

REGENTS CONNECT ISSUE #9 MARCH 2022



CONNECT

www.regents-pattaya.co.th



**REGENTS INTERNATIONAL SCHOOL
PATTAYA**
A NORD ANGLIA EDUCATION SCHOOL

Be Ambitious Be Regents

THE RIVIERA
MONACO



PropertyGuru
THAILAND
PROPERTY
AWARDS



WINNER

BEST CONDO
EASTERN
SEABOARD

2020



WINNER

BEST INTERIOR
DESIGN EASTERN
SEABOARD

2020



WINNER

BEST CONDO
EASTERN
SEABOARD

2019

IR
RIVIERA
GROUP

Fully Furnished
Ready To Move In
Foreign Quota Available

038-119-097

www.therivieramonaco.com

f therivieramonaco

Na Jomtien, Soi 4, Pattaya



Dear Parents and Friends,

Welcome to Connect Magazine Issue 9, which is a collection of all the wonderful things that we have achieved together as a Whole School community throughout 2021/22 so far. It goes without saying that this has been one of the most challenging and unusual years in all of Regents' history.

We started the new academic year entirely through virtual school and after 7 long months we were finally reunited back on campus just before the New Year. This magazine is testament to the incredible strength and resilience of our community and it just goes to show that when we work together, we can achieve amazing things.

When the pandemic was at its worst and thousands of people in our local community needed our help, our staff, students and parents did not hesitate to step in to raise funds and put together necessary food items. By collaborating with The Riviera Group, our Feeding Pattaya Project raised an astounding 301,626 THB for those in need. Showing compassion to make the world a better place is embedded in our vision for our children of all ages here at Regents and so what was even more special to witness was that we had 2 students in Primary and Secondary who started their own Covid aid initiative and went out of their way to help others in the community by donating food, PPE and even fridges for vaccines.

We all know online learning has many challenges but we have led the way in delivering our engaging experience for our students. We have learnt a lot about the use of technology and were very proud that our Head of Innovation, Nicole Sargeant, was invited to speak on a live panel debate at EDUtech, one of the world's leading education technology events. The expert panel examined the future of hybrid learning and how educators can best prepare for a blended education model post-COVID.

I could not be prouder of our students and how they have adapted to the drastic changing learning environments this year. Through virtual school, 2 of our Secondary students managed to launch our very first school newspaper, The Student Record, complete with a powerful team of 29 aspiring journalists and editors who are determined to share what they are passionate about outside the classroom. We also celebrated the successful auction of student art pieces organised by the Mangrove Teens, another student-led project, which raised enough funds to plant 273 mangrove trees.

Within this magazine, you will be able to see for yourself that there are even more wonderful stories and achievements that we just had to share. I hope that you will enjoy reading this magazine as much as I have and are reminded of just how special Regents is to be a part of.

Sarah Osborne-James
School Principal

REGENTS CONNECT ISSUE #9

Editorial and advertising enquiries

Susan Dineen
Director of Admissions and Marketing
susan.dineen@regents-pattaya.co.th

Editing / Photography

Sunisa Lee

Layout / Graphic Design

Sunisa Lee

Regents International School Pattaya

33/3 Moo 1
Banglamung, Pong
Chonburi, 20150
Thailand

General Enquiries: +66 (0) 38 418 777

Admissions: +66 (0) 93 135 7736

www.regents-pattaya.co.th

Follow us on





WELCOME BACK TO SCHOOL!

After the longest stretch of Virtual School that we had ever experienced here at Regents, in early November 2021 we finally welcomed all of our year groups back on campus; where children and staff could once again make great use of our engaging learning spaces, facilities, new technology, and have a much needed catch up with friends!



Unrivalled IGCSE and IB Diploma Programme Results for Regents!



International Baccalaureate Diploma Programme

Since Regents opened its doors in 1994, graduates have been securing places at the world's top universities with their outstanding academic results. The IBDP has been part of the Sixth Form curriculum since 2002 and since that time it has seen over 700 IBDP graduates, consistently scoring above the world and UK average.

For the 2020/21 academic school year, Regents students achieved a pass rate of 100 percent and with an average score of 36.2 points.

This impressive overall performance is made even more special as many students have achieved notable personal successes which reflected their determination and capabilities as learners – 2 of our students scored 44 points and 17% of students scored above 40 out of 45, a feat only a small percentage of IBDP students worldwide ever obtain.



100%



of our students who took the International Baccalaureate Diploma Programme earned their diploma

36



Average score, once again higher than the UK and global average

44



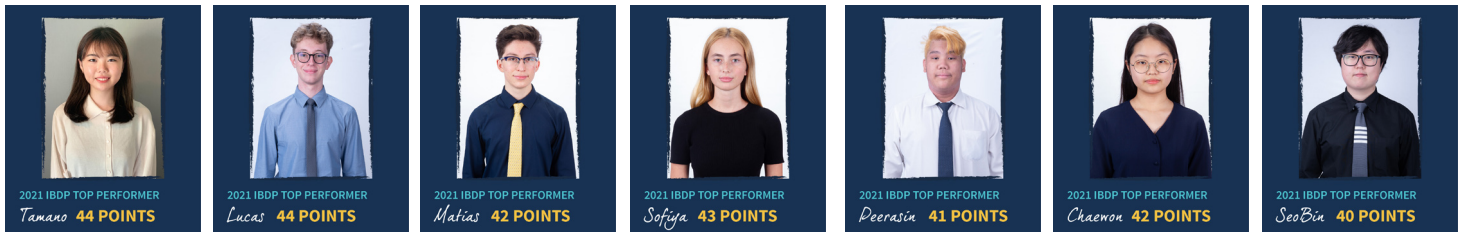
Highest score out of a possible 45, achieved by 2 of our graduates

1 in 3



of our graduates will be attending the world's top 50 universities

Our 2021 top performers!



42%

of our students who took the IGCSE courses achieved A and A* grades

87%

achieved 5 A* - C grades



International GCSE

This year we have seen a 100% pass rate and some of the highest individual results ever achieved at Regents, with 38% of students gaining the top A* (9) grade.

90% of students achieved A* - C (9-4) grades, which is an outstanding stand-alone accomplishment.

And the percentage of students achieving A*/A (7-9 grades) was 42%.



These outstanding results demonstrate Regents' commitment to providing transformational learning opportunities for every child. Our students achieve more than they ever thought possible. At Regents we help students reach their full potential and equip them with the skills and mind-set to thrive in a changing world. Congratulations are due to our students and to our dedicated teachers who have helped contribute to these amazing results.



Ms. Amos Turner-Wardell, Head of Secondary

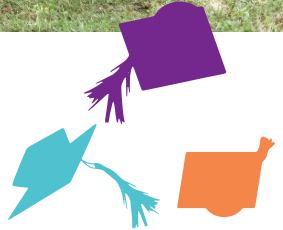




"I loved the continual challenge of the IBDP, it kept me on my feet!"
Lucas

#AlumNAE

CATCH UP WITH IBDP 2021 ALUMNI, LUCAS PAVEL RIMINI



Achieving an amazing 44 points out of a possible 45, Lucas is in the top 2% of IBDP scorers worldwide.

Lucas agrees that his standout results are a combination of hard work and the support of Regents' excellent teachers.

"I loved the continual challenge of the IBDP, it kept me on my feet!"

Lucas has earned a place at the prestigious University of British Columbia (UBC) to read Engineering and would like to major in Chemical Engineering.

About the moment he found out his IBDP scores Lucas said:

"When I first found out my scores I jumped up in happiness! I was super thankful that my hard work had paid off in the form of these grades!"

To me learning is fun and interesting, and seeing the pieces of the puzzle fit together from several different IBDP subjects is so satisfying that you end up learning more just to see how much more you can understand."

Some advice Lucas would give to students choosing to study the IBDP:

"Really think about what you enjoy learning. Not only is this good for university, but it also directs you towards an IBDP path that you will enjoy."

It has been 5 months now since Lucas started his journey at the University of British Columbia and he has been having the time of his life!

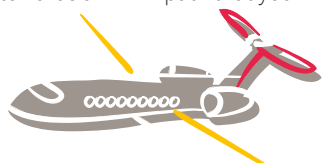
"Courses have been pretty difficult I have to admit. Not only is the content difficult to learn, it is taught at a really fast pace with a strong focus on self-motivation to always make sure that you are not falling behind. However, not a day goes by that I am not thankful for taking the IBDP - and my friends agree too. It sounds funny to say but I don't know how I would be surviving university without the skills that the IBDP helped me develop.

University, from my very brief experience, requires above all good organisation - and I believe that students who come out of the IB programme have grown skilled at organising and planning ahead of time.

The IBDP has really helped me not only in covering part of the course content but also by teaching me important lessons which help me in my studies and remind me of the importance of a balanced lifestyle.

What I am most looking forward to in my degree is just continuing to learn more and more things. I am taking a super fun range of courses that are teaching me a wide variety of skills, from coding to the physics of mechanical engines. I am really looking forward to what is to come next in all aspects of my university experience!"

Best of luck, Lucas, we can't wait to hear what you get up to next!



LOY KRATHONG



After 7 months of school closure, it was wonderful to be able to celebrate our first on-site Whole School event on Loy Krathong Day. Our school campus came to life with children and staff dressed up in their colourful Thai traditional costumes, floating their handmade Krathongs and learning all about the festival's traditions and its importance in Thailand.

Loy Krathong is a very special tradition that is celebrated all over Thailand and takes place on the evening of the full moon of the 12th month in the traditional Thai lunar calendar. The name could be translated as "to float ritual vessel or lamp," and comes from the tradition of making krathong or buoyant, decorated baskets, which are then floated on a river; to thank the Goddess of Water.







KINDNESS IN THE COMMUNITY

Regents' Feeding Dattaya Project in Collaboration with the Riviera Group

Throughout August and September 2021, Regents teamed up with our partner, the Riviera Group, to give back to our local community and to offer a helping hand to those affected by the harsh consequences of the COVID-19 pandemic.

With the kindness and generosity of our school community, we are proud to have raised a staggering 301,626 THB, which was used to purchase dried food and necessities. Our parents, teachers, and staff worked around the clock, giving up their spare time to pack together 4,635 bags and handed these out at the Riviera Jomtien, Pong Local Government Municipality, Mabprachan Lake and Banglamung District Office.

Your support has made a huge difference! Thank you!

We raised 301,626 THB for our local community!



Ice's Pattaya Orphanage and Banglamung Hospital Donations



Sasipreeyakorn, better known to her classmates as Ice, is a Year 13 and IB student at Regents.

After witnessing the devastating impact that COVID was having on her community and watching the news reporting that hospital staff were feeling overwhelmed, Ice decided it was time to look after stressed staff at her local hospital.

Ice invested her own money selling masks and alcohol spray, and donated what she raised to buy the medical team at Banglamung Hospital essential supplies, including: a cooler box, insulated water bottles, PPE and uniforms, medical gloves, food and herbal drinks.

Ice also donated face masks to patients and visitors to the hospital.

But Ice still wanted to do more for her community, so desperately still in need. She decided she would raise funds for the Pattaya Orphanage to provide staff and children with essential supplies such as drinking water, diapers, fans and face masks.



