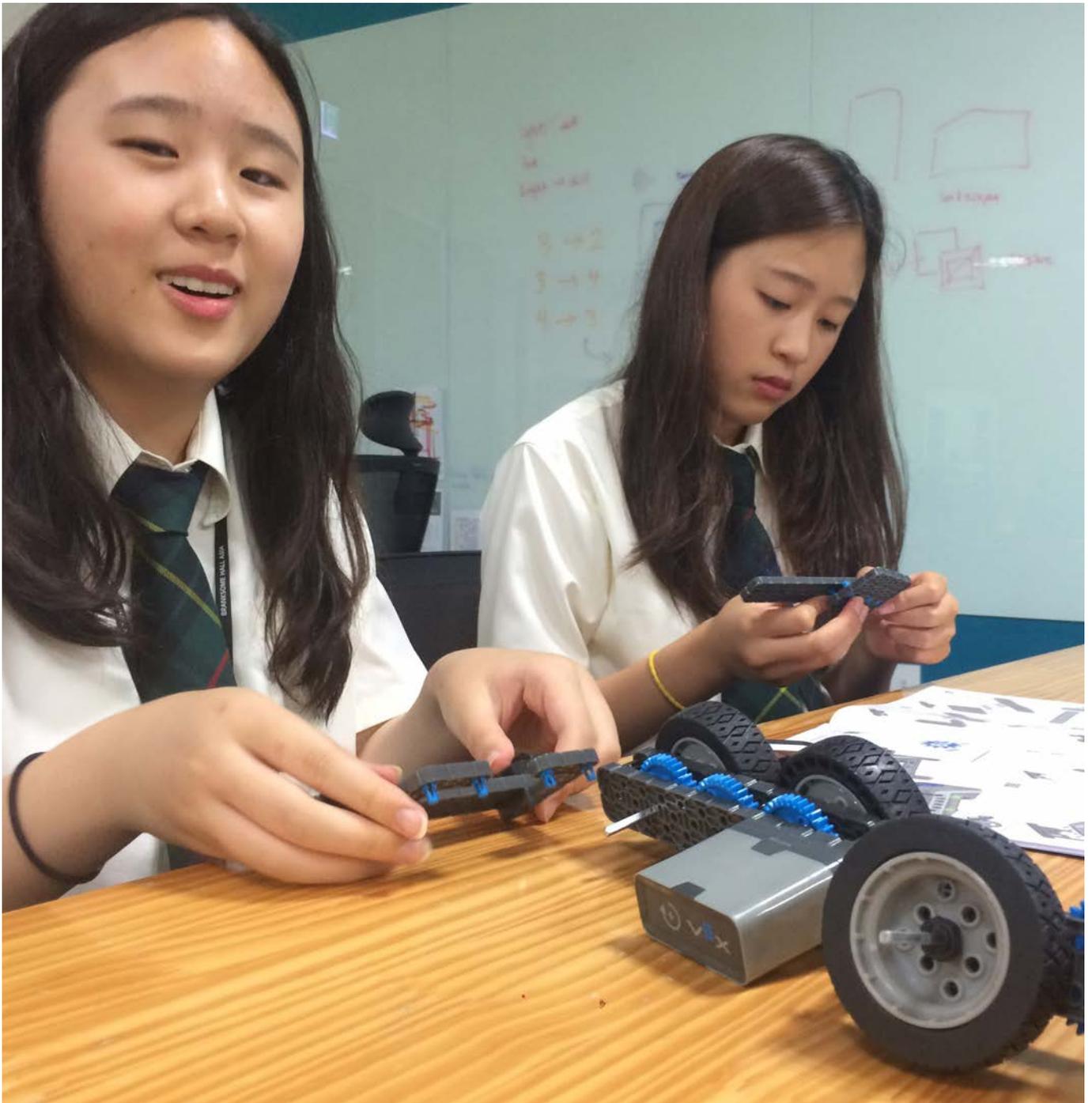
CASE Report

Ms. Leslie Stellwagen - CASE Coordinator

As the academic year wraps up, so does the CASE program. Throughout the year, students have been working towards the Principal's Award. To achieve the Principal's Award, students must have balanced participation within the four strands of Creativity, Action, Service, and Enrichment. This challenges students to engage in activities they might otherwise not participate in. This also helps to prepare students for DP CAS which requires students to have a reasonable balance in the types of experiences they participate in. At the end of the CASE activity, students complete reflections about their experience. This reflection allows students to identify their strengths, challenges, and what they learned. They make meaningful connections their various experiences both in and out of the classroom.







