



CONNECT

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THE AESTHETIC LIFE AND
DETAILS OF THE FINEST LIVES



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Sarah Osborne-James writes a weekly blog to outline her vision!



Dear Parents and Friends,

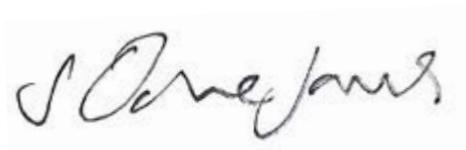
As I look through this magazine I am reminded of so many great achievements and activities that have happened this term. From our outstanding academic results announced at the start of the term, to our Eco fashion show, the wonderful Loy Krathong event, parent workshops, Dodge for a Cause, our Parent Supporters Group meetings, all of our Co-Curricular Activities and trips, Brian Drye's visit from The Juilliard School, the extensive refurbishments to our facilities and so much more! I hope you enjoy reading all of the following articles about our wonderful school and what we have already achieved together as a Regents community in just a few short weeks.

World Children's Day was a real highlight for me this term. This was a UNICEF event that all of our Nord Anglia schools took part in but the most inspiring element was seeing our students, from Primary to Secondary school, stepping into the roles of teachers and senior leaders for the day. They were absolutely amazing and I was so impressed with their enthusiasm and commitment to the roles they were placed in. It provided a great learning opportunity for them but also for the members of staff they replaced. What a wonderful day and a great example of the unique experiences our students have here at Regents.

What all of this shows, more than anything, is the range of opportunities and experiences we are able to provide for our students. Academic success is important but we offer so much more through the Global Campus and our collaboration with The Juilliard School. There will be more to come with our collaboration with MIT too! With our encouragement to be ambitious in their learning there really are no limits to what our children can achieve. They continue to demonstrate this every day and it is through the support of everyone in our community that we are able to help and support them with this.

We are such a diverse community but a wonderfully united Regents family which I am delighted to be a part of. Thank you for such a warm welcome and enjoy this edition of Connect.

Sarah Osborne-James
School Principal
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REGENTS CONNECT ISSUE #3

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My hope for Regents is to continue the journey that we're on by providing our students with their first choice. Choice is important to me, and I think children should be given the opportunity to have as many choices as possible.



I began teaching English in the UK in 2005, in an outstanding rural school, then moved to Nottingham where I was a Head of Department and Director of Communications. While working in Nottingham, I became passionate about working in a multicultural environment and developed links all over the world. It was an amazing opportunity to work with and understand other cultures and be in a school environment where they worked in harmony. I was selected to be part of the prestigious Future Leaders

Programme in 2011, a training programme for *Excellent Head Teachers* across the country. I was fortunate to work at Holte School in Birmingham, in a leadership team that was awarded the TES award for the 'most outstanding leadership team in the country'. I returned to Nottingham as a Deputy Headteacher in a large city school where my key role was to improve the quality of teaching, and develop staff expertise and training for the newly qualified teachers. I became a facilitator for the National Professional Qualification for School

Leaders (NPQS) where I had the opportunity to train future senior leaders. It was through Future Leaders and my leadership roles that my vision for outstanding schools was formed; I believe that high quality learning opportunities for all children should be provided so they can accomplish both academic and personal success. Education should provide students with love of learning and a thirst and challenge for more. This is something I will continue to develop at Regents.



Amos Turner-Wardell
Head of Secondary

An interview with our new Head of Secondary, Amos Turner-Wardell

Why did you decide to come to Regents?

I decided to come here for many different reasons, but one of the main ones was because Regents is a Nord Anglia Education School. Nord Anglia Education have the students as their first priority, which is something I believe in too. Their vision very much aligns with my own, setting high expectations for our students and providing unique opportunities for them to be true global citizens.

Regents is also a Round Square School with all the global experiences that this opens up to our students and staff, something I value very highly and am truly excited about. On a more personal note, being in Thailand is fantastic. I have travelled here extensively and I love it, so when the opportunity arose to work at Regents, it was ideal.

What are your thoughts after the first few weeks here?

What stands out for me are the opportunities available to our students, through our Juilliard curriculum, through working with the MIT and, most importantly, through our outstanding staff that are really motivated to provide those opportunities.

Our students are some of the most genuinely happy students I've worked with across my teaching career, they are up for the challenge, they are looking forward to doing exciting new things. Regents, also, is located on a wonderful site in a great location, and there is so much potential for what we can do here.

What is the best piece of advice you have ever been given?

I think my grandparents gave me the best advice, "life is what you make it". I recently did some assemblies with the students about this and I believe very much that no matter how challenging things get, you've always got to find the positive in every situation.