Sunny's Super Kids Volunteer Project



Sunny in Year 6 developed the idea to fundraise directly in her community by asking neighbours, friends, and family for donations and the project grew from there. Sunny developed the idea herself and asked her classmates at Regents to help.

Many local people in need collect food given out at donation points all over Pattaya. However, Sunny's project was different in that she recognised many people could not get to those donation points as they live in communities outside the city and they have no means of transport, or they are unwell or are looking after others at home. Sunny knew that if she could deliver food directly to people in the communities, that this would make a real difference. Sunny also delivered hot, cooked food and water directly to people forced to live on the streets of Pattaya due to the COVID situation.



The project was covered in the local press, newspapers, and news channels. Sunny said the reason behind her initiative was that she "wanted to give out food to help people and let them know they are not alone and can never give up."



Sunny, Ice and all of the Community Partner student representatives are notable examples of Regents' strong character education. All the fundraising led by children across the school last year for Father Ray, Hand to Hand and Tamar demonstrate how Regents students are committed to supporting the local community, specifically during the impact of the COVID-19 pandemic in the community.

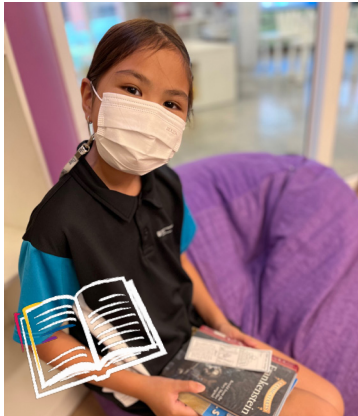
READING AT REGENTS



A well-structured curriculum that builds progressively from Early Years into Primary underpins our approach to success for all in reading at Regents.

When children join our Early Years Foundation Stage, reading starts as soon as the children begin to feel settled in their new environment, often within the first couple of weeks. At this stage, we focus on the early building blocks that will sustain our children as lifelong readers.

The children begin, literally, by getting-to-grips with holding a book the right way round and turning its pages, showing early signs that they recognise the lettering runs from left to right and that the pictures are the right way. In our classrooms, children then explore wordless books and are encouraged to talk about what they see in the pictures. Using the pictures, teachers and teaching assistants ask the children to talk about the characters and plot in the story. They may predict what might happen next and why it might happen being carefully encouraged to talk in detail about their ideas. Using lots of 'I wonder...' question stems helps the teacher to guide the children's interests and capture their imagination.



The next steps focus on introducing children to the first sets of sounds in phonics, a system that shows children the relationship between sounds and letters or groups of letters. We now begin to introduce the children to books in which they can see those sounds and these are the early steps in the children's reading journey. As children progress through phonics phases and master more sounds, they develop their reading skills and comprehension skills enabling them to access a wider range of books.

Reading with, and to, an adult are crucial at this time. Teachers read with children one-to-one as children begin to blend sounds in their books with the support of their teachers. As children become more confident and are able to maintain their attention in small groups we start guided reading so that children can share and listen to others' ideas. At home, it is important that children are encouraged and enticed to practise and share their reading skills with adults as much as possible, be that in person or via Skype, Line or WhatsApp calls with family overseas.



At home, it is important that children are encouraged and enticed to practise and share their reading skills with adults as much as possible, be that in person or via Skype, Line or WhatsApp calls with family overseas.

Every day, our Early Years children enjoy story time linked with the children's interests so that they begin to read and listen to a story or book for enjoyment, an intrinsic motivation that will sustain their love of reading as they move through school into Primary.

In Primary, the building blocks continue to be added as our children's reading skills develop progressively across the school. There are dedicated lessons in the children's timetable to ensure that reading as a skill is prioritised. Teachers and Teaching Assistants focus on differentiated support based on each child's ability in guided reading lessons; using phonics, Bug Club, text excerpts and small group work to support and challenge children in their reading skills.

Using our progressive reading curriculum, teachers plan opportunities for text and sentence level work that is embedded throughout the curriculum. A crucial building block is helping them to become confident and independent readers who will be eager to take their learning into their own hands, an intrinsic motivation we instill in our children.



A whole school approach to reading across the Early Years and Primary curriculum is inculcated by connected thinking. Teachers' planning and lessons focus on progression and challenge in reading skills; children enjoy weekly library visits, small group guided reading, one-to-one reading and whole class reading books immerse children in a love of reading. By developing reading spaces in the Primary Library, in classrooms and celebrating World Book Week we raise the profile and value of reading.

At Regents, our children are always learning within the stretch zone where they are challenged to achieve more than they think is possible. Our approach to reading puts our children firmly at the helm of their journey.



Stephen Sharma
Head of Primary



Amy Turner-Wardell
Head of English



Clare Sharma
Head of Early Literacy



MANGROVE TEENS

A non-profit organisation led by Year 12 students with one goal:
to plant 250,000 trees by June 2022.

A message from the organisation's founder, Zia, Year 12

Although Thailand's lockdown has been unfavorable in many aspects, it has not stopped passionate environmentalists from making a difference: on the 26th of September, Mangrove Teens was officially established at Regents International School Pattaya. Led by Year 12 students for their service project, this non-profit organization has the goal of planting 250,000 trees by June 2022, an ambition undertaken by over 20 other schools in Thailand, with branches reaching from Bangkok to Phuket.

Despite the slow start to the team, with only eight members applying for a position, it eventually grew to accommodate over twenty members. With these ambitious students on board, their first step was to obtain funds for the trees they would be planting. The goal given to the team was to raise 3,000 baht in the month of November.

The auction took place on a social media platform where the art pieces were posted with the relevant details, beginning on Friday 19th of November and ending on the 21st. Although they experienced a slow start, with the posts coming later than expected, things began to look up as bids came in. Over the course of the three days, Regents Mangrove Teens surpassed their goal of 3,000 baht, managing to raise 5,460 baht! With these funds alone, Mangrove Teens has already secured 273 trees to plant.



Mangrove Teens's three day online art auction alone raised 5,460 THB, securing 273 trees!

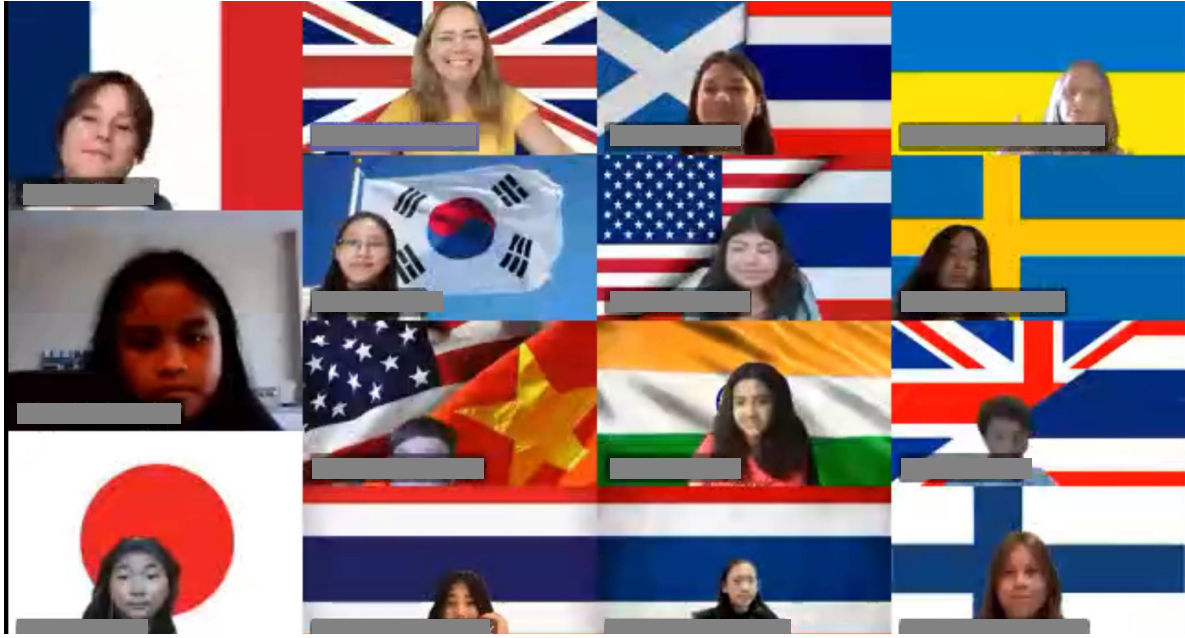


A member of the team said, "the auction went really well, especially because we completely smashed our goal!" In the future, the team hopes to continue achieving the success they have seen with their first event, going forward with high hopes and an optimistic outlook.

In order to realize this goal, the Regents Mangrove Teens members decided to host an online art auction. With COVID still confining students and teachers to online school, they had to be creative in coming up with fundraisers. Before the auction could begin to take off, however, online school abruptly ended in favor of face-to-face, disrupting the plans for the auction. Despite this, the team adapted quickly to the change: they decided to keep the auction online due to COVID restrictions, and began working hard to bring the event to life.

Despite having begun in adverse circumstances, these Year 12 students saw an opportunity to give back to the environment, and managed to make the best out of the situation. They have taken the initiative to better the world around them, and plan to continue doing so. After the success of their first event, Regents Pattaya's Mangrove Teens aims to raise more funds in order to support plantations, as well as host Chonburi's first plantation in the coming months. With their motivation and the Regents community's support, they can make a change – one tree at a time.

VIRTUAL



SCHOOL



3. Take a photo of yourself doing some things that your brain has controlled?
Movement? Talking? Listening? Playing a game?

