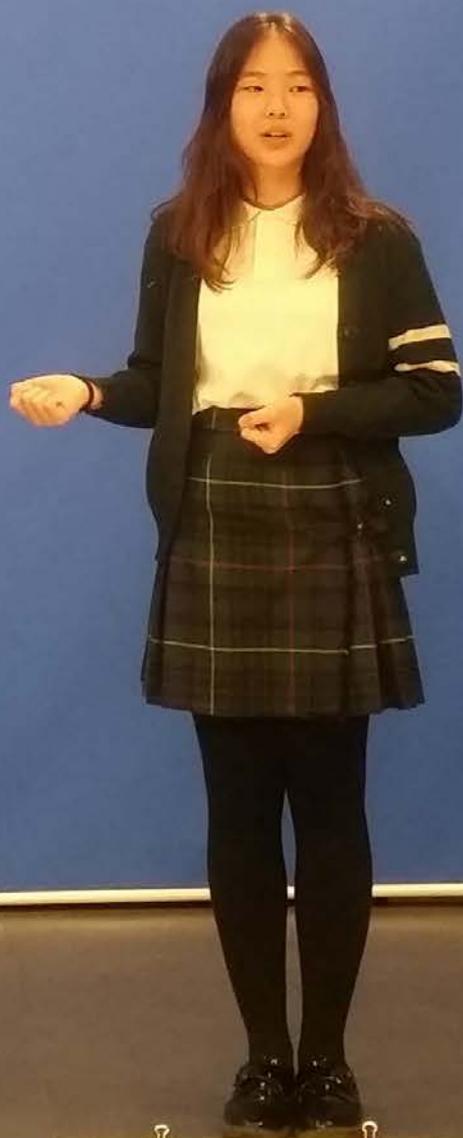


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Empowering Women

Branksome Hall Asia
SCHOOL NEWSLETTER

KNOWLEDGEABLE AND RISK-TAKERS
MARCH 2018



**BRANKSOME
HALL ASIA**

INTERNATIONAL SCHOOL FOR GIRLS

Dear Branksome Hall Asia Community,

The saying, “In like a lion and out like a lamb,” often is used to describe the month of March. Often it references the weather and the change of season as we bid farewell to winter and welcome spring.

As we reflect on the extraordinary learning activity at Branksome Hall Asia, this saying comes to mind, but with new significance. Deep learning activity characterizes our change of season and rich evidence of student learning and student accomplishments fill Branksome Hall Asia classrooms, hallways, exhibition halls, theatres, and athletic facilities. Thank you Branksome Hall Asia for your signature contributions to provide these opportunities for our children.

In this edition of our community Newsletter, the themes of “Knowledge and Risk-taking” are featured. These two themes are selected from the International Baccalaureate Learner Profile - the profile of 10 attributes that describe a broad range of capacities and responsibilities that drive our students’ academic and personal successes. Each of our IB programs is committed to the development of our students according to the IB learning profile. This profile aims to empower our students as learners and as people who are

Inquirers

Knowledgeable - to develop and use conceptual understanding, exploring knowledge across a range of disciplines. To engage with issues and ideas that have local and global significance.

Thinkers
Communicators
Principled
Open-minded
Caring

Risk-takers – To approach uncertainty with forethought and determination; to work independently and cooperatively to explore new ideas and innovative strategies. To be resourceful and resilient in the face of challenges and change.

Balanced
Reflective

Our Branksome Hall Asia students are given a unique educational opportunity. An education where they are inspired and supported to:

- think deeply, independently, and drive their own learning
- take part in programs that will lead them to the most challenging universities world-wide.
- become culturally aware, through the development of a languages and
- be able to engage with people in an increasingly globalized, rapidly changing world.

Knowledgeable and Risk-takers are just two profile attributes that bring our mission to life for our Branksome Hall Asia students.

I invite you to enjoy the pages that follow that give meaning to these learner profile attributes and new meaning to in an old saying as we approach the close of March and the start to our family holidays.

With warmest best wishes to you and your families for a rejuvenating Spring Break.

Dr. Beverley von Zielonka
Principal

브랜섬홀 아시아 학부모 및 커뮤니티 멤버 여러분,

“사자와 같이 맹렬히 시작하여 양 처럼 순하게 마친다”는 표현은 3월을 일컫는데 자주 사용하는 속담입니다. 겨울에서 봄으로 변화하는 날씨와 계절의 급격한 변화를 표현 할 때 자주 사용됩니다.

브랜섬홀 아시아의 특별한 학습 활동에 대해 생각할 때, 이 속담이 새로운 의미로 다가옵니다. 깊이 있는 학습 활동은 학교의 변화는 계절 및 학생의 배움에 정의를 더해 주며, 브랜섬홀 아시아의 교실, 복도, 전시실, 극장 및 체육 시설등은 학생들의 업적으로 채워져갑니다.

이번 커뮤니티 뉴스레터는 “지식을 갖춘 사람과 도전을 두려워 하지 않은 사람”의 테마를 다루고 있습니다. 테마로 사용된 이 두 개념은 우리의 학생들이 학업 및 개인적인 성공을 위해 필요로 하는 10가지의 능력 및 책임감인 IB 학습자 프로필 속성 중에서도 선택 한 것입니다. 각각의 IB 프로그램은 IB 학습자 프로필 속성에 따라 학생들을 개발하는데 집중하고 있습니다. 즉, 학생들을 다음과 같은 학습자 및 사람으로 키우도록 힘을 쏟아주는데 초점을 맞추고 있습니다.

Inquirers (탐구하는 자세를 지닌 사람)

Knowledgeable (지식을 갖춘 사람) - 개념적 이해를 개발하고 다양한 분야의 지식을 탐구한다. 지역적 및 글로벌한 이슈 및 아이디어를 다룬다.

Thinkers (생각하는 사람)

Communicators (원활한 의사소통이 가능한 사람)

Principled (원칙을 존중하는 사람)

Open-minded (열린 사고를 지닌 사람)

Caring (사려 깊은 사람)

Risk-takers (도전을 두려워 하지 않은 사람) - 사전에 생각하고 결단력을 가지고 불확실성에 접근한다; 새로운 아이디어와 혁신적인

전략을 모색하기 위해 독립적으로 그리고 협력적으로 작업한다. 도전과 변화에도 불구하고 자료가 풍부하고 탄력적이다.

Balanced (균형 잡힌 사고를 지닌 사람)

Reflective (반성할 줄 아는 사람)

우리 브랜섬홀 아시아의 학생들에게는 특별한 교육의 기회가 주어지게 됩니다. 학생들에게 아래와 같은 기회를 주기 위한 교육을 제공하며 지원합니다:

- 깊이 생각하고, 독립적으로 생각하고, 자기주도적 학습을 한다
- 전세계적으로 가장 도전적인 대학으로 이끌어 주는 프로그램에 참여한다
- 어학의 발달을 통해 문화적인 인식을 키워간다
- 점차적으로 세계화되고 급변하는 세계에서 사람들과 교전할 수 있게 한다

Knowledgeable(지식을 갖춘 사람)과 Risk-takers(도전을 두려워 하지 않은 사람)은 브랜섬홀 아시아의 미션이 현실화 될 수 있도록 해주는 속성 중 두 가지의 속성일 뿐입니다.