That is an important message for our students because they are going to be faced with challenging situations throughout their life, and you can either focus on the negative or you can actually focus on how to make it a positive situation. I talked about this in a few assemblies and introduced our students to "Doris". Ask our students about it and they will tell you we all need to be a little bit like "Doris" every day, because she has already made the choice that, it will be a good day!

Who has been your biggest inspiration?

While I was in Birmingham, I was working with an outstanding Headteacher called Pat Walters, who had just secured the award for the most outstanding leadership team in the country.

She was a phenomenal Headteacher, running five schools at the same time. She had incredibly high expectations and was a role model for me on how I should approach headship. Pat worked hard with her staff to value every child and always put children first. She went on to get an MBE and was awarded 'the most outstanding Headteacher in the country'. She was my mentor, my inspiration and the reason I decided to go on to become a Headteacher.

What impresses you the most about Regents?

Ultimately it is the students. They are polite, friendly, ambitious and determined. Our students work so well together, coming from many different backgrounds, countries and cultures and they complement each other's strengths and abilities. We really are a community school. The learning ambitions of our students also impresses me and this is reflected in our iGCSE and IBDP results, which are well above the world average.

I'm also impressed by the extensive range of CCAs we are able to offer here. It is one of the reasons why I want my child to come to this school. I know he will be immersed in a real international community with many opportunities to get involved in the wonderful and exciting activities going on before, during and after the school day.

What are your hopes for the Secondary School?

My hope for Regents is to continue the journey that we're on by providing our students with their first choice. Choice is important to me, and I think children should be given the opportunity to have as many choices as possible. Regents will continue to provide them with as many opportunities as possible so that they have lots of choices in life, and they can choose the right path for them.



Our *Academic* Successes

It takes at least two years for a school to be accredited to offer the prestigious International Baccalaureate Diploma Programme (IBDP), widely regarded as the best preparation for the top universities in the world.

We encourage all of our students to be ambitious. We know that our children flourish when they are cared for, challenged and have opportunities to apply their learning. This is why they continue to achieve such excellent academic outcomes and have such high aspirations for the future. Our IBDP graduates 2017 obtained an Average Point Score of 33, well above the Global Average of 30 points. One of our students

obtained a score of 42, out of a possible 45, a very rare achievement that once again proves our student's capacity and determination to succeed. Our graduates leave Regent's with almost all of them getting into their first choice university and are attending some of the best universities in the world.

Our iGCSE students have also had another great year with 40% of them achieving A* to A grades. Overall 86% passed

with A* to C grades, which again is above the average performance in the UK where only 66% of the students achieve these results.

Julie is a Korean student who has been studying at Regents for the past 10 years. She achieved an astonishing 8 A* and 1 A grade at iGCSE and is now starting the prestigious IBDP. Julie has also just received an Outstanding Cambridge Learner Award for

University Destinations of our IB Diploma Programme students 2015-2017

United Kingdom

University of Bangor (4)
 University of Brighton (2)
 University of Chester
 University College London (5)
 University of Durham (2)
 University of Edinburgh (2)
 University of Glasgow
 University of Hertfordshire
 Kings College London
 University of Leeds
 Leeds Art College
 Leeds Beckett University
 Manchester Metropolitan University (7)
 University of Manchester
 University of Nottingham
 Oxford Brookes University (3)
 Queen Mary University of London
 University of Reading
 Rose Bruford College of theatre and Performance
 Royal Holloway University
 University of Sheffield
 University of Sussex (2)
 Swansea University (4)
 University of Warwick (2)
 University of the West of England
 University of Winchester

North America

Ryerson University
 South Alberta Institute of Technology
 University of Toronto (3)
 Academy of Art University (2)
 University of California
 University of Colorado Boulder
 Hult International Business School
 Los Angeles Film School
 Michigan State University
 Purdue University
 San Francisco State University (2)

South America

Universidad de Cordoba

Asia

Beijing Language and Culture University
 Hong Kong University (2)
 University of Gadjah Mada
 Sri Venkateswara College of Engineering Anna
 Taylor's University
 Ateneo de Manila University
 Dongguk University
 Korea Advanced Institute of Science and Technology (2)
 Korea University (2)
 Yonsei University
 Chulalongkorn University (2)
 Mahidol University (2)
 SAE Institute Bangkok

Europe

Zealand institute of Business and Technology
 American University of Paris
 Bonn/Köln University
 International School of Management
 RWTH Aachen University
 Eindhoven University of Technology (2)
 Erasmus University Rotterdam (5)
 Leiden University (2)
 University of Maastricht (3)
 Tilburg University (2)
 Vrije Universiteit Amsterdam (2)
 Cardinal Herrera University
 Business and Hotel Management School
 Les Roches International Hotel Management School

Australasia

Curtin University
 Edith Cowan University
 Melbourne University (2)
 Monash University
 University of Queensland (2)



Julie receiving her Outstanding Cambridge Learner Award



Suri achieved 91% in her iGCSE Economics exam

her fantastic achievement in her iGCSE Korean Language examinations. She only began studying Korean in Year 10 so this was a wonderful achievement.