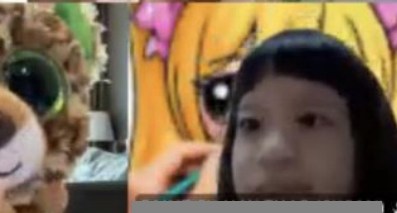
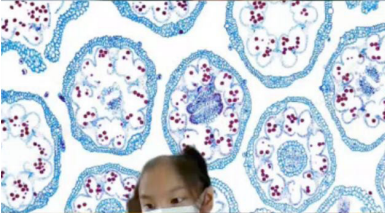
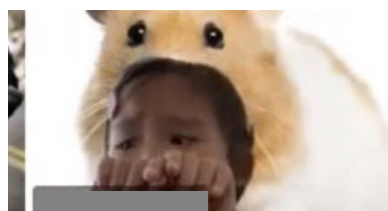
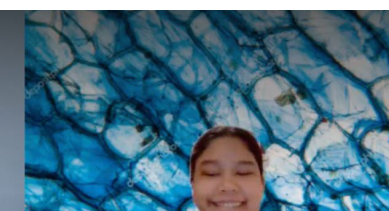
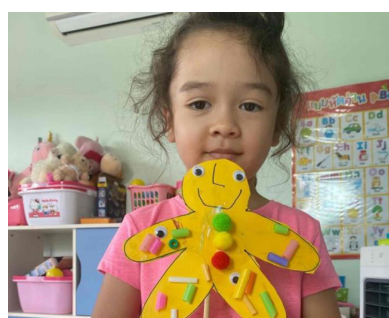
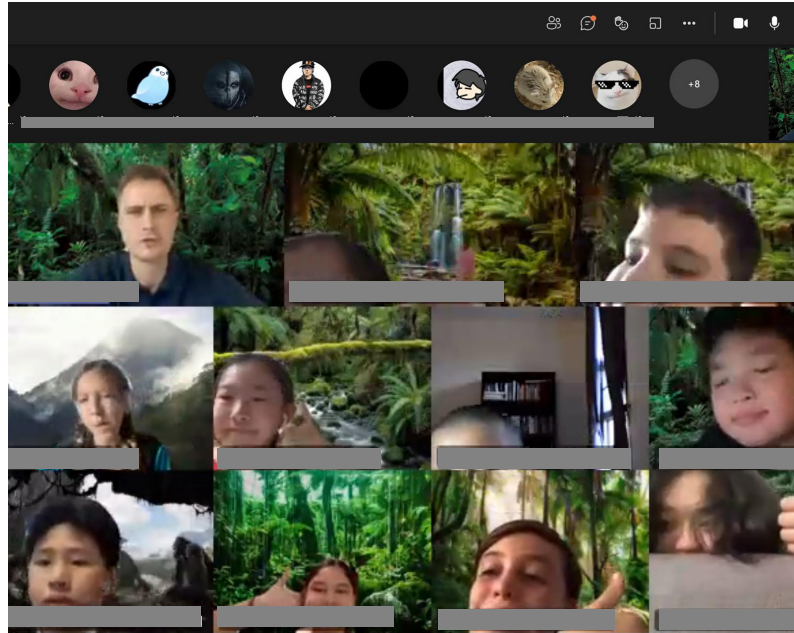


Our approach to virtual learning is tailored to your child's individual learning needs and designed using the expertise of our 10,000 teachers worldwide across our family of Nord Anglia schools.

Our Virtual School Experience has two key aspects:

- **Connected time** - every lesson has 'live' input from the teacher. Students can interact with their teacher and peers in real time with a variety of engaging and exciting activities. Breakout rooms are used to facilitate group work, allowing students to build relationships and socialise.
- **Guided time** - students work through structured tasks and activities set by their teacher that consolidate their 'live' learning and develop independent study skills.





THOUGHT LEADERS IN EDUCATION TECHNOLOGY



At Regents, our teachers are recognised as experts in technology-enabled learning and how it can be used as a tool to enhance and transform learning both in face-to-face learning in the classroom and through virtual learning from home.

Nicole Sargeant, Head of Innovation at Regents, was invited to speak on a live panel debate at EDUtech, one of the world's leading education technology events. The expert panel examined the future of hybrid learning and how educators can best prepare for a blended education model post-COVID.

Nicole discussed what a world-class online learning environment meant, how using technology can enhance the delivery of an outstanding blended learning experience, and technology's role in student wellbeing. Invitations to speak at these types of events demonstrate Nord Anglia Education and Regents' growing reputation as thought leaders in the use of education technology in schools and highlight what we have learnt through online learning and the resulting impact this has had on our virtual learning offering for students.

Nord Anglia's education experts invited to speak at Asia's largest EdTech event

More than 10,000 delegates attended EDUtech Asia's virtual conference in November 2021 and discussed how leading educators are using education technology to accelerate learning.

NAE's Group Education Director, Dr Elise Ecoff focused on the future of blended learning, how technology can be used to deliver an outstanding learning experience and Nord Anglia's teacher-led approach to EdTech.



"We saw significant learning by our teachers and students, examples of innovation and resilience, and a much greater focus on collaboration. As a result, we've come out of it stronger. Our students and teachers are really making the most of that experience moving forward."

While nothing can replace the dynamic exchange and learning that happens in the physical classroom, Dr Ecoff said Nord Anglia schools plan to focus on finding the right balance between physical classrooms and blended learning to ensure that students can stay connected, and continue to learn uninterrupted wherever they are in the world.

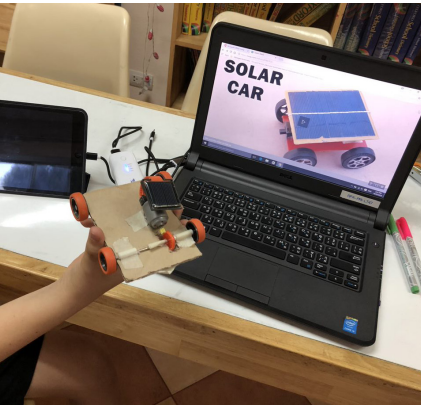


"We are using technology as a tool to enhance and transform learning, to provide individual recorded feedback and to support our students' well-being. I am continuously pivoting my approach and listening to student feedback."

**Ms. Nicole Sargeant,
Head of Innovation**

During the pandemic, students from Regents, along with all Nord Anglia schools learnt and demonstrated:

- **More agency and autonomy over their work**
- **Greater choices in how they demonstrated their learning and thinking**
- **Stronger resilience**
- **More opportunities to collaborate with their peers globally**



BECOMING AN APPLE DISTINGUISHED SCHOOL

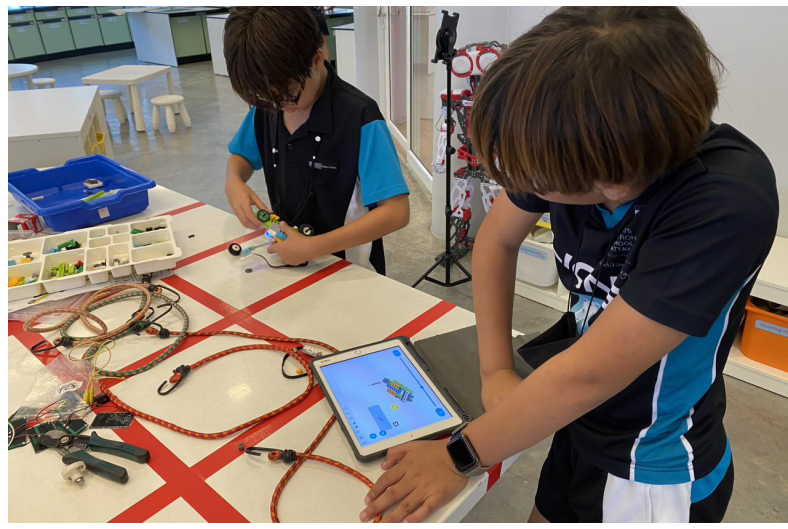
Distinguished School

In 2019 Regents embarked on a journey to becoming an Apple Distinguished School, which are described as being the most innovative schools in the world. Regents already having a strong partnership with Apple through NAE and a strong vision for how we need to educate young people on using technology, how technology used in the right way can transform learning and preparing Regents students for the future which lies ahead.

To become an Apple Distinguished School, we had to make a commitment to using Apple technology to inspire students' creativity, collaboration, and critical thinking. All skills needed for success in any curriculum.

Over the past couple of years, we have gradually developed our approach to the use of technology in school. We now have apple devices available for every year group in Primary so they can develop their skills in school using the technology.

Every teacher is equipped with an iPad and pencil and a Macbook to ensure they are constantly developing their own practice and use of technology; over the year they are becoming highly proficient with their use of Apple products to enhance learning. Every classroom has now got Apple TVs so students can share their work in new and exciting ways.



At Regents we provide an opportunity for our teachers to embark on the Apple Teacher professional learning programme which provides a strong foundation for using iPad, Mac, and Apple apps like Keynote, iMovie and Apple classroom. We currently have 16 Apple Teachers and 2 Apple Distinguished Educators across our school. The Apple Teacher and Distinguished Educator programmes empower our teachers to integrate the use of technology across the curriculum, finding new ways of engaging students and deepening learning.

In Years 7 and 8, 85% of students now bring their own iPads to school and we have seen a huge shift in how they respond to tasks, they are now able to take their own learning in a new direction, think in ways we never thought possible and produce work which we never thought possible.





Melfie Ngwenya

FROM GAP STAFF TO DRAMA TEACHER

A head start on endless possibilities.

The idea of change evokes excitement for some and apprehension for others. I always had that longing to transition from my EAL teaching job to my Performing Arts niche. I was keen on being part of a thriving international school community. It all seemed so out of reach and unattainable, until I got an opportunity to join Regents as a Drama gap staff.

I knew this was a head start on endless possibilities, I was back into my field of study and passion and in a truly international school hub for people and cultures from all over the world.

“What has made me fall in love with this school is their relentless pursuit for consistency within a diverse environment and how everyone here has a chance to grow in all aspects of life.”

Being a gap staff taught me how to fit within a team and become more complementary to other people’s efforts. I was also able to harness my people skills and deepen my pedagogical and curriculum knowledge. This led me to having a strong affection towards teaching.

The school was very supportive of my vision to the point that they allowed me to enroll for my Post Graduate Certificate in Education. All this happened when covid had managed to grind most of the world to a halt. I was nervous about the way schooling had entered an uncharted territory, however Regents ensured that I had access to outstanding mentors, support and continued professional development training. Upon completion of my course, I had a brief stint as a Primary Drama teacher at British International School Malaysia.



What has made me fall in love with Regents is their relentless pursuit for consistency within a diverse environment and how everyone here has a chance to grow in all aspects of life. I am convinced I struck gold and joined a premium school that is ambitious for its students and teachers. The motto ‘Be Ambitious Be Regents’ is indeed alive here.

Now I am back home at Regents helping students to become functional members of society, to express their talents and tap into their greatest potential.



Secondary School Reading Strategies

At Regents, we have always valued reading for pleasure and the huge impact it can have on pupils' academic and personal outcomes, as well as their wellbeing. As they move into Secondary School, pupils are required to read and write a wider range of texts across their different subjects, from specialist vocabulary in biology to detailed and complex diagrams in design technology. This can be hard, particularly for pupils learning English!

This year, Secondary School teachers have undertaken a project to break down the ways that pupils read, write and speak in their different subjects. This approach is called 'disciplinary literacy'.



We started in departments, reading a challenging academic text and listing the common features of those texts. Sports Science was particularly diverse, with complex vocabulary, scientific diagrams and visual demonstrations of techniques. We used these to create a teaching resource, in the form of a poster, breaking down the reading process for each subject area / discipline. These guides demystify the reading process for pupils, empowering them to engage with complex texts in each of their subject area.



Obviously, the more pupils can read about a subject, the more knowledge they will gain. Also, with increased knowledge of the vocabulary and structures used in each discipline, pupils will find it easier to write and communicate their ideas. If you wish to support your child in improving their academic outcomes and wellbeing, make sure they are reading widely at home - both fiction and subject-related texts.



"If you wish to support your child in improving their academic outcomes and wellbeing, make sure they are reading widely at home - both fiction and subject-related texts."