3월로 접어들며, 이러한 학습자 프로필 속성의 의미를 확인시켜주고 오래된 속담의 새로운 의미를 심어주는 다음의 페이지들을 넘기면서 즐기시기를 바랍니다.

여러분과 가족 모두에게 활력을 얻는 봄 방학을 보내시길 바랍니다.

베벌리 폰질롱카 박사

총교장

Why should we be knowledgeable?

우리는 왜 지식이 있어야 합니까?

Plato said that 'knowledge is justified true belief'. We each have our own knowledge systems, which come in different forms. Our personal knowledge, the knowledge we grow up with through our individual experiences. We also have shared knowledge, knowledge that we acquire through what we learn at school and in the outside world. To justify what we learn as true knowledge it must firstly be 'coherent', makes sense to us. Secondly, knowledge must be 'corresponding' which means it must be visibly evident. Thirdly, knowledge must be 'pragmatic', useful to us otherwise it has no value.

Our school mission 'each day we challenge and inspire girls to love learning and to shape a better world' is brought to life as we actively seek knowledge and take risks in the acquisition of knowledge. I urge students and faculty alike, to evaluate the validity of the knowledge shared with them and to test their assumptions through debate, to build the knowledge that allows us to shape a better world for ourselves, and others.

Noeline Young
Deputy Principal

플라토는 '지식은 정당화된 참된 믿음이다' 라고 말했습니다. 우리 각자 모두에게는 서로 다른 형태의 지식 체계가 있고 개인적인 지식 혹은 경험을 통해 얻은 지식을 가지고 성장합니다. 그리고 학교나 외부 세계에서 배운 것들을 통해 습득된 공유된 지식을 가지고 있습니다. 우리가 배우는 것을 진정한 지식으로 만들기 위해서는, 첫째 '일관성'이 있고 누구나가 이해할 수 있어야 합니다. 둘째, '일치'해야 합니다. 다시 말해, 눈으로 확인이 되는 분명한 증거가 있어야 합니다. 셋째, 지식은 '실용적'이고 유용해야 합니다. 그렇지 않다면 그 가치가 없습니다.

'매일 학생들이 배움을 사랑하고 더 나은 세상을 만들 수 있도록 격려하고 영감을 준다'라는 브랜섬홀 아시아의 임무는 적극적으로 지식을 추구하고 지식 습득을 평가하는 위험을 감수할 때 생명력을 갖게 됩니다. 저는 학생들과 교사들이 더 좋은 세상을 만드는데 필요한 지식을 쌓고 공유된 지식의 타당성을 평가할 뿐만 아니라 토론을 통해서 자신의 생각을 평가해 보기를 권고 합니다.

Knowledge and the Primary Years Programme

Susan Tilney
Head of Junior School

One of unique features of The Primary Years Programme is the practice of transdisciplinary learning through transdisciplinary themes. The prefix, ‘-trans’, is used to refer to something as ‘across or beyond’. So trans disciplinary means ‘across and beyond branches of knowledge’ this refers to something that stretches across or beyond the traditional bodies of knowledge, subjects that you may be more familiar with such as history, geography, science and social studies.

Every PYP school curriculum includes three major elements - the written curriculum, the taught curriculum and the assessed curriculum. These are interrelated and all have an impact on student learning. At the centre of these elements are students constructing meaning as they develop understandings about the world. Part of the written curriculum includes the identification of knowledge that is significant for our learners at Branksome Hall Asia to acquire. This knowledge will help them to develop conceptual understandings that can then be applied in many different situations as they progress through the school and into further education. Teachers define this knowledge in their planning prior to, and during, each Unit of Inquiry.

These Units of Inquiry are framed by a series of transdisciplinary themes - Sharing the planet, Who we are, How the world works, Where we are in place and time, How we organise ourselves and How we express ourselves. These themes were decided upon by the early developers of the PYP and were synthesised from the work of Ernst Boyer, who had referred to them as ‘Core Commonalities’. By designing Units of Inquiry around these themes, teachers facilitate students to use a range of subject-specific knowledge (such as mathematics or science) in order to develop a deeper understanding of the transdisciplinary themes. Organising the curriculum around the transdisciplinary themes helps to make learning more authentic and real for our students.

In this way, we provide opportunities for students to explore and discover how each transdisciplinary theme relates to themselves and to other cultures, people and communities. This fosters the development of international mindedness and is a key element linking the three International Baccalaureate programmes (Primary Years Programme, Middle Years Programme and Diploma Programme). With this international mindset, as your children grow into adult learners, they will be part of a globally-minded community ready to contribute and to help make the world a better place.



저희 학교 초등 프로그램의 특별하게 여겨지는 특징 중의 하나로 초학문성을 얘기할 수 있겠습니다. ‘초학문성’이라는 의미는 그 단어의 뜻을 통해 알아볼 수 있는데, 어미의 “trans”는 “무언가를 통해 또는 뛰어 넘어”라는 의미로 사용됩니다. 따라서 ‘지식의 가치를 통해 또는 뛰어 넘어’라는 의미로 전통적인 배움을 가로 지르고 뛰어넘어 뻗어가는 것이라 하겠습니다. 이것은 나아가 학생들이 역사, 지리, 과학, 사회와 같은 과목들에 더욱 친근하게 다가 갈 수 있게 됩니다.

모든 PYP 학교 커리큘럼 안에는 3가지의 중요한 요소를 가지는데, 그 세가지는 쓰고, 배우고, 평가가 이루어지는 내용입니다. 이러한 것들은 서로 연계되어 있고 모든 영역이 학생들의 배움에 있어 중요한 영향을 미칩니다. 이러한 요소의 중심에는 학생들이 세상을 이해하는데 힘이 길러지면서 그 의미를 더욱 견고히 합니다. 쓰기커리큘럼의 한 부분은 브랜스홀 아시아 학생들이 발전시키도록 중요하게 여겨지는 한 부분인데, 이것은 지식의 증명이라고 하겠습니다. 이러한 지식들은 그들이 미래에 학교나 더 나아가 다른 교육들을 학습함에 있어 개념을 이해하고 그것들을 여러 가지 다른 상황에 적용하고 활용할 수 있는 힘을 길러줍니다. 교사는 이러한 지식을 그들의 유닛을 시작하기 전, 유닛을 공부하는 동안 등 정의하게 됩니다.

이러한 유닛의 구성은 초학문적 주제의 시리즈에 의해서 만들어 지며 그 주제는 다음과 같습니다. 그것들은 ‘함께하는 행성’, ‘우리는 누구인가’, ‘세상은 어떻게 돌아가는가’, ‘우리는 어떤 공간과 시대에 있는가’, ‘우리는 어떻게 이루어져 있는가’, ‘우리를 어떻게 표현해 볼 수 있을까’입니다. 이러한 주제들은 일찍이 PYP 개발자 들에 의해서 결정되어 졌으며, 이것은 Ernst Boyer에 의해 종합되어졌습니다. 그는 이러한 주제들을 ‘핵심적인 공통성’으로 언급하였습니다. 수학이나 과학과 같은 심오한 지식 주제의 수업에서도 교사는 학생들이 초학문성 주제의 이해를 더욱 깊이하여 지식의 범위를 활용할 수 있도록 합니다. 이러한 초학문성 주제의 커리큘럼을 통해서 학생들에게는 더욱 정확하고 현실적 배움을 이루어지도록 합니다.

