



BRANKSOME  
HALL ASIA

INTERNATIONAL SCHOOL FOR GIRLS

*Empowering Women*

*Branksome Hall Asia*  
**SCHOOL NEWSLETTER**

CARING / OPEN-MINDED / PRINCIPLED  
DECEMBER 2016



# W

## Welcome

### Message from Principal

Dear Branksome Hall Asia Parents and Community Members

Our December Newsletter focuses on the IB Learner Profile attributes of Caring, Principled and Open-mindedness. With the close of the calendar year and the holidays rapidly approaching, these three attributes as well as gratitude come to the fore of our thinking. While Gratitude may be an element of our family traditions or holiday practices, at Branksome Hall Asia we know that gratitude transcends the seasonal holidays. Educational research supports gratitude as having a strong link between students' academic success and their social well-being.

Contemporary studies show that grateful youth have higher achievement in schools; experience more positive emotions; and move on to live meaningful lives. Gratitude among students can create an increased sense of hope and trust in others and fuel a desire to serve their community.

This research is described in school studies conducted around the world. The most recent findings suggest that practicing gratitude at a young age promotes later development of self-control and self-regulation - two character traits suggested as resources for life-long success.

While this might seem very intuitive, research also supports that gratitude helps foster positive emotions and positive emotions help students with their learning process by keeping stress levels low.

Recently, I asked a group of students what they were grateful for and how gratefulness benefits them and others. They shared statements of gratitude to parents for the opportunity of a Branksome Hall Asia education, for the opportunity to learn new skills in new ways, to discover new strengths and interests, to make new friendships, and to discover more about the interconnectedness in the world. They all reported they felt 'good' and thought others felt good after this short example of gratitude sharing.

Schoolwide, the concept of caring and gratitude are not foreign to our students nor our community. As CAS activity and service and service learning projects abound, stepping outside of self, to take action and to reflect on what we are grateful for is pervasive and highly visible at Branksome Hall Asia. Plaid Tidings, an incredible PTA sponsored community event and The Lion, The Witch and the Wardrobe production are just two examples that

demonstrate our generous action to support students to further embed personal development, leadership, and service opportunities into our students' programs. The personal development trait of 'gratitude' is at the forefront and the result of these opportunities.

Educators know that it is essential to focus on the cognitive realm in schools. At Branksome Hall Asia, more than addressing the cognitive realm, we know we must also address the personal development realms of all of our students.

I am very proud of our students' academic and personal development and the abundance of gratitude in our community. I am confident that by all of us living the message of thankful intentions and actions, the measure of our students' success is limitless for success in school and in life.

On behalf of the Branksome Hall Asia faculty and staff I wish all of our families a very warm holiday season filled with gratitude.

Sincerely yours,  
Dr. Beverley von Zielonka  
Principal



브랜섬홀 아시아 학부모 및 커뮤니티 멤버 여러분,

12월 뉴스레터에서는 IB 학습 프로파일의 핵심인 보살핌(Caring) 및 원칙과 개방성(Principled and open-mindedness)에 주안점을 두고 있습니다. 그리고 한 해를 마무리하고 새해를 앞두고 있는 이 시점에서 이러한 핵심 가치와 더불어 '감사함'에 대해 생각하게 됩니다.

감사의 마음은 브랜섬홀 아시아에서 알고 있듯 가족적인 전통이나 관행의 요소를 넘어서고 있습니다. 감사함은 교육적 연구결과 통해 학생들의 학업 성취도뿐 아니라 사회적 웰빙에도 깊은 연관성을 지니고 있다고 알려져 있습니다.

오늘날의 학문은 감사할 줄 아는 젊은이들에게 학업에서 좋은 성적을 거두게 할 뿐 아니라, 긍정적인 감정을 경험하도록 해주고, 보다 의미 있는 삶을 살 수 있도록 한다고 합니다. 감사하는 마음을 통해 상대방에게 신뢰를 주고 더 나아가서는 지역사회에 봉사하고자 하는 마음을 키워줍니다.

이는 전세계 학교를 상대로 한 연구결과입니다. 최근, 연구결과에서는 어린 나이에 감사함에 대한 배움이 차후에

스스로에 대한 통제능력, 즉 평생 성공을 위한 자원으로 제시 되고 있는 인성을 길러준다고 하고 있습니다. 이는 매우 직관적인 것 처럼 보일 수 있으나, 연구를 통해 감사함이 긍정적인 감정을 높여주고, 긍정적인 감정은 배움의 과정에 있어 스트레스 레벨을 낮추는데 도움이 된다고 합니다.

최근에, 학생 몇명에게 그들이 무엇에 대해 감사하게 생각하며, 이러한 감사함이 다른 사람에게 어떠한 영향을 주는지 물었습니다. 그들은 브랜섬홀 아시아에서 교육을 받게 해준 부모님께 감사하게 생각하고 있었습니다. 그리고 새로운 방법으로 배우고, 새로운 강점과 관심을 알게 되고, 새로운 친구들을 알게 되었으며, 세상과의 상관관계에 대해 더욱 알게 되어 기쁘다고 했습니다. 기분이 좋았고, 다른 사람들에게 이러한 감사함을 표현 했을 때 그 좋은 감정이 전달되는 것을 느낄 수 있었다고 모두 표현했습니다.