Creativity Report

Mr. Jose Zarate - Creativity Coordinator

As the academic year comes to an end students are wrapping up their products and reflecting on how they created them. The products students have worked on range from the collaboration of many talented students to create Branksome Hall Asia's Yearbook, to Vocal Academy's performance at the G12 Graduation to interdisciplinary activities like Robotics Academy.

Creativity takes many forms and as students reflect on the school year's last term they will hopefully also discover new ideas they can further develop next year.



Athletics Report

Ms. Amber Boyce - Athletics Director

Recently Branksome Hall Asia hosted the KISAC South MS Basketball Tournament where we entered 3 teams in the competition (1 X A Division and 2 x B Division). The girls played 3 round robin games on Friday and then 2 play off games on Saturday. Throughout the tournament our girls improved and developed their play by reflecting on areas to improve after every game. Congratulations to all of the girls who participated.

As we reflect back on the athletics season the athletics council is busy preparing for the sports banquet on June the 7th where we will celebrate individual and team performances and success from the year 2017-2018. As the year comes to an end we look forward to our full day sports day on June the 12th where students grade 6 - 11 will compete in a variety of activities of running, jumping and throwing plus the wet and wild obstacle course which includes a water slide.



Service Report

Mr. Harrison Shulman - Service Coordinator

Our Branksome Hall Asia Council's have begun transition from the graduating prefects to the rising Year 12s. The Service Council in particular has begun to lay the groundwork for initiatives for the 2018-19 school year by setting up meetings with all Service club and academy student leaders to determine what work needs to be accomplished.

The Sustainability and Service Council participated in a joint initiative to celebrate Arbor Day here at Branksome Hall Asia. Over 15 Cherry tree sapling were planted and students are now beginning to devise ways to set up an environmentally sustainable method of watering them over the summer holiday.



Enrichment Report

Ms. Jessica Murphy - Enrichment Coordinator

As the year draws to a close the students take the opportunity to reflect on all the skills and opportunities that have been open to them within the CASE program. Within the Enrichment strand we have seen the students develop new skills, like new French, Chinese, Korean or Japanese language and culture, as well as pushing themselves to apply English in challenging situations, like MUN or Case by Case or Econ Mysteries. These programs have given students a chance to pursue a passion as well as develop a deeper understanding of the lessons offered at Branksome



We are so proud of our students at Ainslie House.

We strive for our students to lead a balanced life between their social life and academic responsibilities. Through field trips, sports games, family dinners, and Saturday activities our girls have a chance to spend time fostering friendships and exploring their interests around Jeju Island. We believe that setting aside this time for themselves and their friends helps them reflect on their own personal growth. This, coupled with the time they invest in their academic goals in school and in Residence has given our girls the opportunity to develop as independent learners. The experiences that our students have in Residence has given them the tools to better themselves to become better friends, leaders, and students at Branksome Hall Asia.



Our students spend a lot of time on study, after school activities and athletic commitments. It's important that they are given a chance to try new things or to just wind down and relax with their friends and housemates in the evenings or at the weekends.

As we come to the end of another school year, I'd like to look back and reflect on some of the aspects of, and opportunities provided in Residence that help our students to become more balanced individuals.

1: A walk down to the O'Sulloch tea museum provides our girls with the opportunity to get some exercise and fresh air. It also allows them the time to share a meal with a friend and catch up and reflect on IMGall that has happened in the last week.

2: One of the Saturday activities that a number of the Residence students participated in was making their own chopsticks. The girls were able to try something that they had not done before. It was also an opportunity to learn some new skills and spend time with friends.

3: One evening during family time, Ms. Fochtman's group prepared and shared a snack together. Making a meal and eating it together is an opportunity for the girls to bond with the girls in their family who are from different year groups, and helps to create a community feeling within the House.