Ms. Roisin Ray,
Second in Curriculum and Literacy Coordinator

Read like a...
DESIGNER

- ✓ Look for key features within technical drawings – interpret visually/orientation/details
- ✓ Examine interesting/influential designers/engineers/design movements
- ✓ Look for the text – what was the form over function?
- ✓ Read a PRODUCTION manufacturing
- ✓ Consider external issues, quality
- ✓ Interpret external – e.g. Dyson/c technology tra

Read like an...
ARTIST

- ✓ Look at the imagery
- ✓ Find the most important facts about the artist's life/context
- ✓ Look at influences on the artist
- ✓ Find how the artist's work is used in other techniques
- ✓ Identify the artist's work
- ✓ Look at the artist's work
- ✓ Connect the artist's work to other techniques
- ✓ Assess the artist's work

Read like a...
PSYCHOLOGIST

- ✓ Look for key psychological vocabulary
 - ✓ Do you know what all the terms mean?
 - ✓ How can you improve your understanding?
- ✓ Look for the key ideas behind the research
 - ✓ What is the researcher aiming to investigate and what is the purpose of the research?
- ✓ Look for the key command terms
 - ✓ What are you being asked to do?
 - ✓ What order should you do things in?
 - ✓ How should you present your answer?
- ✓ Interpret data carefully
 - ✓ What is the data suggesting?
 - ✓ Can you make any predictions from the data obtained?
 - ✓ Are the findings reliable and do they mean anything?
 - ✓ Can we generalise the findings to other settings, cultures and populations?
- ✓ Look for links with things you already know or other approaches to understanding human behaviour
 - ✓ Are these concepts and explanations sufficient or do we need to expand our explanation to other approaches and explanations to fully understand the behaviour?

With special thanks to
Jennifer Webb and
Fran Haynes for inspiring us.



News & Opinion Blog

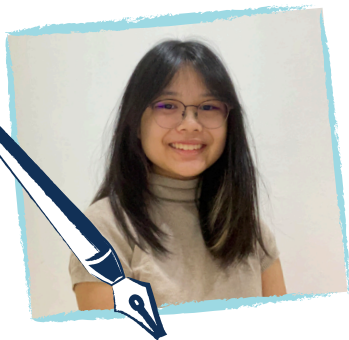
The Student Record

WE'RE BACK WITH OUR SECOND ISSUE!

CHRISTMAS EDITION



SCAN THE QR CODE TO CHECK OUT THE SITE



A letter from *Vianca*...

If you had asked me two years ago to describe what I had thought of the pandemic, I would have (very possibly) said, 'Zombie Apocalypse'. It had been the first time I had seen such an international and collective sense of fear occur. Soon enough, the government began to release statements that we remain in our houses and stand 6 feet away from everyone we met. Upon hearing this, the Vianca in 2019 began to map out the similarities between the present situation and the World War Z movie she had watched for her Geography lesson.

Despite the endless amount of missed opportunities the pandemic had caused, I had discovered that there were also a few advantages it had delivered, at least, for me.

Percy Jackson, Avatar, the Last Airbender, and almost every Disney Channel movie that had been released after the year 2004. Two years ago, I wouldn't have given any of the listed a second glance. I would have left my beloved Heroes of Olympus series to collect dust on my bookshelf and would have never known about Bonzu Pippinappleopolis the Third and his crew. The pandemic had brought me closer to these nostalgic experiences, eventually allowing me to discover a part of myself that I had thought to have been too immature and childish. I had used these means to entertain myself during online school and during those times where I needed some time away from the sounds of Sam & Cat babysitting a man's doll during Halloween. They became my escape from the endless problems occurring around the world, comforting me after receiving the emails from school announcing that we would be returning to online school.

Online school. What an experience. I don't know how to describe it. I really don't. Was it a curse? Was it a blessing? I couldn't make sense of it, and to be honest, I still can't. All I know is that it had squeezed out most of my motivation to complete my homework and menial tasks. I couldn't remember the last time I had felt genuinely excited about a project since corona struck.

Until now, that is...

Zafirah had brought up the idea to me after I initiated a conversation about my recent epiphany on Peeta Mellark's uncanny similarity to Tom Holland. Around halfway through a round of keyboard smashes, she had said, 'Hey Vianca, at my old school, there was an entirely student-run school newspaper. I wanna start one.'

Before then, the thought of starting a club, much less one for journalism, was a faraway fantasy inspired by the multiple movies and sitcoms I've watched throughout my life. The Student Record was a dream that had turned into a reality! Together, we took the idea by its neck and nurtured it, becoming incredibly invested, terribly quickly. Soon enough, we were producing proposal presentations to send out to the SLT and the English department and creating mounds of promotional pieces while at it.

Honestly, throughout the whole process, I could practically hear the adrenaline pumping through me. There were multiple occasions where I would pester Zafirah, asking if she needed any help on her incomplete tasks, just to keep myself busy with projects regarding the newsletter. It became a large part of my life almost immediately after we started our first proposal presentation.

We hope that all of you will cherish this student-run project as much as we do, and we look forward to seeing you around for each issue.

A letter from *Zafirah...*

If you had come up to me in 2019 and said, “Hey, a year from now, you’re going to be quarantined in your room because of a worldwide virus that’s desecrating the world,” I would’ve replied with an awkward laugh, because that’s crazy. A worldwide virus? Desecrating the world? That’s ridiculous.

Well, we all know how that turned out.

The last two years of all of our lives have been, as I’ve stated beforehand, completely and utterly crazy. I truly believe there’s no better word that fits the narrative of starting new school years through laptop screens and Netflix playing in the background of Zoom calls.

According to an article published by the *Psychiatric Times*, when asked to describe the pandemic in one word, a common answer had been introspection. When you find yourself with more free time than you know what to do with, you tend to start thinking about anything and everything, which eventually leads into a rabbit hole filled with thoughts about yourself. I know for a fact that I’ve been doing a lot of introspection on myself, and to be honest, it hasn’t been pretty. I’ve always been an avid supporter of shoving all my feelings deep down until I inevitably die, but I suppose the world going insane is a good place to take a long hard look at myself and go, “Who am I?”

In the midst of all that introspection, I realized that the question of who my person is can be boiled down into two points. One, I’m an incredibly social person, which sucks. I get my joy from talking to my friends, going outside, and spending time with my family; getting all of that social interaction ripped away from me, as one can expect, didn’t really go well. Two, I need to have a purpose, something to do and live for, or I will literally go insane— and insane I went. The peak of my insanity was when I read all four hundred pages of *The Seven Husbands of Evelyn Hugo* in one sitting, drank four cups of coffee, spilled an entire bottle of nail polish on my tiled floor, and then stayed awake for forty-two hours and crashing and burning by passing out for fourteen hours.

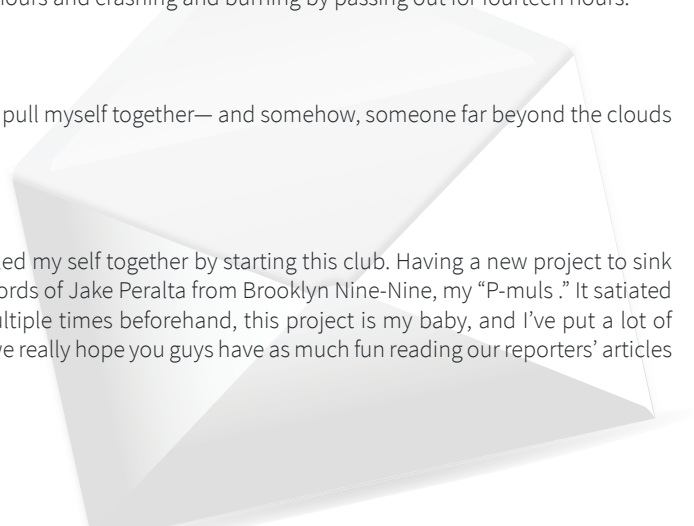
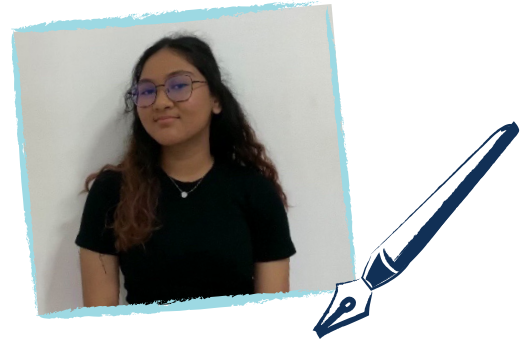
Yeah, let’s not talk about that.

My point is, without doing all that introspection, I never would’ve figured out how to pull myself together— and somehow, someone far beyond the clouds decided to bless and slap some sense into me, because I did pull myself together.

Hooray, point to Zafirah for doing the bare minimum.

This is going to sound incredibly pretentious, and frankly, a little bit nerdy, but I pulled my self together by starting this club. Having a new project to sink my teeth into was exactly what I needed to get me out of my slump, or in the wise words of Jake Peralta from *Brooklyn Nine-Nine*, my “P-muls.” It satiated my itch for social interaction and re-ignited my creative side, and as I’ve stated multiple times beforehand, this project is my baby, and I’ve put a lot of (metaphorical) blood and (physical) tears into this thing. From both Vianca and me, we really hope you guys have as much fun reading our reporters’ articles as we did, and we hope you stick around throughout the year.

Welcome to the Student Record!



Meet the writers!



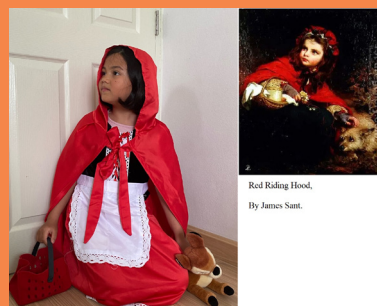
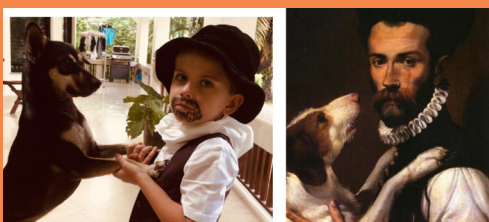
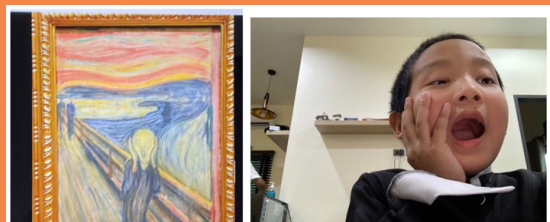
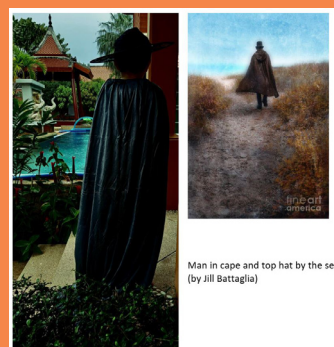
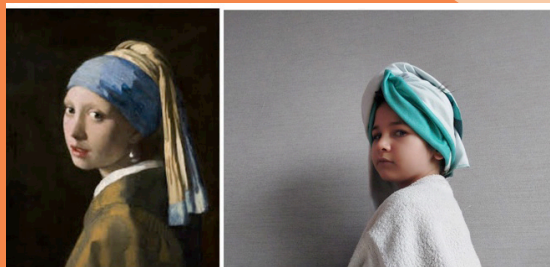


Year 3 IPC Entry Point Task:

Pictures, Paintings and Photographs



In Year 3, as part of their entry point task for a new IPC unit, students were given the opportunity to develop an appreciation and understanding of art as an historical source of information about the past. The children were encouraged to choose materials and tools to express themselves in different ways, and particularly loved the self-expression involved in recreating a well-known image as part of their entry point to this unit.