학교는 학생들과 지역사회에 대한 감사함을 잊지 않고 있습니다. 브랜섬홀 아시아에서는 다양한 방과 후 활동 및 교육과정을 통해 학생들이 자신 이외의 타인과 지역사회에 대해 감사함을 표현하는 모습을 쉽게 찾아 볼 수 있습니다. 학부모회에서 지원한

커뮤니티 이벤트인 Plaid Tidings 와 최근에 공연된 '사자와 마녀와 옷장' 프로덕션들은 학생들이 개인 개발을 하고 지도력 및 봉사의 기회를 갖도록 하는 좋은 예입니다. 이러한 기회들을 통해 학생들은 감사함을 아는 인격체로 성장해 나갈 것입니다.

교사들은 학생들의 인지능력개발 뿐만 아니라 학생들의 자기개발능력 또한 중요하다고 판단하고 있습니다.

저는 학생들의 이러한 학업성취능력, 자기개발능력, 그리고 우리의 커뮤니티가 보여준 감사 하는 마음을 매우 자랑스럽게 생각합니다. 감사하는 마음을 전할 때, 학생들의 성공 가능성은 무한하다고 확신합니다.

브랜섬홀 아시아 교직원 및 직원을 대신하여 여러분 가정에 감사함이 넘치는 평안한 연말 연시가 되길 바랍니다.

감사합니다.

브랜섬홀 아시아  
베벌리 폰 Zielonka 총교장

# Caring

The International Baccalaureate mission identifies ten attributes of learners in an IB Learner Profile. One of these attributes is caring:

The IB describes a caring person in the following way: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

- Every day we show caring attitudes within the BHA community.

- As part of the Junior School service initiatives, children from “Good Neighbours” were invited to join Ms. Farr’s CASE group for some fun activities and lunch at Plaid Tidings. On Thursday 1st December Junior School students purchased brownies as a special treat and the proceeds of the sale went to pay for entrance to Plaid Tidings and lunch in the BHA dining hall.

- We are also busy raising funds through student and teacher activities to support our international service project in Cambodia.

In January three Junior School teachers will work with trainee teachers and with students in schools in Phnom Penh. At Plaid Tidings Mrs. Roy, Ms. Favilli and many others made popcorn, crocheted and knitted items for sale and raised approximately KRW200,000.

We plan to make donations of books, if you would like to donate a book which will be inscribed with your name and message you could do so for a donation of KRW10,000 or more. Please contact Mrs. Roy directly on [heidroy@branksome.asia](mailto:heidroy@branksome.asia)



Ms. Susan Tilney  
Head of Junior School

# 배려

IB의 미션은 IB학생의 자질로서 10가지를 규정하고 있습니다. 이중 한가지가 배려입니다:

IB는 배려하는 사람에 대해 아래와 같이 설명하고 있습니다: 타인의 필요와 감정에 대해 공감, 연민, 존중을 표현합니다. 또한 타인의 삶과 주변의 환경에 긍정적인 변화를 만들어내기 위해 봉사하고 행동하는 것을 실천하는 사람입니다.

- BHA 커뮤니티 안에서 우리는 매일 배려하는 태도를 보여주고 있습니다.

- 주니어스쿨 봉사활동의 일환으로 “굿 네이버스” 로부터 초청한 아이들이 Ms. Farr선생님의 CASE활동에 조인해서 Plaid Tidings바자회에서 재미있는 시간을 보내고 점심식사도 함께 했습니다.

12월1일, 목요일에 주니어스쿨 학생들이 브라우저를 판매해서 그 수익금이 Plaid Tidings 바자회 입장권과 카페테리아의 점심식사비용으로 쓰여졌습니다.

- 이와 더불어 캄보디아의 학교를 후원하는 국제적인 서비스프로젝트를 지원하기 위한 학생과 선생님들의 모금활동도 진행 중입니다. 세분의 주니어스쿨선생님들이 1월에 프놈펜에 있는 학교에 가서 그곳의 실습교사와 학생들과 함께 일 할 계획입니다. Mrs. Roy선생님, Ms. Favilli선생님을 비롯해서 여러선생님들이 Plaid Tidings에서 팝콘, 편물 등을 판매해서 20만원 가량을 모았습니다. 책을 기부할 계획이며, 본인의 이름과 메시지가 새겨진 책을 기부하고자 하시면 만원 혹은 그 이상을 기부하실 수 있습니다. 이메일 [heidroy@branksome.asia](mailto:heidroy@branksome.asia)를 통해 Mrs. Roy 선생님에게 직접 연락 주시길 바랍니다.



주니어스쿨 교장  
수잔 킬니

# VISUAL ART

“

In the Visual Art room there is a lot of fun and creative learning underway. Learning the appropriate codes of behavior in the art room; how to take care of our work and that of others, as well as our tools and materials, form the necessary foundations to this creative work.

In **grades 1 and 2 an Art class** song helps us to remember our agreements to be kind and helpful to one another, to care for our tools and be responsible for our work and for clearing up.

Across the grades our achievements in the art room are rewarded with **Georgia's Golden Brush Award**, which so far this term has been awarded to **G2HR, G2CH and G3KT**. Well done to those classes who have proved how well they are prepared to work together to achieve the common goal of a kind, caring and responsible classroom where all students feel safe to explore their creativity and self-expression.

”



First winners of Georgia's Golden Brush Award, G2HR, G2CH and G3KT



Recent recipients of 'Creative Genius of the Day' in G3KT and G2CH

# JUNIOR SCHOOL MUSIC

## Open-Minded

“

*Ms. Angela Lau*

In music class, we are fostering an opened-mind through learning about music from different ranges of place, time and cultures.