우리는 이러한 방식으로 초학문적 주제가 그들 자신과 다른 문화, 다른 사람들, 다른 집단들과 어떻게 연계되어 있는지 학생들이 배움을 탐험하고 발견 할 수 있는 기회를 제공합니다. 이것은 국제적인 인재 양성을 위한 것이며 3개의 IB 프로그램(PYP, MYP, DP)에서 가장 핵심적인 부분으로 꼽힙니다. 학부모님의 자녀는 이러한 국제적인 마인드셋을 가진 성인으로 성장 할 것이며, 그들은 국제적인 각계 사회 계층에서 세상을 더 훌륭하게 만드는데 일조할 것입니다.

The Power to Act Risk-Taker!

Branksome Hall Asia Junior School teachers' intentionally guide students to explore new ideas and innovative strategies, challenge their ways of thinking and encourage them to be confident in their decisions. This lifelong skill requires students to step out of their comfort zone and become courageous in their choices and actions. Resilience being the ability to bounce back from challenges is now recognised as one of the most important factors for mental wellbeing and lifelong happiness.

Students become risk takers in many different ways at Branksome Hall Asia!



Grade 3 Risk takers

During our current unit 'How The World Works', the students are demonstrating the learner profile attribute of being a risk-taker. Through experimenting with light and sound and creating their own wonders that need further investigation, they are exploring new ways of manipulating the properties of light and sound.





In the current unit of inquiry, ‘How We Express Ourselves’, Grade 5 students are exploring how people use social media to express themselves and take action about social injustice issues. They have focused on the ways social media can be used to take action around a social injustice issue. They are sharing what they have learned about different issues through oral and visual presentations.

Becoming knowledgeable about social media, and its pros and cons, has been a part of their learning. Students have had to develop a depth of knowledge about specific issues in society where some kind of discrimination is evident.

During a visit to the KBS-TV studios in Jeju-si, Grade 5 students learned how television and radio works. They were able to connect this to their learning about how media can be used to learn about the perspectives of others on social injustice issues.



MATHEMATICS

Students demonstrate their knowledge about a set of data through comparing and interpreting a variety of graphs. Students have been creating surveys to generate a set of data which were then presented in different forms.



Grade 3 students acceleration phase from the “crouch start”

“Running faster, throwing and jumping further, reaching higher” are the aims of our 7 weeks Athletic Unit.

To achieve these aims, we are working on the application of appropriate techniques for fundamental and simple movement skills that can enhance physical performance and participation in track and field activities. At the same time, we have selected drills that help developing specialized movements skills that are required to becoming all-round and well-equipped athletes.

To support our knowledge about resilience and continuous progression, we are watching videos about Usain Bolt, one of the best sprinters in history who is still performing today.

Pablo Picasso once said,

“I am always doing that which I cannot do, in order that I may learn how to do it.”

In the past two months, students in Grades 3-5 have been working with Ms.Lau on the Junior School production ‘The Grunch’ with great enthusiasm. Inspired by ‘The Grinch Who Stole Christmas’, the story of ‘The Grunch’ is about Rudy Grunch, who is always grumpy and feels like an outsider. Just as everyone in the school is excited about the school musical, Grunch decided to ruin the show by stealing the costumes and lights the night before it opens. But will she have a change of heart?

During the audition period, over 100 students came out to try out for cast roles, many of which have never audition or performed in a musical before. But as risk-taking Branksome Hall Asia learners, the students were committed and gave their best performance. When creating a show like this, all the students are being challenged with learning the script, singing with expression and perfecting the choreography. Although the process may be demanding at times, they are developing valuable performance skills as young performers.

We look forward to sharing our performance with you on March 15th at 2:30 PM in the PAC Auditorium!







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'.

COMMUNICATION SKILLS

Cooperative learning involves sharing your ideas clearly and listening to those of others. Students have many opportunities to practice speaking and listening through engaging activities which promote design thinking and public speaking.

Of course, nonverbal communication is a key part of speaking and listening. Students learn about body language, tone of voice, and eye contact through feedback given to us by teachers and peers. When doing things like presenting information orally or working with a partner to do a shared yoga pose, it is important to use these nonverbal communication skills to be effective and successful.

THINKING SKILLS

CASE activities such as puzzle making, art and coding all promote thinking skills. This means applying what you have learned from previous experiences and using the skills and knowledge you have gained to create something new or accomplish a new task. Students are encouraged to evaluate their achievements by thinking about what they have done and how it connects to the goals of the task.

A Middle School Initiative Innovative Interdisciplinary Units in the Middle Years Program

This Spring Semester, Branksome Hall Asia will begin an exciting new chapter in its MYP curriculum development. Over three days at the end of April, all Middle School students will participate in newly developed Interdisciplinary Units (IDU's) of study at each grade level. The Branksome Hall Asia MS/SS Faculty has worked hard to create these units and we feel that these efforts are going to help transform the way Branksome Hall Asia girls think. Branksome Hall Asia's Interdisciplinary Units will cross different curricular disciplines and will be thematically based.

Through well-designed units that promote interdisciplinary learning Branksome Hall Asia students will develop deeper understanding of course specific skills and will learn to apply them in meaningful contexts. They will require our students to develop strong collaborative skills. Branksome Hall Asia girls will be asked to integrate the concepts and methods of inquiring from multiple disciplines; they will inquire into compelling issues and ideas; they will be challenged to create products or to explain phenomena; and, importantly, they will experience the excitement of intellectual discovery - including insights into how disciplines complement and challenge one another.

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.

Mr. John C. Gasparini
Head of Middle School

이번 봄 학기, 브랭섬홀 아시아는 MYP 커리큘럼 개발에 흥미로운 새로운 장을 열 것입니다. 4 월말 3 일 동안 모든 중학생들은 각 학년 수준에서 새로 개발 된 학제간 통합 과정 (IDU)에 참여하게됩니다. 브랭섬홀 아시아 중고등학교 교사들은 이러한 과정을 만들기 위해 열심히 노력했으며 브랭섬홀 아시아 학생들의 사고를 전환하기 위해 이러한 노력이 도움이 될 것이라고 생각합니다. 브랭섬홀 아시아의 학제적 통합 단위는 다양한 교과목을 교차하며 주제에 기반을 두어 진행될 것입니다.

학제 간 학습을 증진시키기 위해 체계적으로 설계된 단원을 통해 브랭섬홀 아시아 학생들은 과정별 특정 기술에 대해, 더 깊이 이해하고, 의미있는 맥락에서 그것들을 적용 할 수 있도록 배울 것입니다. 학생들은 강력한 통합 기술을 개발해야 할 것입니다. 브랭섬홀 아시아 학생들은 여러 분야의 질문과 개념을 통합해야 합니다; 그들은 설득력있는 이슈와 아이디어에 대해 질문 할 것입니다. 그들은 제품을 창조 하거나 현상을 설명하기 위해 도전을 받을 것입니다. 또한 중요한 것은 지식 개발의 흥미로움을 경험하게 될 것입니다-서로 다른 분야가 어떻게 보완되고 서로에게 도전되는지에 대한 통찰력을 포함하고 있습니다.