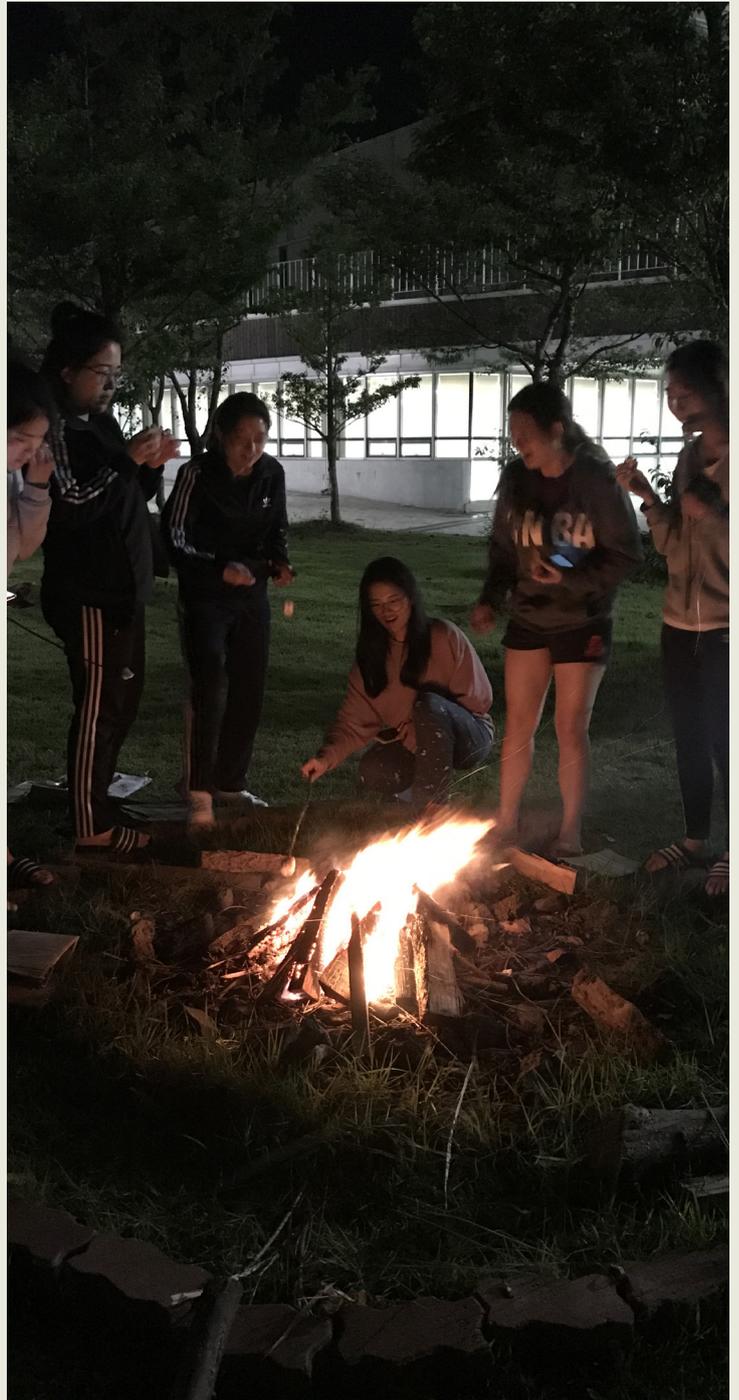
“We need joy as we need air. We need love as we need water. We need each other as we need the earth we share.”

Maya Angelou

What an amazing year it has been already. Seondeok House has said goodbye to its Grade 12 residents with their Graduation only just a few days ago and though we have Grade 10 still to finish the rest of the year with, the House seems a little empty. Our Rose Ceremony marked the start of this long goodbye. We had an evening where the Grade 12 residents were presented to their Grade 11 and Grade 10 residence sisters. They were given a rose as they shared reflections on their time here, their favorite memory and imparted advice for our younger residents. It was interesting to see that most of the advice had to do with academics and on finding balance. The Grade 12's words of wisdom included getting more sleep, never leaving your tasks to the last minute, to follow your passion and on finding creative ways of reducing stress. Though most of the advice was referring to the wave of assessments and deadlines yet to come, the heart of the matter was about finding balance for forging strong relationships and doing what makes us happy. They are a wise bunch!

As the Grade 12 Graduates left the building on May 19th, our Grade 10 girls had a sleep over at Sherborne House. The planned activities for the night cemented old and new friendships alike and it was a lovely moment to see both Houses sharing their tables the next morning at brunch – each group had a balance of Sherborne and Seondeok girls. It says so much for the positivity and relationships our girls will forge as they unify as Grade 11 residents next year. I'm in awe of our Grade 10s as they study hard, play harder and follow their passion. I see them climb mountains (both literal and metaphorical) each day, which makes me proud to be their Head of House. The past four years have been most rewarding for me and I am most appreciative of the support of my girls, my awesome Seondeok Teacher Dons, my fellow Heads of House and the parents of Seondeok House. I will miss our girls next year as I go on to new adventures in China but am reassured that our residents will continue to be remarkable and make this world a better place.

With heartfelt thanks,
Maria Chaytor



1. Families in Sherborne continue to celebrate success, create memories and work together as we prepare for busy times ahead.

2. As students are preparing for their final exams, they are understanding the value of balance. Teacher Dons are offering mindfulness activities, fitness center sessions, additional study prep and cafe breaks to students during this busy and sometimes stressful time.

3. Sherborne continues to make our students feel special during their birthday month with a special song and birthday treats!

4. Sherborne & Seondeok students enjoyed a campfire and delicious smores as part of the activities during the May 19th.

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