In **3rd grade**,

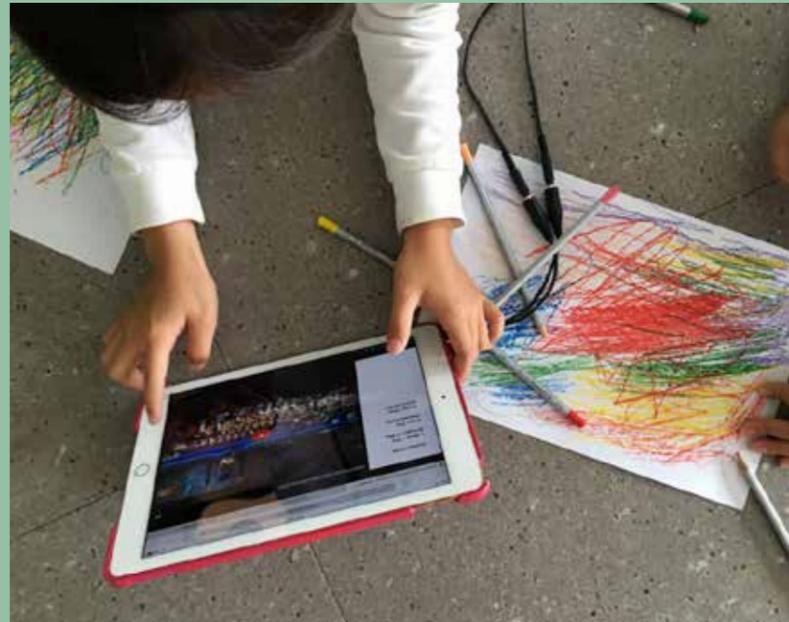
students learned about 19th-century composer Gustav Holst's Planet Suite, and compare and contrast the work with those of John Williams, a 20th-century film composer famous for his music in Star Wars and Jaws. Students further developed their own musical compositions using graphic notations and music expressions inspired by works of 20-century Canadian composer Murray Schafer.

In the 'Paper Sounds' project, students in

**4th grade**

were challenged to create music using an everyday material commonly found in our classrooms - paper. They were on a mission to record three paper sounds and discovered interesting sounds by scraping, ripping, screeching and tapping pieces of paper. Students record the sounds with Garageband on their iPads and remix them into a finished musical track. As their final reflection, students considered the prompt 'Are paper sounds music?' and demonstrated creativity and open-mindedness in their written responses.

”



G3 students listening to Mars and Venus from The Planet's Suite by Gustav Holst.



G4 students recording and remixing with paper sounds.



G3 students interpreting their own artworks as musical scores.

# GRADE 2

## *Taking Action*

“

During this semester, the grade 2 students at Branksome Hall Asia inquired into the Central Idea: **Communities establish rules to help people interact safely and peacefully.** Action is an integral part of the Primary Years Programme (PYP) and the students were invited to take action in our Branksome Hall Asia community. Students were introduced to some of the challenges in our library. These challenges included: books not being put away, furniture left in a mess and members of our community using loud voices in a quiet space. Students took action by creating posters to remind people of the rules, writing procedures for how to keep the library clean and organizing a “library clean up day”.