우리는 학제 간 학습과 통합과정의 교과가 추진하는 사고 방식이 브랭섬홀 아시아 학생들이 대학에서 직면하게 될 어려움을 가장 잘 대비할 것이라고 강력하게 믿고 있습니다. 학제간 통합적인 사고는 또한 학생들을 자신의 일과 지적인 생활에서 창의적이고 성공적으로 성장시킬 것이라는 것을 알고 있습니다.

Mr. John C. Gasparini
중학교 교장



MYP Grade 6 Individuals & Societies

Through the study of history as well as human geography, the Grade 6 Individuals & Societies course aims to provide students with the ability to think critically and better understand the world around us. Currently, we are completing our unit on Indigenous Peoples, thinking critically about how colonization impacts specific groups of indigenous people by addressing the differing perspectives of the colonized and the colonizers.

In this unit of inquiry, one of the main goals is the development of primary and secondary inquiry research questions that enable students to deepen their knowledge of the topic. In developing this idea further, students also research an indigenous or minority group that is faced with pressure to assimilate today and the effects of that pressure.



MYP Grade 7 Individuals & Societies

Our Grade 7 students are using their knowledge and risk-taking skills in order to solve real world problems in Individuals and Societies. For this unit, the students spend the first portion acquiring knowledge of the five major world religions. After understanding the core values and beliefs of each religion, the students will participate in a Model United Nations debate from a religious perspective and will work together to create solutions to stop ISIS. By taking risks to share their ideas in the debate, the students will listen to and learn from different perspectives in order to develop their global mindedness and empathy for others. Once the debate is over, students will use their knowledge and critical thinking skills to reflect on the proposed solutions by each religion and will write down their own authentic thoughts about this complex topic.

The International Baccalaureate states that mathematics:

promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom

It is in this spirit that students at Branksome Hall Asia are taking their mathematics to new inquiry levels inside and outside the classroom, exploring real world applications in their surroundings.

Recently our grade 7 students have been learning about the characteristics and properties of shapes in their geometry unit. The Statement of Inquiry for this MYP unit is “understanding the construction process of geometric figures helps connect humans to the natural/real world.” To this end, the students explored how the Pythagorean Theorem could be applied to real-life structures in their school environment.

After measuring the dimensions of a staircase of their choice in the Middle School Pod, the students were able to use the Pythagorean Theorem to approximate how long the handle would need to be to equip that particular staircase. In this activity, the students were also informed of building regulations of a middle school set by the Korean government. They confirmed that the staircases were indeed built safely according to these standards. The lesson afforded an opportunity for students to reflect on how math is used to create structures that they use every day.

Many of our grade 8-11 students also took part in the University of Waterloo mathematics contests held on February 28. They challenged themselves with the one-hour contests which test strategic problem solving on a set of increasingly difficult questions. More opportunities will arise for contests again in April and May for our Grade 6-11 students.





Grade 6 students Storytelling

Grade 6 students are developing their knowledge of drama in their first unit, Storytelling. They are introduced to skills and techniques that they will draw upon throughout their theatrical work. They examine stage picture techniques, storytelling skills, and the 5 Cs of Drama: Cooperation, Communication, Consideration, Creativity, and Concentration. They practice applying this knowledge through skill building activities such as joke telling, still image devising, and caption narration. Drama requires risk-taking to share their work with their peers, especially as a new subject. “We have to be risk takers in Drama. We have to try and participate in activities even when we are afraid.”



Grade 7 students
Bunraku

Grade 7 students are currently researching Bunraku Theatre, a style of Japanese theatre. Bunraku performances have amazing realistic puppets that require years of training. UNESCO recognized Bunraku Theatre as a World Intangible Cultural Heritage in 2003. While our students are developing basic Bunraku skills, they endeavor to apply the specific techniques to their work. The students explained how they have to be Knowledgeable in this unit. “We have to research specific information about Japanese history and theatre to be able to fully express Bunraku.” “Our work is in the Bunraku style because we cannot make our performances exactly like the real theatre. By researching, we can make props, set, and puppets more accurate and similar to Bunraku.”



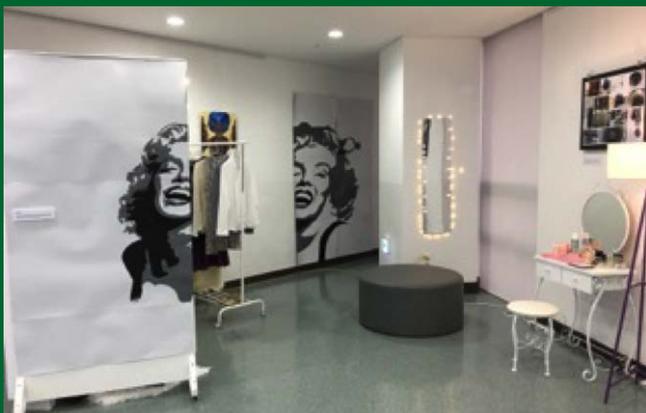
Grade 8 students Dance Drama

Grade 8 students are exploring how abstract, physical movement can create more dynamic performances to impact their audience. They devise a physical 5 Act structure narrative to provided music. The foundation developed in this Dance Drama unit directly supports the students' learning throughout the next units in Grade 8. The students explained "using drama terminology in our written work helps us understand our work and identify how to improve." "We have to really understand the terminology so we can effectively apply the skills to our work." They also agreed that Drama is a subject that requires a great deal of Risk-Taking. "You can't be afraid when you are rehearsing so you can improve for the next time." "We have to clearly express the character which is outside of our regular gestures and movements so it feels unnatural." "Drama requires group work so we have respect other ideas and try new ideas that we might now feel comfortable with." Though students may feel nervous while rehearsing and performing, they realize that the more they practice these skills, the easier the work becomes. They know that risk-taking leads to greater confidence that can be applied in all others subjects.



**Grade 9 students
Drama Direction**

Grade 9 Drama students are currently developing their directorial knowledge. They are learning how to watch their peers and provide relevant and useful feedback based on their knowledge of how Theatre works best. They will analyse how their peers are using both voice and body to communicate a role, whether or not they are using space effectively and provide ideas as to how they can add moments of physical interaction to successfully communicate a believable relationship. In terms of constructive criticism, knowing what to say and how to say it is a life-long skill useful in all walks of life. The Drama room is the perfect environment in which to practice and rehearse these skills, as it allows students to see and feel the value and effects of good feedback almost immediately.



I am so proud of our girls and the growth I have seen as I've watched them mature and challenge themselves over the last four years at Branksome. I'm also pleased to see them develop as risk takers and knowledgeable young women: women who have the confidence to try new things, to shape and influence the world around them, and to be empowered themselves in the process. One theme of this newsletter is about risk taking and how important it is that our students challenge themselves to try new things and entice themselves with new learning opportunities. Our academic program is infused with such opportunities. Here are some examples of recent activities in the Senior School that helped students challenge and extend their thinking whilst engaging in new learning:

In the Senior School, our grade 10 girls have just completed their Personal Projects. These projects are grounded in an area of passion and interest for the students. After months of intense work, which was supported by one-on-one teacher supervision, the final exhibition of this work was held on March 9th and it was truly a celebration of student learning and growth.