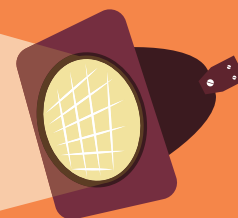
Phra Meru Mas

By Youshi

This was made in 2017
The structure was specifically for the funeral rites for a king.
It's made out of concrete and wood

Year 6's Virtual Museum of *Historical Artefacts*

One of Year 6's IPC task would have been to visit a local museum to investigate Thai artifacts to understand the history of our host country. Instead, we have visited a number of virtual museums, and recreated our own gallery of Thai artifacts, made by the students in Year 6. They could choose what medium they wanted to recreate their chosen artifact, and they answered a set of questions to understand what the artifact tells us about Thai history.



ANTEFIX - CAITLIN

This is an Antefix, it is a ornament at the Eave of a building hiding the ends of the roof to make it look nicer

It is 2.4 feet or 73.152cm from the highest to lowest point

Found 15th century, found at the Wat Nakorn Kosa, Muang district, Lop Buri Provence.

Benz

- 1)kosa pān is a diplomatic corps from Thailand
- 2)this project made out of clay , foils paint
- 3)kosa pān is the diplomatic corps from Thailand to go to France to discovered some new facts about it and he saw king Louis 14
- 4)it looks spooky

The wheel of law.

When was the artifact made? It was made in the 8th century
What is it made from? Sandstone
How was it discovered? It was found in Central Thailand
What is your opinion on the artifact? I really like the designs on it because it's very detailed.

1. Made in 12 Century.
2. Musicians use the djembe as the instrument of dance at marriages, baptisms, funerals, circumcisions and excisions.
3. single piece of African hardwood and topped with an animal skin as a drumhead.

By Natcha

Covid has certainly had its impact over the last few years and we as a school have seen how we have developed our use of technology, been creative to engage students all over the world. However, we have noticed that we have all suffered in some degree from the isolation, lack of socialising and contact.

Here at Regents, the wellbeing of our students and our staff is paramount. We want to ensure that our students are well cared for, valued, and always supported. To be a success that also means working with our teachers and parents to work collaboratively to listen to each other, find new ways of working together.

Over the years we have invested a huge amount of time and energy into our character development of young people, focusing on the Round Square discoveries and building them into our house system, rewards programme and reflection activities. We know that developing young people to be open, honest communicators, reflective and resilient, among other characteristics will help them with any challenges they may face in the future.

At Regents the school culture is very much child centred, we consistently look for ways to ensure our young people are happy and focused at school. We encourage our students to talk to their friends, parents, and staff in school when things aren't going well. In our growing minds programme which runs through the whole school, we talk to the students about well-being and how to manage your emotions. This starts in Early Primary and develops in the Primary school and Secondary school. Creating a positive school culture enables everyone to be a success and knowing it is okay to talk is paramount.

Additionally, to the work that we do as a school with our pastoral systems and counsellors; we are proactively seeking the voices of the students and parents to enhance what we already do. This year we have set up a student wellbeing committee, a staff wellbeing committee and a parent committee. We are actively looking for your feedback to directly impact on our school culture and how we look at wellbeing after being in isolation due to covid for so long.

WELLBEING AWARD

for schools

The student wellbeing committee have started a competition to raise awareness in school and encourage students to talk. Here they are getting together with key staff in Primary and Secondary to launch their action plan.



The students said that when they complained they felt listened to, but many were unsure about speaking out. Hence the launch of the new competition in school to raise awareness.

We have led yoga sessions for students, exam workshops for students and parents, awareness campaigns on social media and much more. We look forward to doing more this year with your input on making Regents number one for the wellbeing of all our community.

What do our parents say?

"We have had a personal experience where all channels of communication were available to us. We could not have asked for more."

"We have personal experience of working with the school on mental health and well being, they promote it through their weekly emails and bulletins and the school leaders are very approachable."

"The school leaders are not judgemental but very caring and supportive at all times."

"I am really proud of the work we have done over the years to support children with their well-being, with strong pastoral support systems and quick response rates, however the job is never ending and there are always things we can do to further develop ourselves and our understanding. I am excited this year to get parents more involved with supporting us to support them."

Ms. Amos Turner-Wardell, Head of Secondary

We completed a survey at the end of the academic year, while we were still in lockdown and our parents said some of our strengths were:

"It is clear that good emotional well being and mental health is important to the school." Getting a score of 4.3 out of 5.

And Parents feel happy to talk to the school about their child's feelings:

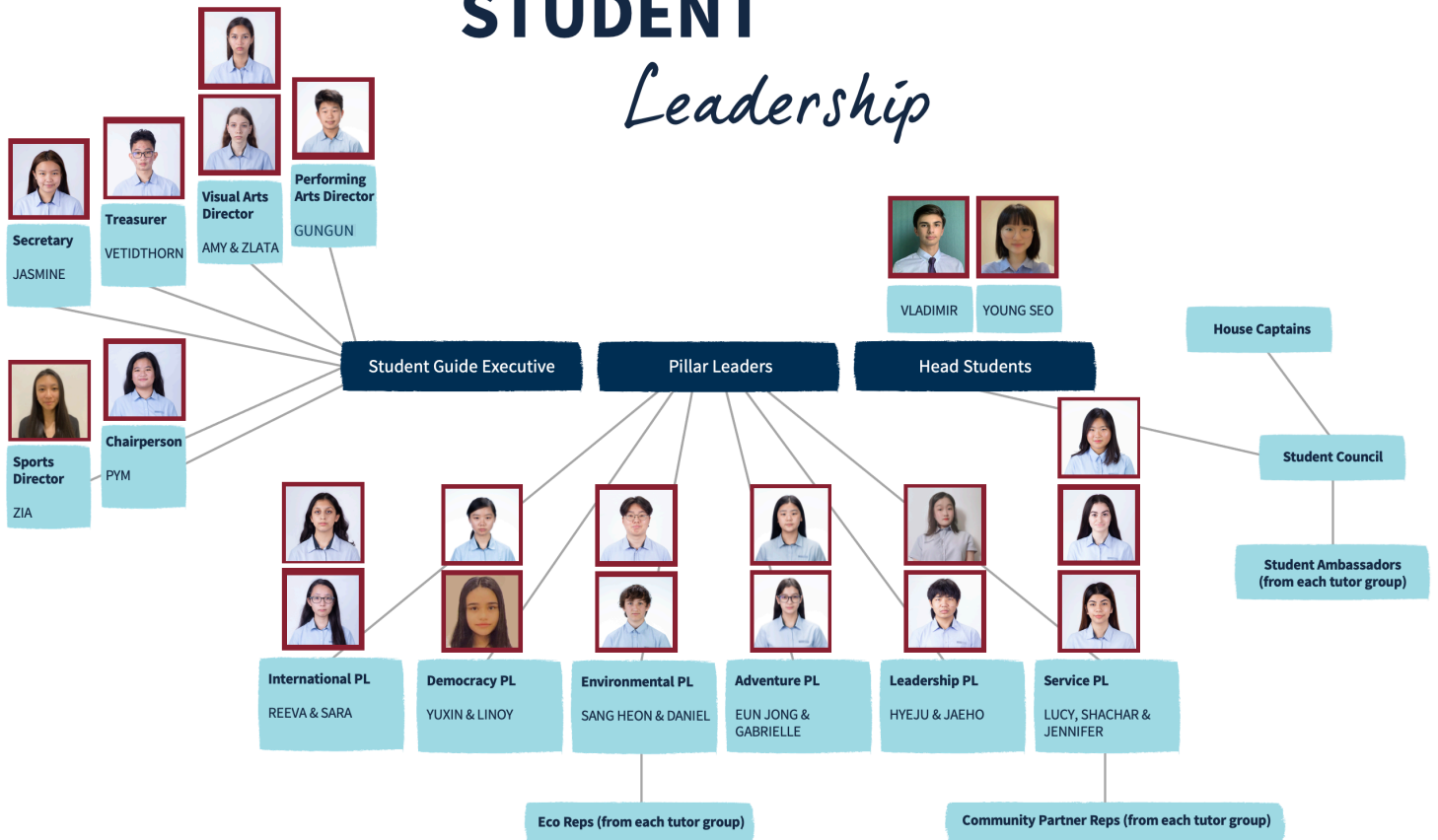
"I am happy to talk to the school about my child's feelings" Getting a score of 4.1.



Yoga sessions for students



STUDENT *Leadership*



GET TO KNOW YOUR SECONDARY STUDENT LEADERS

VLADIMIR | Head Student

I feel honoured and privileged to be elected to the position of the Regents Head Student. I would like to thank everyone who supported me along this journey and entrusted me with the future of our school. I look forward to working with other members of the leadership team to bring meaningful change to Regents. Being a Head Student is not easy, but I want to reassure everyone that I will fulfil my obligations in this role to the best of my ability.



YOUNG SEO | Head Student

As a long student of Regents since kindergarten, my history stands in depth here and I would like to stand by the idea that 'I don't make promises. I make progress.' This year will be challenging with all the difficulties from the pandemic, but from another perspective, it provides an opportunity to see things differently. Therefore, I would like to make this academic year another enjoyable, successful time for all members of school. These are my thoughts for this year!



JAEHO | Leadership Pillar Leader

My name is Jaeho and my role in the Student Leadership Team is the Pillar leader of Leadership. As a student and a learner, there are lots to experience and discover. I persevere to do what I can do as I am now and push on forward. Mistakes are inevitable, but one by one, I know I am growing closer to my goals. Hence, I always strive to undertake something new. I think leadership is - First, you must know how to manage yourself, that is, you need to know how to lead yourself before you guide others to do the same. To my mind, a leader isn't about the quality and ability to lead others. You are your own leader, and it is you that defines who you are. The positions of the Student Leadership Team exist as a baseline for everyone to construct a structure of their own Student Leadership Team in themselves, which includes Leadership.



GUNGUN | Performing Arts Director

My name is Gungun and I have decided to take on the performing arts director role in this school because I'm very passionate about music in general. I enjoy being able to help students show their true talent that they have and allow them to receive the recognition that they deserve. This is also a good opportunity for me to work on my leadership skills and in return, I can work on more future potential projects. I am very approachable so if you have any ideas then please let me know and we can work things out!

REEVA | International Pillar Leader

Hi everyone! My name is Reeva and I am your international pillar leader. By being your international pillar leader, I will be bringing countries together from all over the world. Regents is an international school with students from around the globe, my job is to introduce everyone to different cultures and learn to respect different viewpoints. One of the main events which is perfect for international exposure is International Day. Hopefully, we will be able to run it this academic year. As we go along this year, we will introduce many more activities! I am super excited to educate everyone and make Regents an international community. Thank you!