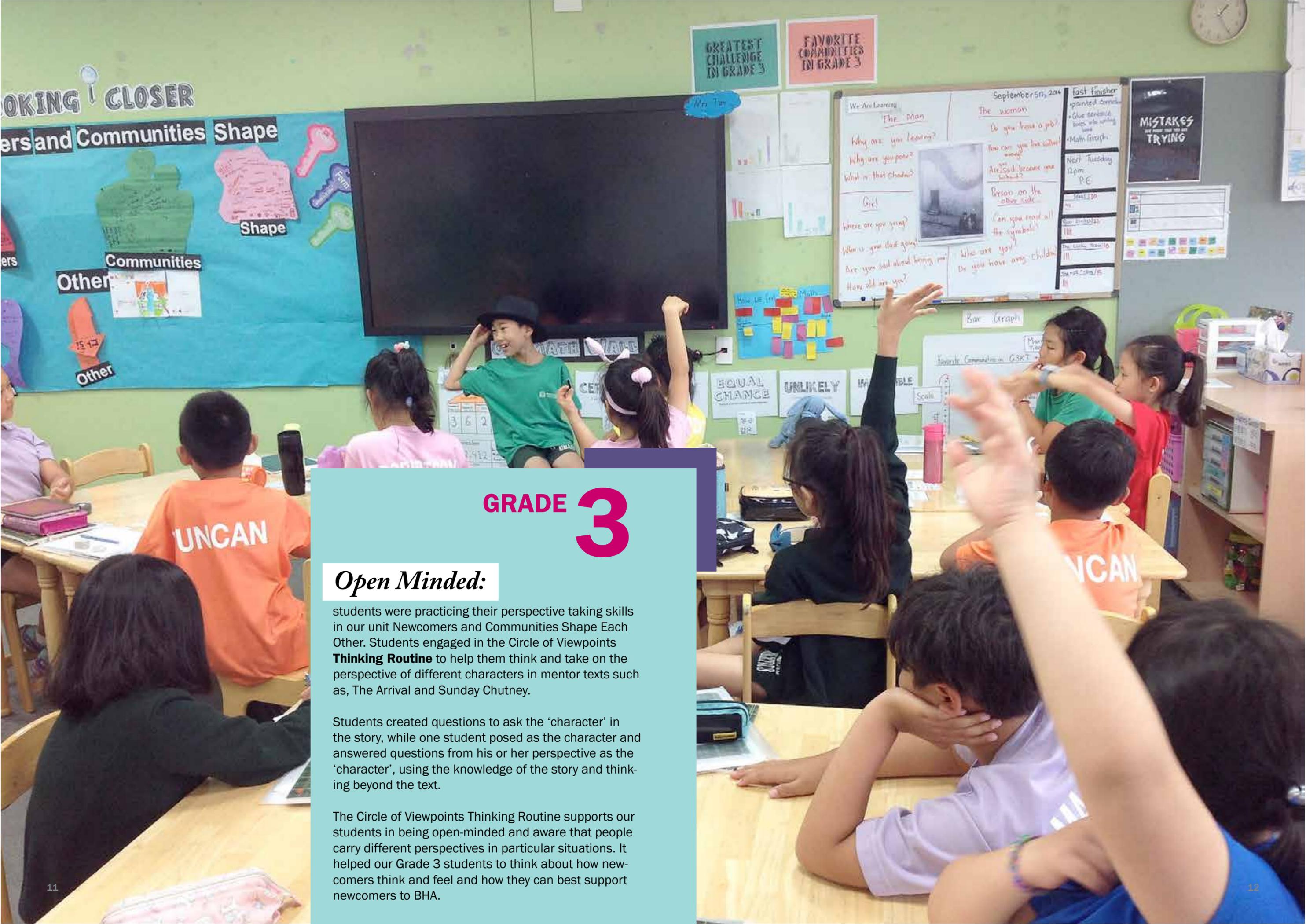


As we continued to explore our Central Idea, students inquired into challenges in other communities. They interviewed experts and planned for a range of meaningful action. This included, letter writing, poster making, school wide announcements at assembly, surveys and face-to-face meetings with Ms. Tilney.

The students in grade 2 were actively trying to improve their communities by identifying challenges and taking action, we are all very proud of them!

”





## GRADE 3

### *Open Minded:*

students were practicing their perspective taking skills in our unit Newcomers and Communities Shape Each Other. Students engaged in the Circle of Viewpoints **Thinking Routine** to help them think and take on the perspective of different characters in mentor texts such as, *The Arrival* and *Sunday Chutney*.

Students created questions to ask the 'character' in the story, while one student posed as the character and answered questions from his or her perspective as the 'character', using the knowledge of the story and thinking beyond the text.

The Circle of Viewpoints Thinking Routine supports our students in being open-minded and aware that people carry different perspectives in particular situations. It helped our Grade 3 students to think about how newcomers think and feel and how they can best support newcomers to BHA.

# CASE JNR:

“

Students in **Grades 1-5** participate in after school activity 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 **'PYP Transdisciplinary Skills'**.

”

Students develop 'Self-Management Skills', such as gross and fine motor skills, in activities like hockey and origami.



CLAN Events: 'Communication Skills' and 'Social Skills' : Students work as a team during CLAN events. This term, CLANS made banners which are hanging in the pods.

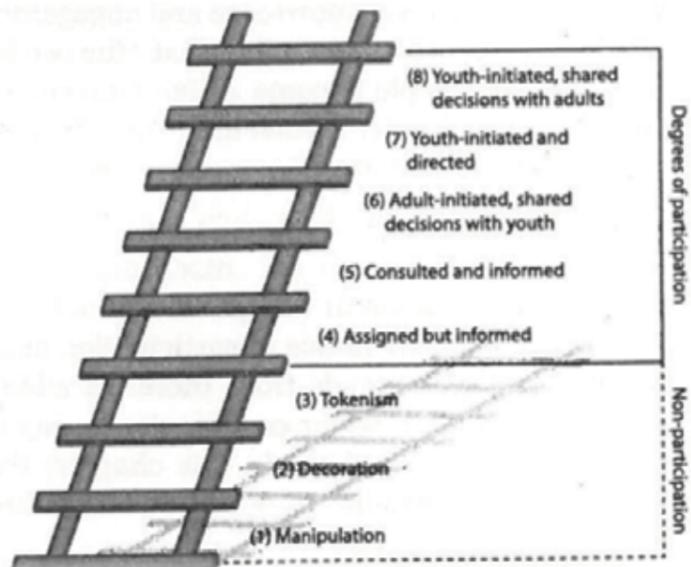
An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. The teachers across all grades at BHA examine the work, conversations and thinking of our students to model, encourage and elicit action from them. When students are planning for and taking action, they are demonstrating two attributes of the Learner Profile

## -Caring and Principled.

When students show empathy, compassion and respect towards the needs and feelings of others, they are able to begin to make decisions about how best to act on these.

When they follow through with these actions with integrity and honesty, and take responsibility for their own deeds and the consequences that accompany them, they are being principled learners.

Teachers make use of many resources to model action for their students. One useful tool is Hart's Ladder.



As you can see by the image above, there are eight steps to the ladder. Our target for all students is the top rung, however students are seldom unable to step right to that level. The teachers at BHA will usually manage action within their class around the fourth rung.

An example of this is the recent re-design of the equipment space by the JK teachers. This was decided on by the teachers, modelled for the students, which they then help to maintain.



Another recent example of action is observed through the work of the students in Grade Two.

They placed posters all around the school as part of their inquiry into how rules help to allow for a safer community.

Here, the teachers helped to initiate the action but the students played an important role in the decision making process. This puts them at the sixth rung on the ladder.



Finally, over the past weekend the Senior School students initiated a beach clean up at Sing-gae- mul park (싱계물공원).