The grade 12 Visual Arts students have also spent months preparing for their big exhibition. Their artwork is currently on display in the Stem-V Atrium and it the 2nd and 3rd floors of the PAC. The artwork is varied in medium, provocative, and also technically outstanding. The seniors

are also putting their final touches on their DP Internal Assessments and Theory of Knowledge essays this week. We look forward to sending their final masterpieces to the IBO for international moderation. The grade 11 students are deep into their risk-taking work as well, as they write their Extended Essays. This project is another activity in which students are asked to research a topic of interest and personal passion. Their work culminates in a report on their findings, in a 4000-word essay.

Now is also the time when we begin finalizing preparations for our next cohort of Branksome Hall graduates for their Diploma exams and then for graduation. We are so pleased with their progress and achievement to date and can't wait to celebrate with them when the exam season comes to a close. We are only 6 short weeks away from the first DP exam and at no other time has our support been more evident than it is right now.

Please enjoy some pictures from the second annual Senior Prom and from the DP art exhibition, which was held at the Hyatt Hotel this year. When you see our girls in the halls or out and about in the school community, I hope you will join me in congratulating them on their successes and on their development as remarkable young women.



저는 브랜섬홀 아시아에서 우리의 학생들이 지난 4년 동안 성숙하고 도전해 가는 모습을 보아 왔고 이에 우리 학생들의 성장을 매우 자랑스럽게 생각합니다. 저는 또한 학생들이 지식이 풍부할 뿐 아니라, 위험을 당당히 감수하는 - 즉 새로운 일을 시도하고, 주변 세계를 형성해가고 그 세계에 영향을 미치며 또한 그 과정에서 스스로 힘을 실어 줄 수 있는 자신감 있는 - 여성으로 성장할 수 있게 되어 기쁩니다. 이 뉴스 레터의 주제의 하나는 위험을 감수하는 것과 학생들이 새로운 것을 시도하고 새로운 학습 기회를 갖도록 도전하는 것이 얼마나 중요하기에 관한 것입니다. 우리의 학업 프로그램에는 이러한 기회가 있습니다. 시니어 스쿨에서, 학생들이 새로운 학습에 참여하면서 자신이 고수해왔던 기존의 사고방식에 도전하고, 새로운 사고로의 확장을 가능하게 한 최근 활동들의 몇 가지 예는 다음과 같습니다.

10학년 학생들은 개인 프로젝트(Personal Project)를 완료했습니다. 이 프로젝트는 학생들의 열정과 관심의 대상에 바탕을 두고 있습니다. 학생 대 교사 1대1일의 지원 및 지도를 바탕으로 수개월 간의 강도 높은 작업들이 끝나고 나서야 그에 대한 최종 전시회가 지난 3월 9일에 열렸으며, 진정으로 학생들이 지난 기간 동안의 학습과 성장에 대해 축하 받을 일이었습니다.

12학년 비주얼 아트(Visual Arts) 학생들은 큰 전시회를 준비하는 데 지난 몇 달을 보냈습니다. 학생들의 작품은 현재 Stem-V 아트리움과 PAC의 2 층과 3 층에 전시되어 있습니다. 작품들은 매체적이고 도발적이며 기술적으로 탁월합니다. 12학년 학생들은 이번 주에 DP 내부 평가(Internal Assessments)와 지식론(Theory of Knowledge) 에세이를 마무리 하였습니다. 우리는 국제적인 평가를 위해 IBO에 최종 결과물을 보내기를 기대하고 있습니다. 11학년 학생들은 Extended Essays를 쓰면서 위험을 감수하는 일을 깊이 경험하고 있습니다.

이 프로젝트는 학생들이 개인적인 관심과 열정을 가지는 분야에 대한 주제를 연구하도록 하는 또 다른 활동입니다. 그들의 연구 결과는 4000단어의 에세이로 정리됩니다.

이제 브랜섬홀 아시아의 졸업을 앞두고 있는 학생들은 IB DP 시험 준비를 마친 다음으로 졸업 준비를 시작하게 됩니다. 우리는 지금까지의 학생들의 발전과 업적에 매우 만족하고 있으며 학생들에게 큰 축하를 전하기 위해 시험이 하루 속히 끝나기를 바라고 있습니다. 어느덧 6주 후면 IB DP 시험이 시작되며, 이에 다른 어느 때 보다 우리의 지원이 더욱더 중요한 시점이라고 생각합니다.

올해 하이아트 호텔에서 개최되었던 제 2회 시니어 프롬 및 DP 아트 전시회의 사진들을 감상하시기 바랍니다. 저는 우리 모두가 우리의 학생들을 마주칠 때 마다, 뛰어나고 장래가 촉망한 여성으로서 성장하고 성공을 이룬 것에 대한 큰 축하를 전해 주기를 바랍니다. 감사합니다.



MYP Grade 10 Geography

HUMANITIES

Students in both semesters of the Grade 10 Geography class are engaging in dialogue regarding the United Nation's Sustainable Development Goals. First students examine the significance of the goals, the power needed to meet them, if it is possible to meet them, where the goal is being tackled and the different approaches that different countries take in order to meet the goals. By gaining this background knowledge, students must then determine if the goals can be met and whether it is worthwhile to pursue them. Many of our students have never learned about the United Nations Sustainable Development Goals before, let alone had the opportunity to evaluate them as a whole. This exercise in using knowledge and understanding to think critically will prove invaluable in not only the Diploma Program, but also life outside of Branksome Hall Asia.

Some of our students outside of the Grade 10 Geography course have taken their passion for the United Nation's Sustainable Development Goals further by hosting UN Representatives to discuss the SDG's and how we as a global community can meet them together.



A joint venture and a group adventure!