SANG | Environmental Pillar Leader

Hello, my name is Sang and I am your eco pillar leader along with Daniel. The main aim of eco pillar leaders is to spread and maintain the awareness of how humanity affects the environment. This will include our students, teachers, parents, staff and the local community to be more eco-friendly by performing eco-friendly activities such as beach cleaning up, plastic clothes fashion show. I believe through these activities we can develop our IB learner profile, you will be able to improve your communication, teamwork, risk taking and leadership skills. I will support everyone within the team to improve. Finally I hope I can be an approachable person to you. :))))))

ZLATA | Visual Arts Director

Hi, my name is Zlata and I work alongside with Amy to be the Visual Arts Director for this year. I have a deep passion for art and that is why I took this opportunity to become the arts director. By being the art director, I work to design posters and other various advertisements to help promote the school's events, I also work to make things look presentable and use creativity to represent Regents in a meaningful way. I hope to become a student leader that you can easily approach with your creative ideas, and to have my ideas that use art and creativity be implemented into our school :)

ZIA | Sports Director

Hi, my name is Zia and I'm the Sports Director! I decided to apply for a student leadership position because I'm passionate about helping others advocate for what they think is important, and I believe that there is always something we can do to improve our school and community. My role handles everything to do with sporting events and facilities--I'm here to relay any feedback our students have to the PE staff, and help make the changes we all want to see.

YUXIN | Democracy Pillar Leader

Hi, my name is Yuxin and I am one of the democracy pillar leaders for this year. As a democracy PL, my job is to ensure that elections are fair, everyone is represented and the constitution is reviewed and adhered to. Therefore, we will do a review of the school constitution every year. We value the opinions of every student and look forward to working with you in the future! Talk to me if you have any concerns or suggestions.



PYM | Chairperson

Hi, my name is Pym and I'm going to be the Chairperson for Regents this year! My job is to run the student ambassador/form rep meetings every Tuesday, student leadership meetings on Thursday and help manage other events. I'm currently part of an organisation called "Mangrove Teens" which aims to repopulate mangroves in Thailand. Looking forward to working with you all :)

LUCY | Service Pillar Leader

Hi, I am Lucy and your Service Pillar Leader for this year. I am here to help others in need, particularly those who are less fortunate than the typical Regents student. We, as a Service Pillar Leader Team, organise and promote service related activities and projects dealing with global issues around the school, which could benefit the student body as well as the school's community partners. We also encourage students to take part in survival related initiatives and provide support for established service groups in school. I am pleased and honoured to support our school community as part of the Regents Leadership Team.



MEET THE PRIMARY

Academic Leadership Team



Mr. Stephen Sharma, Head of Primary

I have been part of school communities both in the U.K., Middle East and now Thailand for just over 16 years, having worked in Early Years and Primary settings. I believe that education should change our view of the world. To support 21st century learning, schools need curricula that evolves and pedagogy that is at the forefront of research and evidence based practice. My own commitment to lifelong learning and reading continues as I am currently studying for my Masters in International Education. My passion for learning and education underpins my belief that schools can develop a culture in which we readily challenge each other to achieve more than we believe is possible, within the school gates and beyond.

Ms. Sara Berenguer, Assistant Head of Primary

After holding senior leadership positions at schools in the UK, France and the Middle East, I arrived in Thailand in 2014 and feel very privileged to be part of this vibrant community. I have a passion for teaching and learning and at Regents, have relished playing a role in supporting and encouraging teachers in their professional development with the additional opportunities provided by the Nord Anglia University. Working closely with children in diverse settings has contributed to my interest in international education and I am currently studying for an Executive Masters in International Education at King's College London. In addition to my teacher development role, I look forward to working collaboratively with colleagues in further developing our International Primary Curriculum offer.



Ms. Hannah Naowasuk, Deputy Head of Primary

Having worked for six years in the British education system, I joined the Regents family in 2008 and have had the privilege of being part of its growth and development over the last 14 years. I am not entirely sure when I decided that I wanted to become a teacher, but I do know that the decision was based on childhood experiences at school. In the words of Maya Angelou "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." As the pastoral lead in the Primary School, I continually work alongside the teaching community to ensure that all children feel happy, safe and valued at school. Through the nurturing of warm, positive relationships, and an approach to learning that combines academic excellence and a commitment to holistic education, we create a healthy, supportive climate, where children are engaged and take intellectual risks, therefore achieving more than they believe is possible.



Ms. Sarah Emeny, Head of Enabling Environments

I have been teaching for almost twenty years, specialising in Early Years education for ten years and spending the last five years here at Regents. I find working in the Early Years to be very rewarding and I love working with children at such an important stage of their development. I have a particular interest in how our brains and bodies are connected and in finding the best ways to help them grow together, as one complex system. I am committed to providing our youngest learners with the best possible start to their education journeys. My role as Head of Enabling Environments allows me to share this passion across the Foundation Stage.

Ms. Clare Sharma, Head of Early Literacy



Having worked internationally as an Early Years teacher for over 8 years, I am passionate about supporting children to develop lifelong learning skills through play. My leadership journey began in Dubai where I worked as a Lead Teacher and mentor for newly qualified teachers, focusing on imbedding excellent teaching and learning practice. I also worked as a Science Curriculum Leader with a remit to develop young children’s reading, writing and communication skills through the wonder of science and the world around us. I am excited to be sharing my love of literacy in my role at Regents. Developing children’s communication and literacy skills from Pre-Nursery to Reception is a pivotal step to ensure young children grow into confident speakers and foster a love of reading and writing from an early age.



Ms. Suzanne McHale, Milepost 1 Leader

This is my 5th year at Regents Pattaya, and my current position as Leader of Milepost 1, perfectly combines my previous Regents roles as Head of Year 1 and 2. During my early teaching career in Scotland, I set out to gain experience working across all Primary Mileposts. I discovered my passions lay in developing Early Primary, where I love being part of this crucial stage in creating strong foundations. Through a range of leadership roles, I acquired a wealth of knowledge in ensuring equality in education and in raising attainment by identifying and removing earliest barriers to learning. This supports all of our students to progress in their learning journey with confidence and success.

Ms. Jennifer Bilham, Head of Mathematics



Before moving to Thailand 3 years ago, I was teaching in London, United Kingdom. I have been Head of Mathematics for the previous 5 years and have trained with National Centre for Excellence in the Teaching of Mathematics and the West London Maths Hub. I am a new teacher to Regents this year. I am looking forward to sharing my passion in the teaching and learning of Maths across the whole Primary School.



Ms. Gemma Cottam, Milepost 2 Leader

I have been teaching for 14 years and this is my sixth year here at Regents. For the past 4 years I have been Head of Year 3 and this year brought new opportunities in the role of Milepost 2 Leader. My new role allows me to spend time across both Years 3 and 4. I am passionate about lifelong learning and have recently completed my Master of Science degree in Educational Leadership and Management. Prior to this I studied to achieve a PGCert in Special Educational Needs and Inclusion and qualified as a Reading Recovery teacher. I believe it is important that we help our students to establish a love of learning from an early age and one of my aims for this year is to support my teams in embedding this thirst for knowledge in our students.

Mr. Tom Edwards, STEAM Coordinator



My name is Tom Edwards and this is the 4th academic year where I have been the Primary STEAM Coordinator for Regents. In 2018, I had the incredible experience of visiting MIT - the world’s leading university - and discover how this amazing institution delivers outstanding STEAM learning to its students. Our unique Nord Anglia collaboration with MIT means that our students experience a style of learning which is heavily influenced by this ground-breaking educational institution. During my years as Regents’ STEAM Coordinator, I have designed a STEAM curriculum for our Primary students which focuses on interdisciplinary learning between the STEAM subjects (Science, Technology, Engineering, Art and Maths), as well as embedding key 21st Century skills taught through the MIT Learner Ambitions. The students love the STEAM projects and it is amazing to stand back and watch them continue to develop.



Ms. Claire Middleton, Eco Leader

In over 20 years of teaching, both in the UK and internationally, I have taken on various leadership roles; however, since playing a key role here at Regents in an evolving Eco Committee, namely Eco Voice, and helping to coordinate work towards achieving the Eco Schools Silver Award, I believe even more strongly in Student Leadership and in providing channels for young people to have a voice. For the third year in my role as Eco Leader, I look forward to continuing with projects to improve our school grounds, develop understanding of environmental issues for all students through the curriculum for the future of our planet and our work towards achieving the Green Flag Award.

Ms. Amy Turner-Wardell, Head of English



I am now in my fifth year at Regents, having previously taught for ten years in the UK. In my role as Head of Primary English, I am developing a strong and engaging English curriculum to ensure our students reach their full potential, and I am passionate about using fantastic texts to inspire learning. I hope to integrate creative text choices into all our IPC units, to build a strong foundation of English throughout lessons, and to empower teachers to use engaging texts to inspire their students. Regents is a vibrant and diverse school, and my goal is to bring this vibrancy into the experience our students have through English.



Mr. Jonathan Way, Milepost 3 Leader

Following numerous years teaching children from Year 2 to Year 6 in the UK, with various leadership responsibilities, I made the move to Thailand in August 2014 and am now in my eighth year at Regents. I am fully committed to Regents and have taken pride in developing my teaching teams to be the best they can be, over the past 4 years as a Head of Year. As an Apple Teacher, I have a passion for technological innovation and have developed my skills in integrating this interest with my classroom practice through many Apple-led professional development courses. My aim this year, as a milepost leader, is to ensure that the children in Milepost 3 also strive to achieve their very best, in all aspects of their learning.

MEET THE SECONDARY

Academic Leadership Team



Ms. Amos Turner-Wardell, Head of Secondary

I have been in school leadership for over 16 years and have been at Regents for 5 years having led Primary schools and Secondary Schools in the UK and now in Thailand. Regents is an incredibly special school and one I am proud my own children attend. A key driver which has always been with me on my educational journey has been about creating as many opportunities as possible for children to succeed in any path they choose to take. I believe our role as educators is to create experiences which will shape young people to be confident, lifelong learners with a passion to make the world a better place. This is done by ensuring the school culture is one of support and challenge, that we are always striving to be the best we can be and we are prepared to try something different and take risks. I believe we do this every day at Regents and will always look for ways to take things to the next level!

Ms. Tamara Mckenna, Deputy Head Curriculum and Assessment

Of my 20 years in education, 9 of those have been spent here at Regents. What I love about the school is the range of opportunities our students have inside and outside of the classroom: from involvement in the performing arts, to working with our community partners, to sports, fitness and adventure. I believe that these experiences develop those key characteristics such as self-awareness, responsibility and tenacity that are also essential to academic success. My role in the secondary school is to ensure we have a curriculum that has breadth, so students can work out what their areas of interest are and then have the chance to focus on these as they get older. We work together to support the students in reaching their full potential in all aspects of school life.



Mr. Harry Ainscough, Assistant Head Pastoral Care and Wellbeing

16 years of working with young people in schools has taught me many things. It is a privilege and pleasure to support young people through their school journey and watch them grow into successful young adults ready to go out into the world. It is vital we create the right conditions to enable all of our students to flourish. I work with the pastoral team to help create these conditions. We work continuously on our character development programme, based on our Round Square school status, pastoral systems which is based on identifying needs and scaffolding support, wellbeing programmes and working alongside our student leaders to ensure our young people have a voice in supporting each other and building our House community further. We work tirelessly so students feel a sense of recognition, belonging and connection to Regents School.