They shared the decisions with the service teachers in the Middle and Senior school and managed the event - this is the top rung of the ladder.

This will be an on-going relationship with the village in the area as they seek to make the action sustainable.

Mr. Dave Secomb  
Deputy Head of Junior School

# BHA

## Students are Caring, Open-Minded, & Principled!

“The best way to find yourself is to lose yourself in the service of others”  
- Mahatma Ghandi.

“Never believe that a few caring people can’t change the world. For indeed, that’s all who ever have.” - Margaret Mead.

As our young learners move ahead during the course of the academic year, we are reminded of the importance of being caring, open-minded, an principled. These traits, embedded in our IB learner profile, come to life through the participation of our young leaders in BHA programs. In Grade 10, our students are working on their personal projects. These projects focus on a creative and open-minded investigation of a topic that is of central interest to the learner. The personal projects also involve the learner building on her prior knowledge of the topic and reflection on both the research process and on the products themselves. I am pleased to notice that several Personal Projects are focused on the needs of others. For example, at least two students are examining issues of mobility and access for students on campus who possess physical limitations. Other areas of inquiry include the use of artwork to present perspectives from the point of view of disabled persons. The products will be completed in January and will culminate in an full exhibition of student work in March.

Our Grade 11 students have begun the Extended Essay process this month. The essay process provides students with an opportunity to investigate a topic of their choice within the context of the IB disciplines. Students conduct their own research and learn the importance of becoming principled in this regard. Acquiring these principled research skills is a fantastic rehearsal for university where citing and documenting findings becomes of critical importance for success.

Looking at such issues and researching them from multiple perspectives is also the way to cultivate an open mind!

In Grade, 12 students are currently completing their TOK essays and presentations. Collectively, this work encourages students to consider the nature of knowledge itself and to maintain an open mind while critically testing the sources and types of knowledge that they are researching. Students choose from a selection of prescribed topics. Later in the term, students will complete a presentation that is based on a real-life situation. Students will derive a knowledge question from their chosen real-life situation and critically analyze the sources and quality of knowledge that can be derived from the answer to their question. Learning about the principles of knowledge is an excellent way to develop critical thinkers in our 21st century world.

I am proud of our High School students and the progress they have made in refining their learning as caring, open-minded, and principled learners. I see this in the classroom and in the hallways every day.

I’m looking forward to watching our students grow as move ahead into the next term.

Warmly,

Dr. Cinde Lock  
Head of Senior School



## 배려와 열린 마음을 가지고 원칙을 지키는 브랜섬홀 아시아 학생들!

“자신을 찾기 가장 좋은 방법은 타인을 돕기 위해 나 스스로를 버리는 것이다”  
Mahatma Ghandi

“소수의 관심을 가지는 사람들이 세상을 바꿀 수 없다고 절대로 생각하지 마라.  
사실은, 그 소수가 우리가 가진 전부이다.”  
Margaret Mead

학기가 진행되고 있는 가운데 우리는 배려심, 열린 마음 그리고 원칙을 지키는 것들을 다시금 기억해야 합니다. IB교육에 반영되어있는 이 특징들은 브랜섬홀 아시아의 교육 프로그램을 통하여 실현이 되고 있습니다. 10학년 재학생들은 현재 개인 프로젝트 진행 중에 있습니다. 이 프로젝트는 창의적이며 열린 마음으로 개인의 관심분야 주제를 집중적으로 다루게 됩니다. 또한 이 프로젝트는 연구 과정과 결과물 두 가지 모두를 통하여 학생들이 미리 배운 지식과 성찰을 직접 해 볼 수 있게 합니다. 개인적으로는 몇 개의 이 프로젝트들이 다른 사람들을 위한 것들로 진행되고 있다는 점에서 기쁘게 생각하고 있습니다. 예를 들어, 현재 최소 두 명의 학생들이 이 캠퍼스에서의 제한적 움직임을 가지고 있는 학우들을 위한 이동의 문제를 연구하고 있습니다.

또 다른 연구 분야로는 장애를 가진 사람들의 관점에서의 예술작품사용도 포함되어 있습니다. 이런 프로젝트들은 1월에 완성되어 3월에 전시 행사 일정을 마지막으로 최종 완성됩니다.

11학년 재학생들은 이번 달에 Extended Essay 과정에 들어갔습니다. 학생들은 IB 교과목들 중에서 그들이 선택한 주제로 연구조사 할 수 있는 기회를 가지게 됩니다.

학생들은 스스로 연구를 진행한다는 점에서 원칙을 지키는 사람이 되는 중요한 부분을 배우게 됩니다. 이러한 기본적인 연구기술들을 배우는 것은 성공적인 대학생활을 위해 필요한 자료를 인용하고 정리하고 찾는 것을 해본다는 점에서 훌륭한 연습이 됩니다. 또한 이런 문제들을 다양한 시각에서 바라보고 탐구해본다는 것도 열린 마음을 가진 사람으로 성장하는 길임을 강조하고 싶습니다.

12학년 재학생들은 현재 TOK에세이와 발표를 완성 중에 있습니다. 총괄적으로 이 작업은 학생들에게 지식의 본질에 대하여 생각하게 하며, 그들이 사용하는 자료와 지식들에 대하여 비판적인 관점에서 검사를 하면서도 열린 마음을 가질 수 있도록 합니다. 학생들은 미리 정해진 주제들 중에서 하나를 선택하고 나중에 실제 환경에서의 상황에 비추어 발표도 하게 됩니다. 학생들은 그들이 선택한 실제상황으로부터 질문을 끌어내고 또한 그 질문들에 대한 답을 이끌어낼 수 있는 지식의 출처와 질에 대하여 비판적으로 분석도 하게 됩니다. 지식의 원리를 배우게 되는 이 과정은 21세기에 비판적 사고를 가진 사람으로 성장시키는데 아주 훌륭한 방법입니다.