DRAMA

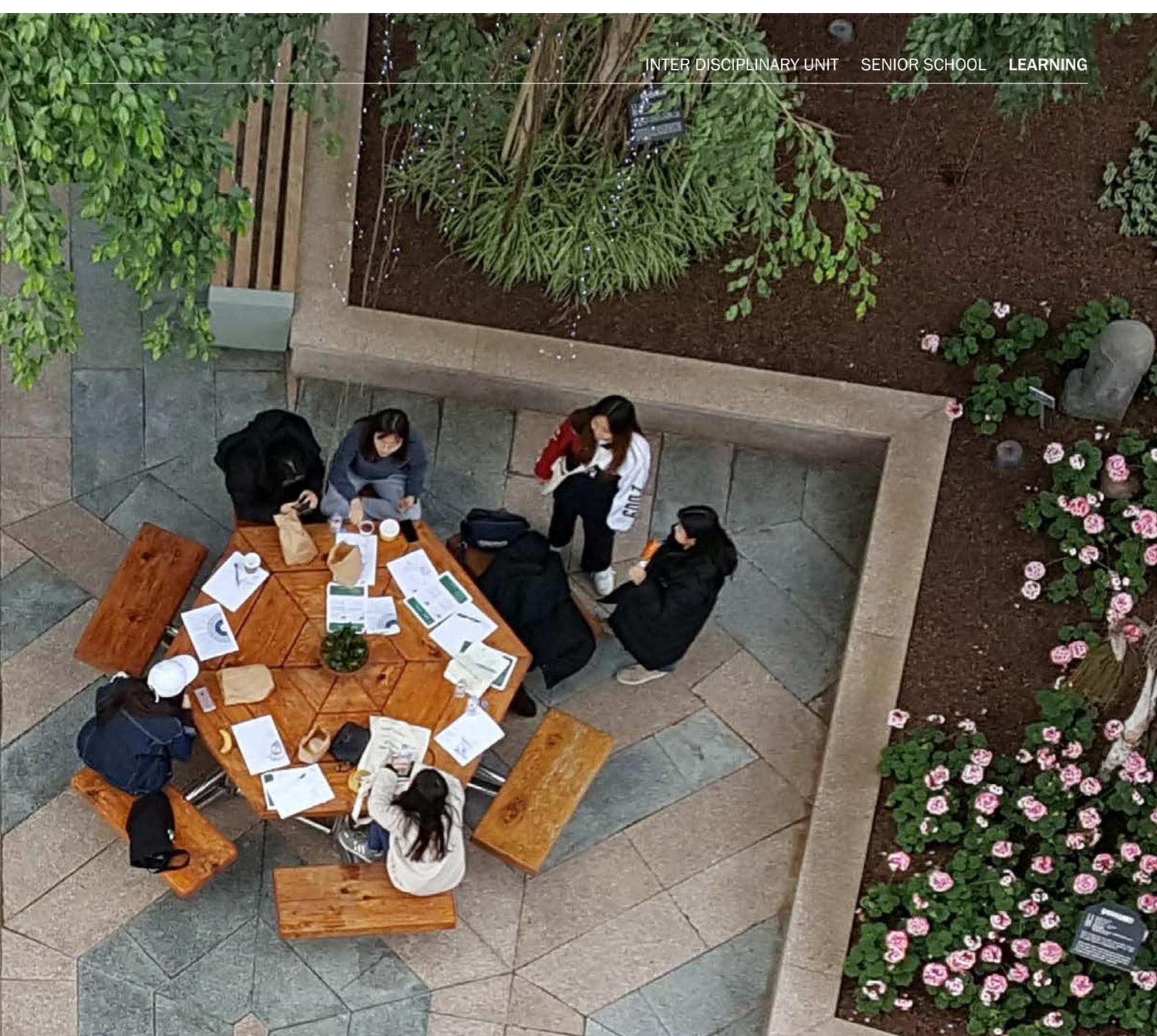
Grade 11 and 10 Drama students have just embarked on a risky journey together. An original musical is currently being written for them by current and previous staff members: David Secomb, Angela Lau and Jessica Wallace. About thirty G11 and 10 girls will be involved in the project, and the students are developing the show in tandem with our teacher artists. The show will tell the story of the spirit of Kim Man Deok, who is summoned by Jeju's Samda to offer spiritual guidance to five young women from around the world fighting for fairness and equality in the year 2018. It is a huge undertaking to bring something into existence, to risk making something for public viewing and to commit to a creative process not knowing exactly where, when or how it will end.

Well done girls, I salute you! Thank you for jumping in with both feet

BIOMIMICRY

BIOMIMICRY

INTER-DISCIPLINARY UNIT



Nature offers incredible inspiration and time-tested strategies that can be emulated and applied to climate change issues in realms as diverse as energy, water, transportation, buildings and infrastructure, food systems, health, behavior change, and more. Biomimicry is an exciting area of science and design that draws upon natural forms and shapes to inspire solutions to design challenges. It is rooted in the understanding that natural forms and systems are optimized for efficiency and sustainability.

Over four days in February, the Grade 10s participated in a biomimicry design challenge through an Inter-Disciplinary Unit of inquiry (IDU). Modelled on the Global Biomimicry Challenge, students used biomimicry approaches and concepts to create a nature-inspired innovation (a product, service, or system) that addresses climate change by either:

Helping communities adapt to or mitigate climate change impacts (i.e., those forecasted or already in motion), and/or
Reversing or slowing climate change itself
(e.g., by removing excess greenhouse gases from the atmosphere).



Over the course of the IDU schedule students worked their way through a design cycle. Starting first with research, each team worked to narrow their focus and develop a research question that would guide them. A trip to the Yeomiji Botanical Gardens in Jungmun was valuable as the students could see first hand forms in nature that would inspire them in their designs. Using a taxonomy of biomimicry as a guide, students researched the various plants in the different biomes looking for possibly inspiration to their design challenge. After identifying strategies in nature that might be useful to solving their design challenge, students translated these biological strategies into design strategies. Examples of biological inspiration were: veins in the ears of a rabbit for transporting heat because pipes filled with water regulate temperature in buildings; geothermal heat was identified as a possible energy source for an air purification system; and jellyfish were used to inspire floating water filtrations systems.

Designers are collaborators. In their working teams, students collaborated, negotiated, and shared ideas and inspiration. The culmination of the IDU was the sharing and discussion of their ideas. Each team had taken a risk in exploring possible solutions. We closed our day with a celebration of inquiry and all the wonderful directions it can take us.

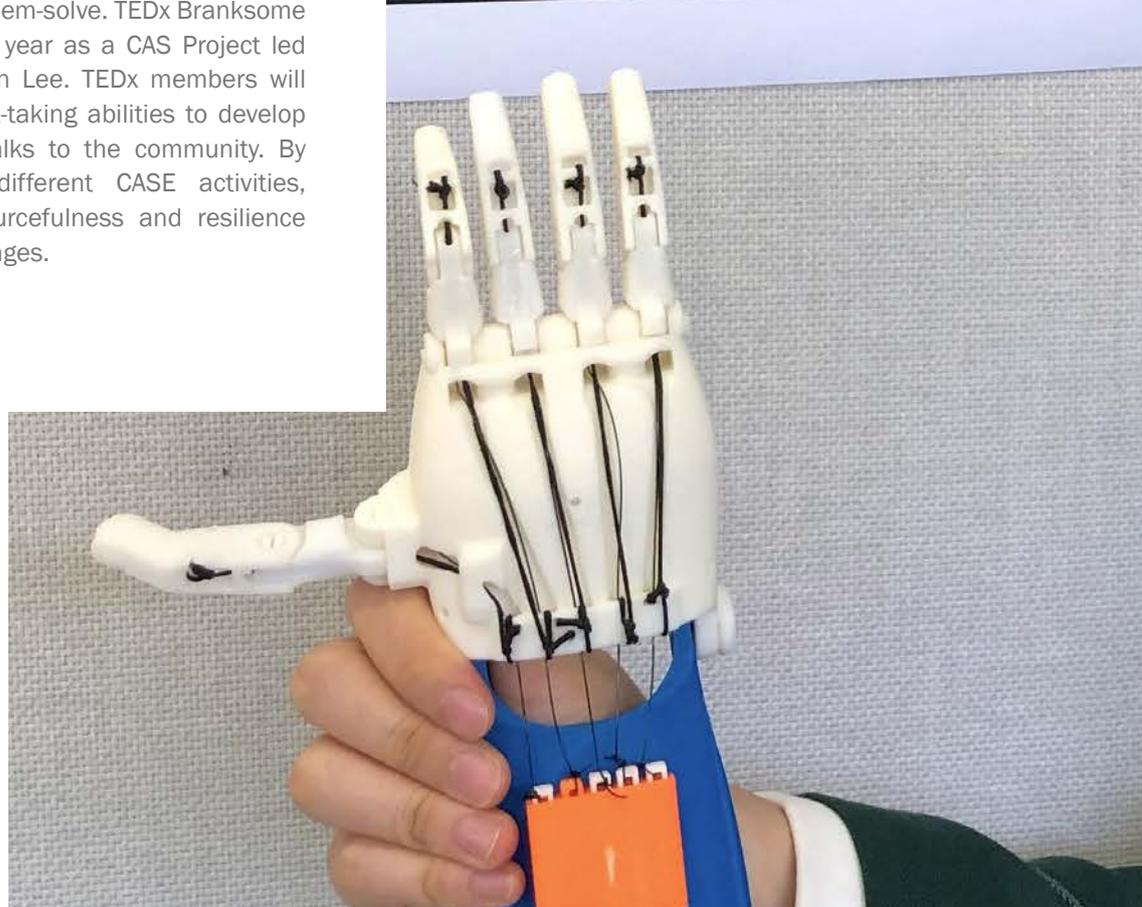
Kathy Binns, Head of Science, and Aidan Hammond, Head of Design Technology, as well as the grade 10 team are excited about the new possibilities this interdisciplinary unit has opened up for our students. Biomimicry has strong connections to Design and Science, and highlights how the two disciplines can work together to combat the issues that arise from climate change. But most importantly, this IDU showed our girls the power of inquiring together, taking risks, and using knowledge and skills to make the world a better place.