Congratulations must also go to Suri, one of our iGCSE students who was awarded an amazing 91% in her iGCSE Economics exam. Over the summer she spent four weeks completing two courses at the prestigious Brown University

in the United States. Hundreds of students apply for these courses each year and have to complete a lengthy application process, including a 500-word essay. With support from her teachers, Suri was one of the lucky few to be offered a place. We asked her what made her decide to apply for the course and what she had learned from the experience. "This was my first time away from home and I learnt a lot about being independent. My family gave

me a lot of encouragement and support to make the most of the experience and that helped a lot. The highlight for me was the final project where you had to research your topic and make a 20 minute presentation to an invited audience. That has really increased my confidence. Whilst I was there I met many of the students from the university. They encouraged me to keep an open mind and think big when considering my future options and university choices."

School Principal Sarah Osborne-James commented: "These results reflect our dynamic learning environment in which our teachers work in partnership with our students. We encourage all of our students to be ambitious and their success is a reflection of this spirit to succeed."



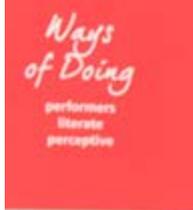
Investment

in our Facilities

Our philosophy of *Be Ambitious* applies to everything we do and we have ambitious plans for our school. Most important to us is that our students are provided with the best learning opportunities. So, as well as ensuring we invest in the best teachers, develop the best curriculum and provide an enviable range of opportunities through our Global Campus and Co-Curricular Activities, it is also important that we continue to invest in and improve our facilities. This year we had major plans to improve many areas around the school and we are pleased to give you an update on what has been achieved already this term.

The **Music Department** houses the latest music technology and, through its vibrant, inspiring learning spaces, reflects our passion for the performing arts and our collaboration with The Juilliard School. A bright, welcoming new entrance foyer has been built, interior suites have been redecorated and IT infrastructure has been added.

As we look ahead to our collaboration with MIT, our Secondary science students are already enjoying state-of-the-art **Science Laboratories**, allowing them to undertake hands-on experiments to spark a sense of scientific curiosity. A final phase of investment introduced new work surfaces, flooring, lighting and laboratory furniture.



Our **Secondary School** impresses visitors with its Eton-esque beauty, and we must preserve the substance as well as the style. To this end, all doors and windows have been replaced with the latest tempered safety glass and Secondary classrooms have been repainted, redecorated and have new furniture.

As a school, we have shown strong commitment to our youngest students over the last three years and that pattern continues. Following the opening of the new Learners' Pool, the redevelopment of the outdoor play area and our reconfiguration of the **Nursery classrooms** to allow more independence of movement, our little ones now also have new furniture to enhance

their modern learning environment. Following the total renovation of the main **Swimming Pool** including conversion to a salt water pool, all bathrooms have now been fully renovated.

As our Juilliard collaboration enters its third year, we will be installing a new state of the art LED screen in the **Globe Theatre** mid-December. This will further enhance the audio-visual experience in our Theatre, following the thorough overhaul of the sound and lighting systems it received last year.

As the most sought-after school on the Eastern Seaboard our plans continue to be ambitious to provide unique learning opportunities for our students, to ensure there are no limits to the choices they can make and what they can achieve. No other school in the area can match the experience and opportunities we provide for all our students, or has the supportive community that has developed around us over the past 24 years. Our ambitious plans continue and we look forward to being able to share these with you later in the academic year.

Joy in Performance

Learning music can inspire joy in learning that can spread to other subjects.



MUSIC

The eagerly anticipated return to the Secondary Music department has begun. Starting in June, the Secondary Music department has undergone a huge transformation to turn this area into an inspirational and exciting Teaching and Learning environment.

New features have included an impressive entrance foyer to welcome students, staff and parents, along with a recording studio, dedicated Rock and Acoustic rooms, bespoke furniture in the Music Technology lab as well as inspirational graphics to celebrate our musicians, Music Education and the Arts. We have also acquired even more specialist equipment:

- the most up to date versions of Sibelius and LogicProX to encourage our budding musicians
- mobile blue tooth speakers and screens to reflect the flexibility of music making
- new recording microphones to use in the recording studio ensuring recordings of the highest possible quality.