저는 개인적으로 브랜섬홀의 고등학생들 그리고 배려심, 열린 마음, 원칙을 가진 학습자로 만드는 이 과정에 대하여 자랑스럽게 생각하고 있습니다. 또한 이러한 것을 학교 교실과 복도에서 매일 목격하고 있으며, 다음 학기로 진행이 되어갈수록 학생들이 더욱 성장하는 것을 볼 수 있기를 기대하겠습니다.

감사합니다.  
Dr. Cinde Lock  
시니어 스쿨 교장

# GRADE 9

have been preoccupied with the notion of Visual Culture and our consumption of it. This has brought about a wide range of outcomes in very diverse media. We have been particularly impressed with the level of conceptual thinking and how this can be applied to media.



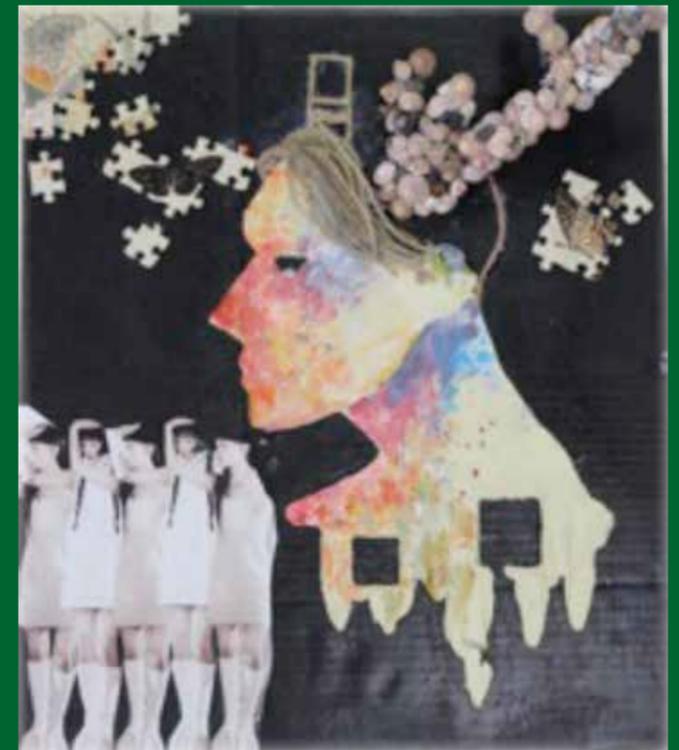
HYESUNG HONG



GAYEON KIM



SEOEUN YU



JIWON LEE

# GRADE 10

“

The Visual Arts Department is proud to showcase a small palette of paintings from arecent unit of work by **Grade 10 students.**

***“The Digital Technology and It’s Impact on Our Lives”*** is the theme of these paintings. Combining painterly technique and depth of idea the students honed in on the humorousness and seriousness of our digital connectivity.

”



YONJAE CHOI



HYUNJIN (ASHLEY) KANG



HYUNYOUNG PARK



YOUNGWON JO

# DP 12

“

Visual Arts students are currently seizing the window of opportunity.

With the run up to the February mocks, between now and then they hope to maximize their creative output. The final exhibition will take place beginning of the second week in March.

This year promises to be a varied show with more site specific and conceptual works demonstrating a greater diversity of media and techniques.

”



# Voluntary service

## to Badminton Competition for people with disabilities

October 15, 2016

Members:

DoHyun Im, HeeJoo Son,  
DaeHee Jang, and HeaJeong Shin



“

Last weekend, our service team went to the Badminton Competition for people with disabilities (제3회 돌하르방배 추계 전국 장애인 배드민턴 선수권 대회) to support them.

On the first day, we started at 8:30am and ended at 6:00pm and on Sunday we were there from 8:30am to 12:30pm.

My duties were opening the door for the people who cannot open the door easily due to wheelchair, bringing some drinks for them, and helping them move their equipment.

While I was helping them, I noticed new and astounding behavior of the disabled athletes. The first thing is that they want to do work themselves, not with others' hands. For instance, they weren't willing to have someone push their wheelchair to ascent because they have strong belief themselves. The second thing is that they possess better manner during games than people without disabilities, like myself.

Even though we have basic manner, (i.e. handshakes after the play) they were even more encouraging of each other, to both the winner and the loser, which touched my heart and gave me flashback to my badminton competition.

From this experience, our team members and I want to visit other competitions to support them again through service.

We are remembering the warm smiles from athletes and their professional treatment to others.

”

# Ainslie House

“

In Ainslie we encourage the girls to embrace and embody the values involved with **“being the best that they can be”** through incorporating the IB principles in their daily life.

The following girls received the Star of the Week award for caring for their friends.

Euyoung Kim, who unfortunately injured her knee, is very grateful to her grade seven peers for their help and care shown in wheeling her to and from school each day. Euyoung, “I felt much better when my friends helped me and it really encouraged me.”

The right photo depicts self-portraits that our students drew one evening as a group. The self-portraits represent our students’ unique personalities and identities.

Having differences allows us to develop an **open-minded** approach to many aspects of life and education, particularly within our communities and collaborative relationships with others.