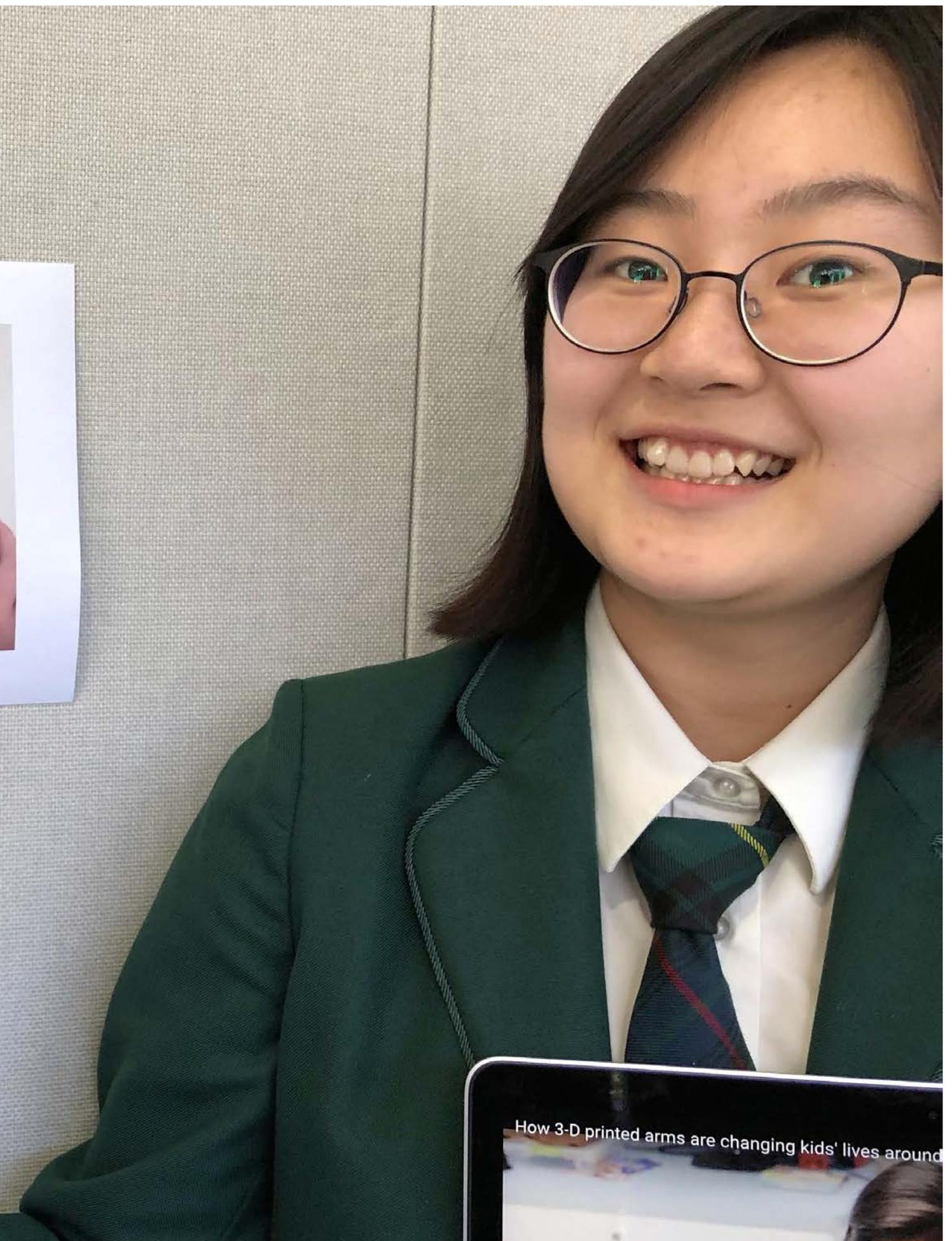
If you would like to see some of the projects, please visit the [IDU homepage](#) to view their videos, presentations, and prototypes.

CASE REPORT

CASE stands for Creativity, Action, Service, and Enrichment. Term 2 CASE is wrapping up and Term 3 is getting started. On February 26, Term 3 ShowCASE occurred. During ShowCASE students and staff shared their activities for the upcoming term. Term 3 has over 110 activities providing numerous of opportunities for students to develop as Knowledgeable and Risk-Taking IB Learners. Mrs. Morgan, the MS/SS Teacher Librarian, has started a Writing Center Academy. This academy will train knowledgeable students to be mentors and provide peer writing support. Knowledgeable IB Learners also engage with issues of local and global significance. Haraea Lee and Soyoun Gwak have begun Aquatic Biome Club to create an eco-friendly pond in the sustainability garden. This is an exciting endeavor allowing students to use their research and knowledge in a practical, real world application. As Risk-Takers, students work cooperatively to explore new ideas and problem-solve. TEDx Branksome Hall Asia is returning as this year as a CAS Project led by Seoyeon Lee and Soohyun Lee. TEDx members will use their knowledgeable, risk-taking abilities to develop and present informational talks to the community. By participating and leading different CASE activities, students develop their resourcefulness and resilience while undertaking new challenges.

Ms. Leslie Stellwagen
CASE Coordinator







Creativity Report

Risk-taking and Creativity go hand in hand. This Spring, students started many new creative activities. In the KCTV X BHA CASE, students are creating a documentary featuring the work our BHA students. This will be aired on BHA's KCTV channel 567 later this year. Big Art Club is a CASE where students work to create a large piece of Public Art for permanent display on the BHA campus. The Street Dance Club has also been formed, where students learn the theory and moves of dance from all over the world. These activities require students to think creatively, take risks, and seek new knowledge in order to attain their goals. It is exciting to see Branksome students having fun while learning and creating.