Ms. Sara Morrow, Assistant Head Post 16, IBDP

In my 20+ years in education, I have had the pleasure to work in America, Czechia and Thailand helping diverse students to grow into young adults who are compassionate, inquiring and knowledgeable global citizens. In my role as Head of Post-16 and the IB Diploma Program, I specifically aim to help every student reach their goals for future, for university and for life after. I am passionate about education and pedagogy; I work with teachers to help ensure that our program challenges students to think and reflect, to analyze and create, to develop their own viewpoints and to engage with the world around them. I also work with the pastoral team to ensure that our students are supported so that they can be balanced, happy and healthy. As a lifelong learner myself, I have earned a Master's Degree in Teaching and Learning and an Educational Specialist's Degree in School Leadership and Policy.



Ms. Jill Hope, Whole School Head of Inclusion

I started my career in education over 20 years ago in California as a classroom teacher where I realized my passion for teaching students with learning needs. I soon became a Literacy Specialist and worked alongside teachers coaching them on best practices. Since then, I have worked in Thailand and at our sister Nord Anglia school, Northbridge, in Cambodia. I have served in a variety of leadership positions over the years, including 4 here at Regents School. As the Head of Inclusion, I am dedicated to helping all students reach their fullest potential. Having an Inclusion Department allows us to offer a comprehensive support program tailored to meet the needs of every student. The Inclusion Team and I work closely together with students and parents to ensure that children overcome challenges and receive the education they deserve.

Mr. Oliver Farley, Whole School Director of Sport

This is my third year as Director of Sport at Regents, having worked in the same role at a very large school in Bangkok for many years. Making the move to the green open spaces of the Regents campus – after being surrounded by high rise buildings on Sukhumvit Bangkok – has been a real pleasure. I have a long association with the school having brought sports teams here many times over the years, and now I'm able to work with and support our students and Lions on their journey towards happy, healthy and active lifestyles. As part of my leadership role, I aim to develop our programme to engage as many students as we can in sport and fitness activities, and to foster a passion for our young athletes to work hard to be the best that they can be – not only in terms of their performance but also their character, always thinking of our Round Square Discoveries like tenacity, teamwork and self awareness.





Ms. Nicole Sargeant, Whole School Head of Innovation

This is my ninth year of teaching at Regents. I made the move here from the UK where I gained a first class honors degree in Computer Studies, qualified as an ICT teacher and taught in the North-East of England for 2 years before deciding to move to Regents. It turned out to be a great decision! Regents gave me the amazing opportunity to work across both our Primary and Secondary school teaching Computing and facilitating STEAM projects for our students. I now hold the whole school role of Head of Innovation which, as well as teaching, involves supporting technology integration in the curriculum and overseeing the implementation of MIT Challenges across the whole school. I feel passionately that technology, used right, can enhance and transform the way we live and learn and love that my job allows me to support students and teachers find new ways of doing things that were previously inconceivable.

Mr. Patrick McKenna, Head of Experiential Learning

I am very proud that this is my family's tenth year being a member of this vibrant and diverse community. I have had the great pleasure of looking after the experiential side of school, otherwise known as 'learning by doing'. My passion, and luckily my job, is to inspire our students to take part in as many experiences as they can, whether this be working to engage and support our community partnerships, planning and running a whole school event, undertaking a leadership position or even climbing the world's highest freestanding mountain. Through hundreds of trips and activities, I have seen how vital and transformative these experiences are for our students and how they give them a bank of 'character capacity' that sets them apart from others and will serve them extremely well, whatever they choose for their future.



Kru Rut, Whole School Head of Thai

I started my teaching career overseas when I found the need to have my own children learn Thai in an English-speaking country, Australia. Circumstances enabled me to start teaching in a school set up for that purpose under a Thai Government program. On returning to live in Thailand I started teaching Thai language in an International School environment as I realized there were so many students who needed to speak their native tongue while living in Thailand. With my ability to speak English and Thai, and having the necessary qualifications, I was able to help these students. I have experience teaching Thai at all levels and have been in the International School environment since 2005. I have been teaching IGCSE and IB consistently for many years and find great satisfaction in developing students' knowledge and application of language to the real world so they can be lifelong learners. An attitude I try to strive for myself is continuing to acquire knowledge and techniques to help other students and fellow colleagues.

Mr. Mehdi Benchoula, Whole School Head of Modern Foreign Languages

Prior to arriving at Regents 6 years ago, I had been teaching in the UK for 8 years, including 4 years as the Head of Languages. I started my leadership journey at Regents with a pastoral role as Head of Year 10 and 11 which gave me the opportunity to share our school philosophy with our students and to support them during those crucial years of (i)GCSE. In 2019, I took over the role of Head of Whole School Languages where I manage a wonderful team of teachers who are ensuring the successful and pleasurable language learning journey of our students across Primary and Secondary. It is exciting to lead a team of enthusiastic specialist teachers who are sharing their passion for languages and boosting students' interest and engagement in this subject.



HEAD OF FACULTIES

Heads of faculties drive their subjects areas and curriculum delivery for their subjects. They are experts in their fields and bring a wealth of international experience to their teams. Their role is to monitor the academic excellence of the young learners who study their subjects.



Ms. Laura Rooney
Head of English



Ms. Tamika Daley-Bacchus
Head of Science



Ms. Kathryn Watson
Head of Mathematics



Ms. Rebecca Ainscough
Head of Humanities



Ms. Clare Garnett-Spear
Head of Art and Design



Ms. Rachel Perry
Head of Enterprise



Ms. Andrea Slaus Kokotovic
Head of Psychology

HEADS OF YEAR

The Head of Year works directly with the students on their pastoral care and well-being. They work with the form teachers and students daily to ensure that the children are safe and happy at school.



Ms. Ruth Demery
Head of Year 7



Mr. Stephen Fabia
Head of Year 8



Ms. Sonia Gilbert
Head of Year 9



Ms. Neasa Ni Ghallchoir
Head of Year 10



Mr. Anthony Johnstone
Head of Year 11



Mr. Jonathon Morris
Head of Year 12 and 13

ACADEMIC LEADERS



Ms. Liana Grosman
Head of Growing Minds



Mr. Tim Spear
IGCSE Coordinator



Ms. Astrid Karagiannis
Whole School Head of Libraries



Ms. Roisin Ray
2nd in English
(Literacy Lead)



Ms. Gavin Smith
2nd in Science



Ms. Emma Hickman
Whole School SENCO



Mr. Phil Bond
Golf and Swimming
Coordinator

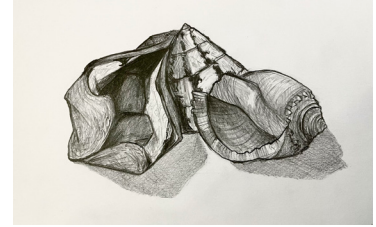
Outstanding SECONDARY ART



By Angela, Year 11



By Cake, Year 11



By Dahye, Year 9



By Bhadra, Year 11



By UD, Year 8



By Kay, Year 10



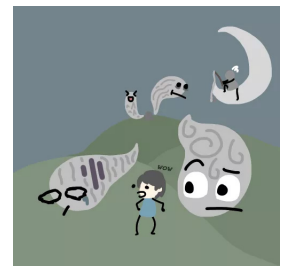
By Matthew, Year 7

INKTOBER

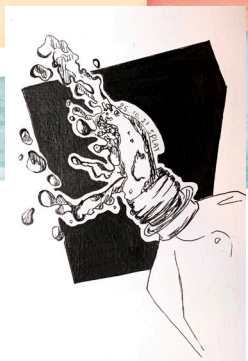
During the month of October, we asked our students to participate in the challenge of Inktober! This year we had so many excellent submissions and we are very proud to announce the students have earned over 1,621 house points! Congratulations to everyone who took part.



By Ayoon, Year 9



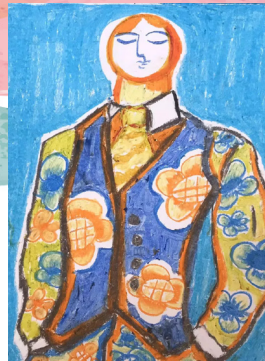
By Korn, Year 7



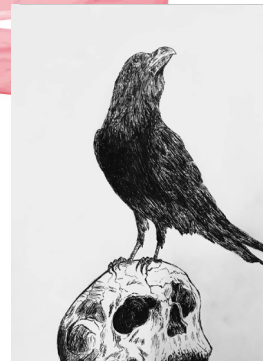
By Momoko, Year 11



By Xinai, Year 10



By Chekseum, Year 10



By Bam, Year 9



By Somin, Year 11

DESIGN TECHNOLOGY

in the Secondary School

Year 8

Have been working on design movement clocks. Students picked from styles like Memphis, Bauhaus, and Art Deco.



By Ana, Charlotte, Andy and Manow



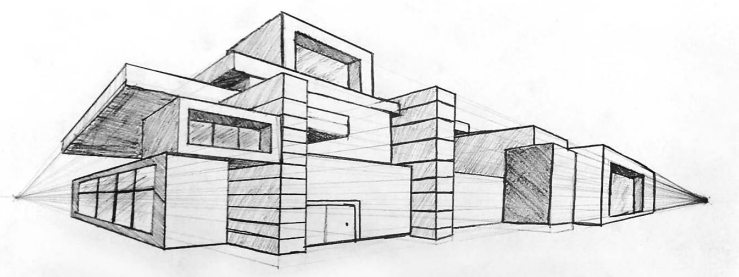
Nua and Aie



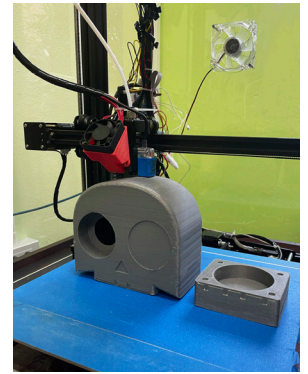
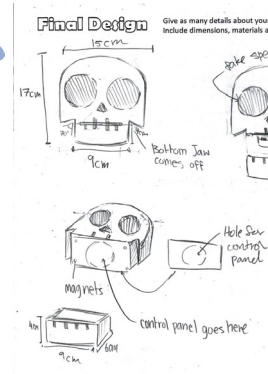
Parn, Atom, and Eda

Year 10 Graphics IGCSE

Our Year 10 students have been practicing two-point perspective



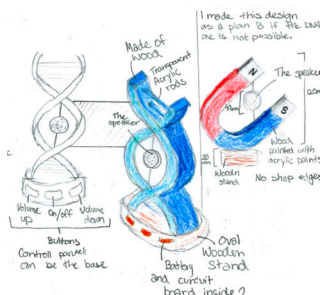
By Anjali



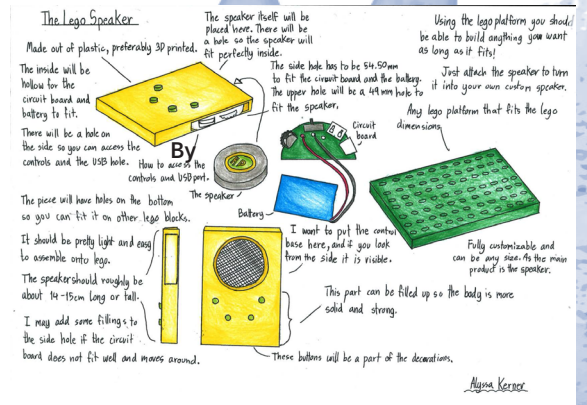
By Dahye

Year 9 Bluetooth Design Ideas

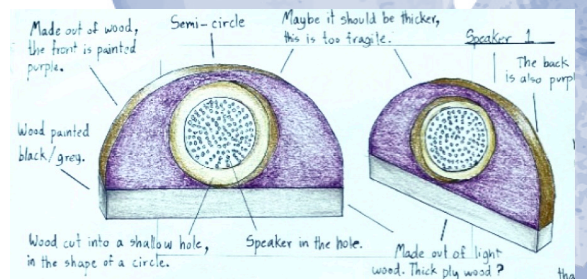
After a couple of weeks refining their design skills, Year 9 students have now begun designing their very own Bluetooth speakers, with a focus on designing in isometric and adding comprehensive notes to explain their design ideas and decisions around materials and manufacturing techniques.