”



YUNJAE SHIN, GR. 7



MUFEI LI, GR. 8



DAYOUNG KIM, GR. 8

# S eondeok House

“

What an amazing start to the year we have had! This is Seondeok House's first year with teenage residents and it is brimming with contentment.

The girls have settled in very well to their new environment.

Grade 11 and half of Grade 10 residents have developed a close-knit community especially through shared experiences in resident family groups that consist of both grades.

The girls have formed strong bonds with each other and their Teacher Dons.

They have elected their Junior Leadership and have taken the time to listen to each other to create their identity as Seondeok House. New responsibilities have been bestowed on them, especially for the Grade 10 girls.

They have greater freedoms and are trusted in meeting our expectations as Seniors. The residents continue with their commitments in CASE and CAS, and with our support, have been trialing and investigating projects that make the world a better place. They look for ways to contribute with their skills and talents.

We celebrate a great start to this academic year and look forward to the friendships and occasions that will sustain us into 2017.

”



ROKVIC FAMILY



HALLOWEEN PARTY



FIRST DAYS WELCOME

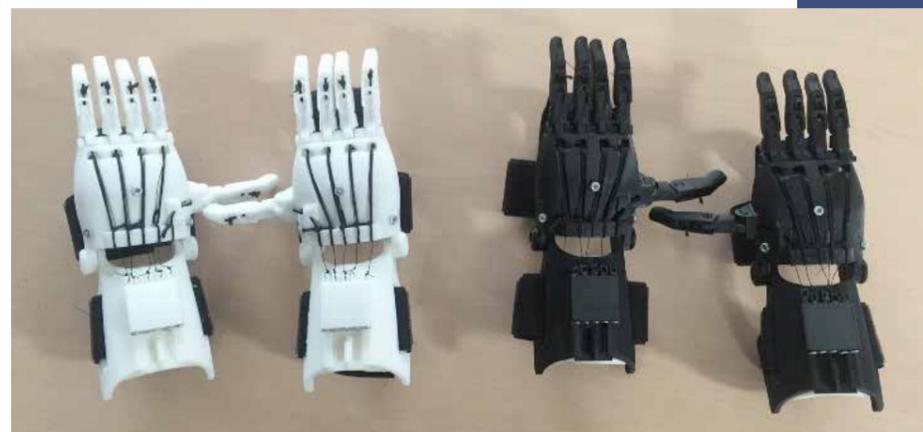
# Sherborne House



The girls in Sherborne House are active and participate in many life enriching experiences.

They are caring as they show compassion and respect toward the needs of others and never cease to amaze us in how they act to make a positive difference in the lives of others and the environment.

Three girls that are making a difference with their caring commitments are Jiln Lee and Chejin Lee in grade 12



Over the past three years, Jiln Lee and Chejin Lee decided to use their knowledge from their IB Design and Technology course and the 3D printing resources available at the school to create prosthetic hands for disabled children in Ghana.

Jiln related, “We modeled, printed, polished, assembled, and screwed together finger parts, palms, and wrists to create complete pairs of 3D prosthetic hands”.

Rather than keep this project at an individual level, Jiln and Chejin recruited students from BHA and neighboring schools to create Enabling the Future: Jeju. Chejin said, “The network is committed to the goal of offering a meaningful solution for children who have lost crucial parts of their bodies due to crises that no child should ever experience.”



Sunghee Kim in grade 10 is currently working on designing and creating an informative documentary film to raise awareness on child labor in Bangladesh.

She plans to distribute the film to the BHA community and other societies by broadcasting on various forms of media.

The group’s next step is to involve children from around the world to donate their used LEGO pieces.

Chejin stated, “Children will be encouraged to donate LEGO pieces – one of the most common types of toys in the world – that they do not use anymore.

Jiln said, “You see, LEGO pieces are made of acrylonitrile butadiene styrene plastic, which is the same type of material used for creating 3D printed prosthetic hands.

The LEGO pieces donated can be melted according to color and be used as the main material for 3D printing the disabled children’s hands.”



Jiyun wants to feature what a typical day in the life of a 14 year girl working in a Bangladesh factory is and the inequality that exist. Jiyun indicated,

“People can gain awareness of the inequality among human beings. From the documentary, I hope people will gain knowledge and information about child labor and can instigate campaigns or take action to make a world where all humans are equal”.



# S hin Saimdang

“

Since the beginning of this year, in this new vertical house of Shin Saimdang, we have been encouraging the girls to try to meet to new people, get to know one another, and to forge new relationships.

As many of them are new students, being open-minded about others and their differences in personality and in culture has been fundamental.

Through various in-house activities such as the Teacher Don's clubs on the weekends, Pizza and makeover night, trips to see films and family meetings we have strived to create a caring community environment amongst the girls of this house.

Through working together in house and outside of the house we hope that the residents of Shin house are learning the valuable lessons necessary to be successful in a challenging world.

We are working to ensure that they will gain from residence the experience and the values needed to become

**CONFIDENT, PRINCIPLED  
AND EMPOWERED WOMEN.**

”



# Narnia: The Lion the Witch and the Wardrobe

The school's production of Narnia: The Lion, The Witch and the Wardrobe played successfully on November 24th-26th. This was truly an outstanding production. The talent, creativity, and dedication of our students and their teachers and creative directors was beyond words.



# Plaid Tidings

Plaid Tidings was held on December 3rd and offered a wide array of stalls selling arts and crafts, food, christmas gifts and more.