Mr. Jose Zarate
Creativity Coordinator



Athletics Report

Term 2 Athletics Academy season has just come to a close with two KISAC South Tournaments being held in the GEC. With many new players in the middle school volleyball team this year they have taken a risk to develop their skills and compete against others international schools in Korea. The MS Volleyball A team placing 3rd and the B Team placing 6th in the recent KISAC South Tournament. These girls are now taking their knowledge from this tournament up to Seoul next weekend for the KISAC North Tournament, we wish them the best of luck. Earlier this month the HS Girls Basketball team travelled up to Busan to be the first BHA team to participate in an ASIA tournament with teams from Korean and Japan. With stronger competition this tournament was a great learning experience for our girls. Congratulations to the HS A Team on their strong performance on day 2 at the recent KISAC South tournament where the finished runners up to NLCS. Term 3 tryouts are now completed and teams have been selected for Term 3. With over 140 students participating across 8 different Academy sports and another 25 ACTION activities on offer there are plenty of opportunities for our girls to be active. We are excited to add Mountain Biking, Ballet, Touch Rugby and Kickboxing to the program.



Service Report

After much planning and investigation into the issue of elderly care on Jeju-do, Grade 11 students in RCY Club visited a local home for the aged. They engaged in conversation about life on Jeju-do and how it has changed over time. This is the beginning of a long term service project. The students are now in the third stage of the Service cycle, entitled Action. These students are planning on visiting the center frequently to build a relationship with the elderly as well as provide companionship for them. This service project shows our students being Risk Takers and Caring individuals, two important attributes of the IB Learning Profile.

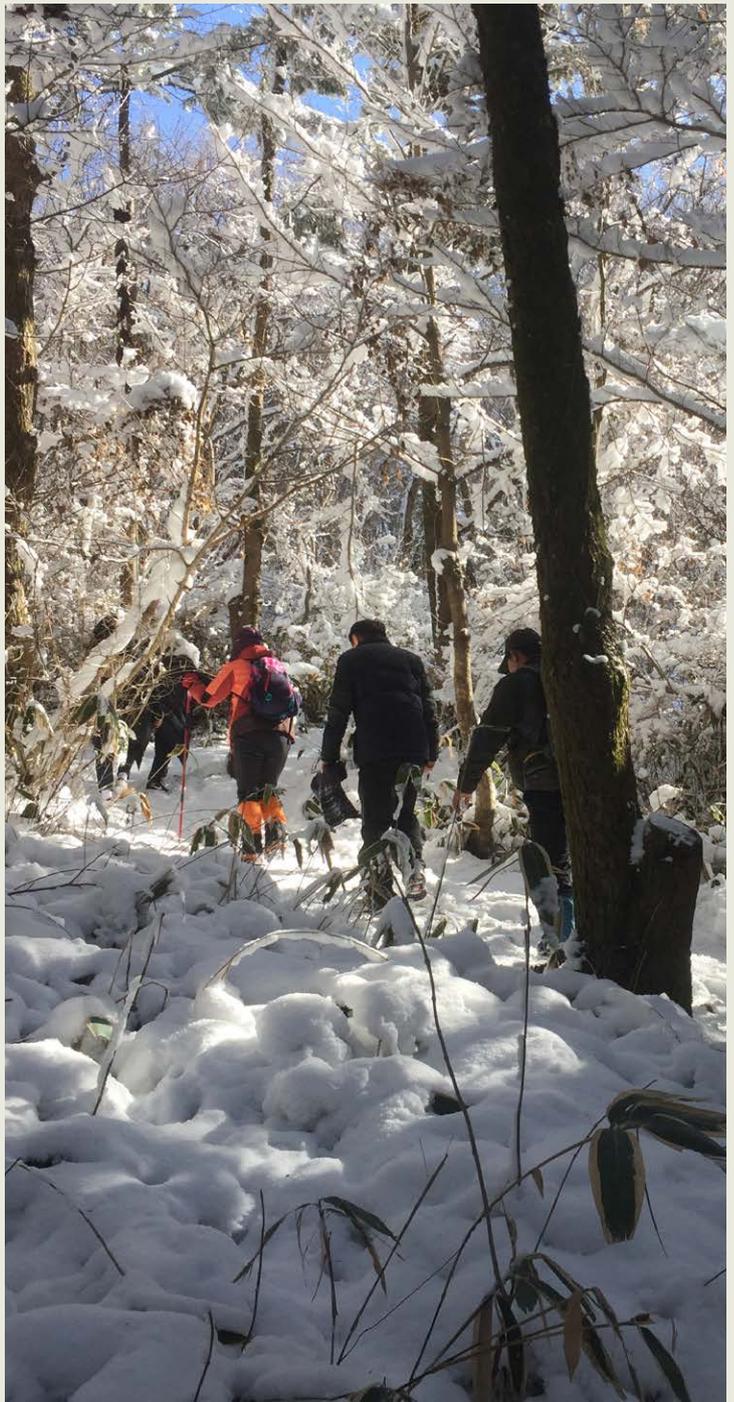
Mr. Harrison Shulman
Service Coordinator



Enrichment Report

January saw Ms Braid and Ms Murphy accompany 8 of our students from MUN to a conference in Hong Kong. Model United Nation (MUN) is a chance for them to debate real world issues from the perspective of different countries. The show themselves to be knowledgeable when researched these issues in order to present them coherently in English. We want to commend their ability to be risk-takers as there were over 600 students in Hong Kong conference, and it could have been very intimidating. The group had another opportunity to practice these skills at GECMUN conference at KIS on March 3rd and 4th. This was a smaller conference with around nine international schools attending, but our girls were able to share ideas and support each other confidently. Student-led MUN CASE is building a legacy of confident and informed internationally minded students who will strive to shape a better future.

Ms. Jessica Murphy
Enrichment Coordinator



One of my favorite quotes is from Dr. Jean Piaget. He said:

“The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create people who are capable of doing new things”.

Weekend activities in Residence give the girls a chance to explore IB values of knowledge and risk-taking outside of the classroom environment. In Ainslie we believe the most important thing is to expose the students to new experiences. Our girls have many opportunities to participate in outdoor activities like hiking outings, snow sculpture making activities, trips to museums and international food fairs. During our field trips and in-house activities, we encourage the girls to tackle new activities, experiences, even foods that they are not used to in order to develop a sense of adventure. We hope our girls continue to enjoy trying new things and learning that being fearless is a great quality to develop!



Shin students have had many opportunities over the last few months to take risks in learning new skills as well as enriching themselves through various activities and events. As a result they have expanded their horizons and gained knowledge.

1: Our grade 6 girls had the opportunity to learn new skills in the form of making chocolate. They had a great afternoon out at the Jeju Chocolate Museum and got to enjoy creating their own tasty treats and all that that involved.

2: Our girls had a wonderful time making their own snacks of Mandu on a particular Saturday afternoon. They were able to perfect their own technique and to show Ms. Sweeney how to do it.

3: At the Lunar New Year celebration held at the school, our students were able to enrich their understanding of their own culture and traditions as well as learn new things about the culture and traditions of their Chinese and Japanese school mates.



Coding in Sherborne: As part of the Saturday Activities, Residence students learned to code and shared their knowledge and skills with other beginner coders.

Team Challenges: Sherborne Residence enjoy a weekly Family Challenge to build knowledge, teamwork and enjoy some friendly competition.

RAK Week: All Residence students participate in RAK Week. Random Acts of Kindness was a time for students to share their generosity with friends, teachers, family and classmates. Sherborne students displayed some of their acts on the display through these hearts.

SCHOOL ADDRESS AND CONTACT INFORMATION

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