By Aashirya



By Alyssa



By Alyssa

REGENTS

Eco Voice



"It's good for me, good for you, good for the planet!"
#MeatlessMonday

VISION

For all stakeholders in the Regents community to be actively aware of the shared responsibility we have, to protect the planet and commit to improving our earth's health.

Since being awarded Silver for WWF Eco Schools, we have worked hard towards achieving 'Gold' - the 'Green Flag' certification; during a recent video conference, the assessors were really impressed with the steps that we have taken to move Regents further - not only towards our goal of 'Green Flag' but also ensuring a sustainable future of ECO at Regents - encouraging a whole school approach, sharing responsibility and making it central to all that we do.

HISTORY: How we got here!

- WWF Eco Schools Awards – Bronze/Silver awarded before 2018/19
- Going for the Green Flag (Gold equivalent) - started 2019/20
- FOBISIA Environmental Conference attended in Bangkok Prep (2018)
- Regents to host 2nd FOBISIA Environmental Conference (2020)
- Raised the profile with 'Eco Voice' via Eco Days, conference planning, any projects led by students through assemblies, bulletin and community involvement

Some of our most successful recent projects

- Meatless Monday initiative trialed in Primary and Early Primary canteens
- Eco-voice wall: under the clock tower, people can add ideas and the Student Pillar Leaders can share news and ideas
- Waste and Energy consumption: highlighting the problem of waste produced by plastic bottle and Eco-Brick collection points, reminders in the building to reduce energy consumption as well as purchasing re-cycled paper for photocopiers and scrap paper in classrooms

Examples of our plans for the future

- Introducing food portions in the cafeteria and monitoring waste
- Initiating the creation of compost from plant-based waste in the cafeterias
- Starting up a new vegetable and fruit garden - using CCA for all ages to grow and sell produce in the community
- Planning planting days in the local community
- Re-vamping earth day and selling eco-friendly products and food, turning lights off, and activities for children e.g. science experiments and recycling
- Using eco-friendly, non-toxic cleaning products for cleaning staff
- Collection of old technology products for re-use or redistribution

Most significantly, we have begun to make links between departments in Secondary to plan for exciting, meaningful projects across different year groups which highlight the need to support sustainability and support our vision of 'everyone's responsibility'. These include an art and DT building project to create a greenhouse to a gardening area from recycled products in the Early Years outdoor learning area. With the Primary IPC Curriculum embedded across all Primary year groups, we have begun a greater focus on the environmental aspects, linking it with STEAM which gives students the opportunity to be innovative and put forward ideas for a more sustainable future.

With a panel of dedicated committee members represented by our whole community, we hope to be able to meet regularly once again and continue with our other projects that were planned before Covid and learning virtually.

For now, we would like to congratulate and introduce our Student Leaders who will be some force behind some of these future initiatives!

Meet the Eco Voice Reps



Environmentalism Pillar Leaders



Sang Heon, Year 12



Daniel, Year 12

Year 1



Jasmita, 1R



Minseo, 1I

Year 2



Melody, 2R



Tassada, 2I

Year 3



Sunfanshi, 3R



Nutthakit, 3I

Year 4



Lily, 4R



Yat Ching, 4I



Ornnicha, 4S

Year 5



Nivedhya, 5R



Isabella, 5I



Ben, 5S

Year 6



Jiho, 6R



Elijah, 6I



Amelie, 6S

Year 7



Saoirse, 7.2



Emma, 7.2



Mia, 7.3



Maria, 7.4

Year 8



Yeonsoo, 8.2



Leisha, 8.2



Batman, 8.3

Year 9



Guido, 9.1



Eda, 9.2



Aashirya, 9.2



Christine, 9.2



Sihwan, 9.3



Mariella, 9.4



Jocelyn, 9.4

Year 10



Naw Susu, 10.1



Shara, 10.1



Tianze, 10.2



Jenny, 10.2



Anjali, 10.3

Year 11



Momoko, 11.1



Siyun, 11.1



Angela, 11.2



Joanna, 11.3



**WE LEARN
BETTER,
TOGETHER**

Visit NAE's Global Campus
globalcampus.nae.school



GLOBAL CAMPUS NEW LOOK!

A platform suitable for all ages!

Global Campus is Nord Anglia's exclusive online learning platform, where students from our schools around the world learn and develop their problem-solving and creative thinking skills.

GLOBALLY CONNECTED

Children can work with others their own age from our family of schools, and get a better understanding of what school life and childhood are like in different countries.

WORLD-CLASS COLLABORATIONS

Students have access to one-of-a-kind learning activities from our exclusive collaborations with MIT, UNICEF and Juilliard. NAE is continually developing new learning activities to inspire and engage young minds to discover more about the world around them – from global STEAM activities with MIT, the world's number one university, to tackling UN Sustainable Development Goals.

OUTSTANDING TECHNOLOGY

Global Campus draws on the best in educational technology to create a secure and engaging learning environment for students of all ages. Our teachers monitor students' activities, so your child is safe whilst they connect with new friends on virtual projects.




GC Junior
A special place for under 8s! Featuring Forest School, Global Goals Explorers, Curiosity Corner, and Story Sacks, this area offers younger students a range of unique and exciting activities that encourage exploration, creativity, and expression.

[Go here](#)



GC Core
Are you aged 8 to 15? Then click here! Participate in global activities and explore your favourite subjects – STEAM with MIT, Social Impact with UNICEF, Performing Arts with Juilliard, Writers Corner, Outdoor Education, and Health and Wellbeing!

[Go here](#)



GC Senior
For students 16+! Join our Senior Community to discuss topics with peers from all over the globe and take part in unique inter-school, worldwide projects and contests. Here you can also find expert advice to help you make informed choices about your future.

[Go here](#)



Elements Projects
Unique, interdisciplinary projects created by NAE teachers for NAE students! Ask your teacher to find out how to get started – here you can become a MasterChef of the Future, explore Life in the Ocean, develop Healthy Lifestyle Hacks, and much, much more!

[Go here](#)



Parent Supporters Group
 Stay informed
 Get connected
 Show support

THE PARENT SUPPORTERS GROUP (PSG)

Enjoy networking, sharing and planning information about activities or events taking place at school with other Regents parents.



Contact Details

Rosemarie Gamito, Chairperson
 regentspsgchairperson@gmail.com

Benjawan Buakam, Vice Chairperson
 regentsvicechairpsg@gmail.com

Andrew Gilbert, Secretary
 regentspsgsecretary@gmail.com

Mini Sharma, Treasurer
 regentspsgtreasurer@gmail.com

Sub-Committees

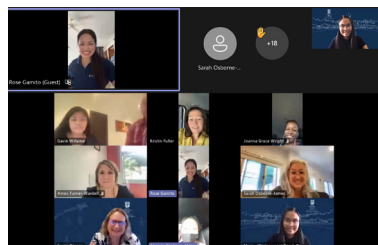
Tatiana Musiichenko, Primary Rep
 primaryrepresent@gmail.com

Rika Nurmawan, Secondary Rep
 rika_dewina@yahoo.com

Laura Ledesma Perez, Activity Coordinator
 psgactivitycoor@gmail.com

Vera Wright and Kristin Fuller, Cooking Class Coordinators
 regentscookingclass@gmail.com

Lorelli Deml, Media Coordinator
 psgmediacoord@gmail.com



PSG monthly meetings

Scan to visit the PSG web-page on our website.

Working with our community partners



Hiking Club



All new and existing parents are automatically enrolled as members of the PSG when joining Regents and parents can choose how they wish to be involved as active PSG members through the many different activities on offer. Our Regents school community is diverse and the PSG reflects this by representing as many different groups as possible.

Members of the PSG work together to provide a communication link between parents, teachers and the school. To facilitate this an open meeting to which all parents are invited is held roughly once a month throughout the school year. These meetings will usually include a presentation from the school with the opportunity to meet and ask questions of the specialist for that area of school activity as requested by parents.

Despite not being able to come together to learn and train, our students have still managed to stay active and have spent time through online lessons looking at our own mental and physical well-being.

Year 11 and 12 students have embraced breathing mindfulness as a way to connect with themselves and find some inner calm as they face the rigours of their academic study. Many of our older students have also examined their lifestyle choices - such as a lack of sleep or poor diet - and the impact that they can have on their health and cognitive function.



NAE Global Sports 2km Challenge

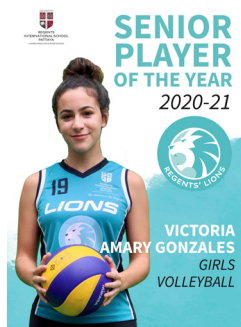
50 of our Regents students took part recently in the NAE Global Sports 2km Challenge.

"I know that many of them were training regularly (often with parents!) in preparation for the challenge and it was a pleasure to see our students motivated to be active, regardless of their ability or age."

Mr. Oliver Farley, Director of Sport / Head of PE

SPORTS & PE Highlights

Senior Lions Sports Award Winners



We have also celebrated the impact of our Senior Lions who had a great year in 2020-21 and won our top awards at The Lions Sports Awards. We have created a Wall of Fame outside the Sports Hall to honour their contributions and achievements, and we hope that this will inspire our younger Lions to work hard to be the best that they can be – and one day, to appear on the Wall of Fame!



Special mention to **Vicky Gonzales Amary** and **Seojin Moon**, who were recipients of the prestigious Regents Lions Award for their outstanding commitment, contribution and leadership.

Scan to follow the Lions on Facebook



THE RIVIERA OCEAN DRIVE

Classic Timeless Luxury



Visit Our On-Site Sales Gallery - Jomtien 2nd Rd



10 Times
Thailand Property Awards
Winner



ASIA PACIFIC
PROPERTY
AWARDS
57 Times
Asia Pacific Property
Awards Winner

IR
RIVIERA
GROUP

Fully Furnished
Under Construction

038-195-253

www.therivieraoceandrive.com

[f therivieraoceandrive](https://www.facebook.com/therivieraoceandrive)

Jomtien 2nd Rd, near Soi 8 & 9