Attendance was high and the STEMV where the event was held had the crowded holiday feel of a real winter market. There were many highlights, including the delicious freshly made dumplings made on site through the cooperation of several of our Chinese families. A good deal of money was earned charity through all of this effort. The proceeds raised by this event will be allotted to support Branksome Hall Asia service projects and initiatives.



Branksome Hall Asia Presents

## 2016 Plaid Tidings

**BRANKSOME HALL ASIA**  
INTERNATIONAL SCHOOL FOR GIRLS

WHEN	WHAT	WHERE
December 3rd From 11am to 2pm	Bazaar Activities, Food and More!	STEMV

\* All proceeds will go to BHA PTA Initiatives to support charity, service, and action projects at BHA\*  
Poster Designer: Wieroo Park GS



# Winter Concert

The Winter Concert was held on December 2nd.

The concert was highly successful and entertaining.

This evening performance featured classical and christmas music from the Vocal Academy, Choir, Brass Ensemble, Intermediate Orchestra, String Academy, the Symphony Orchestra.

Ms. Siew, Ms. Song, and Ms. Ochs, alongside our school talented musicians and vocalists, worked very hard to perform favourites like Santa Baby, Selections from the Nutcracker Suite, and Have yourself a Merry little Christmas. The Sting Academy's performance of Vivaldi's Winter, Four Seasons was a highlight that brought on a rousing ovation.

Congratulations to all involved.



# A Caring Community

I wish to share my gratitude for the many school events, which invite our participation to be drawn together as a community. The recent production of 'Narnia', Plaid Tidings and ongoing sport competitions replenish and remind us of how care for ourselves and others lift our spirits. I witness our students' excitement and anticipation for things new, hear laughter in the corridors, and see the camaraderie in classrooms. All of which can only happen through care for others and open-mindedness.

The author Daniel Goleman has written numerous books on the importance of emotional intelligence (EQ) in the business world. His research claims that a person can have the best training, an analytical mind, endless smart ideas, but may be limited as a leader. Two of the leadership skills he notes in a person with high EQ are empathy, considering others' feelings and the social skills to manage relationships. Both of these are what we would consider as strong 'caring' attributes that we want in our community. Goleman also states that EQ can be learnt if we are motivated to do so and through practice.

It is heartwarming to hear our Grade 12 leaders intervening when they observe younger peers in conflict. We also commend the action students take to ensure new students are welcome, or students sharing their language to foster communication. Such care is empathy being practiced in our community. Empathy demonstrates an understanding of the importance of cultural and ethnic differences. As part of a global world our students need to be competent to carry out cross-cultural dialogue to avoid miscues and misunderstandings.

Our students are indeed being challenged each day to be 'global leaders and learners' and to be caring and open-minded leaders of people.

Mrs Noeline Young  
Deputy Principal



# 서로 보살피는 커뮤니티

커뮤니티로서 우리가 함께 할 수 있고 참여할 수 있는 학교 이벤트가 많아 감사한 마음입니다. 최근 '나니아'와 플레이드타이딩, 그리고 계속되는 스포츠경기들이 우리가 우리 자신과 남을 돌보는 것이 얼마나 우리의 정신을 긍정적으로 만드는지를 우리에게 깨우쳐주고 우리에게 힘을 줍니다. 저는 우리 학생들이 신나하는 것, 새로운 것을 고대하는 것, 복도에서 들리는 웃음소리, 그리고 교실에서의 동지애를 목격합니다. 이 모든 것은 다른 사람들에 대한 보살핌과 개방적인 생각에서만 일어나는 일입니다.

작가인 다니엘 골만은 비즈니스 세계에서 EQ (감성지수)의 중요성에 대한 수많은 책을 썼습니다. 그의 연구는 사람이 가장 최고의 교육을 받고 분석적 사고를 하고, 끝없는 똑똑한 생각을 하더라도 리더로서는 부족할 수 있다고 말합니다. 리더십 스킬 중 그가 말하는 EQ와 관련된 두 가지는 다른 사람들의 감정을 살피는 공감력과 인간관계를 관리하는 사회적 스킬입니다. 이 둘 다 우리가 우리의 커뮤니티에서 원하는 강력한 '보살피는' 특성으로 생각하는 것들입니다. 골만은 또한 EQ는 우리가 그렇게 하도록 동기를 부여 받는다면 연습을 통해 배워질 수 있다고 말합니다.

12학년 리더들이 더 어린 학생들이 갈등을 겪는 것을 보면 개입을 한다는 말을 듣고서 가슴이 따뜻해졌습니다. 우리는 또한 학생들에게 신입생들이 환영을 받도록, 또는 그들이 의사소통 하는 데 언어를 공유하도록, 행동을 취할 것을 이야기 합니다. 그런 보살핌은 우리 커뮤니티에서 연습되는 공감입니다. 공감은 문화와 민족의 차이의 중요성을 이해한다는 것을 보여줍니다. 국제사회의 일원으로서 우리 학생들은 오해를 피할 수 있는 다양한 문화에 걸친 대화를 자신감 있게 할 수 있어야 합니다.

우리 학생들은 진정으로 매일 국제적인 리더와 학습자가 되도록, 그리고 보살피고 개방적인 리더가 되도록 도전을 받고 있습니다.

놀린 영  
총부교장

---

## SCHOOL ADDRESS AND CONTACT INFORMATION

### Branksome Hall Asia

234 Global Edu-ro,  
Daejeoung-eup  
Seogwipo City,  
Jeju Special Self-Governing Province  
Korea, 63644

### Website

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

**Telephone** +82.64.902.5000

**Fax** +82.64.902.5481