The department fuses together Regents Music Education with the Juilliard Music curriculum, with graphics that highlight the unique way students learn and are assessed within the NAE-Juilliard PA programme as well as highlighting iconic musicians and musical works throughout history.



However, it has been made all the more worthwhile seeing the reactions of the students when they walk into the department, with many claiming that they love it, and what's even better is that it is not quite finished yet. So, even though we are ready to teach in here, there are still many more exciting and inspirational features to be added over the coming weeks!





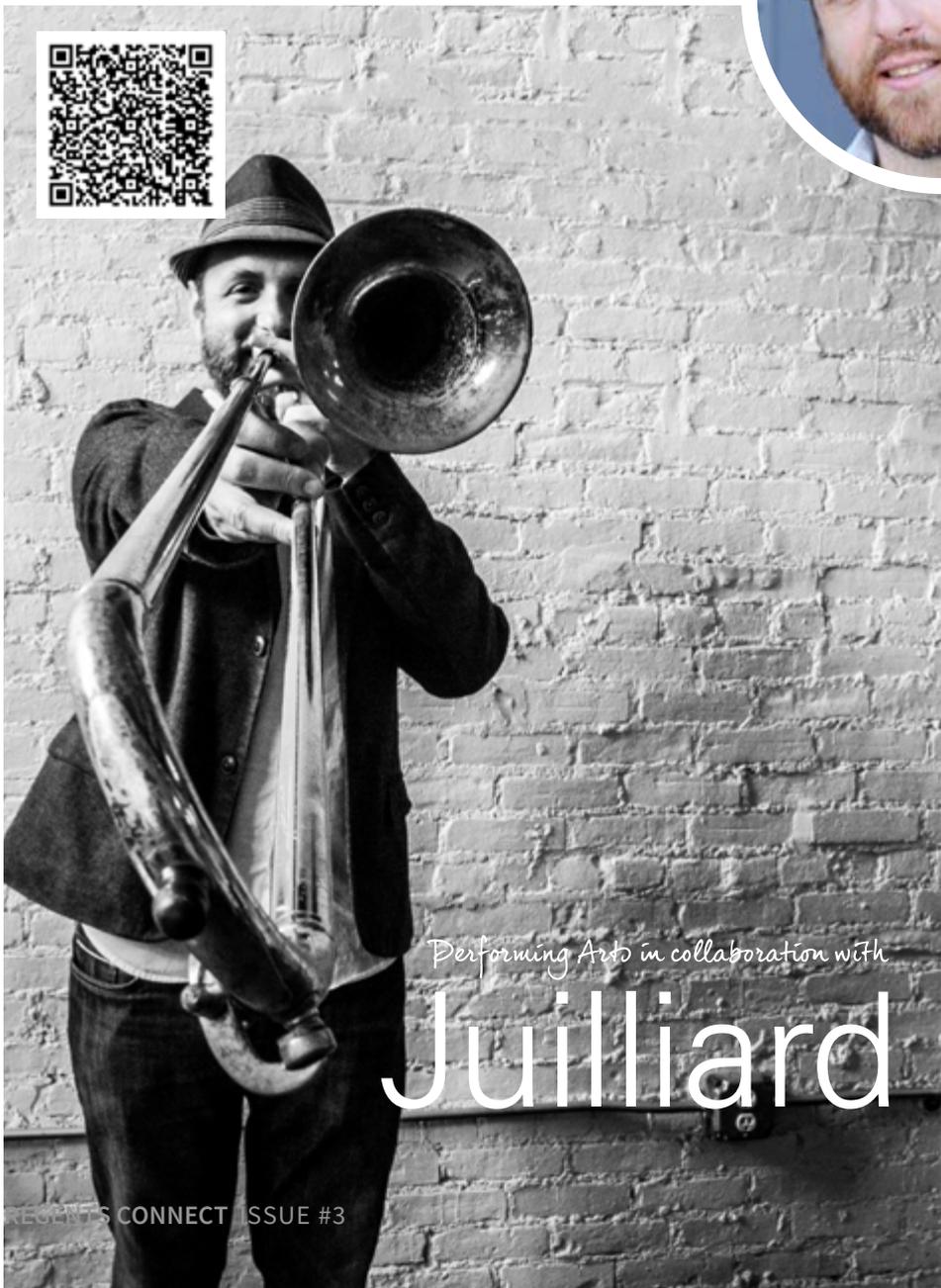
Brian Drye
Juilliard Curriculum Specialist
 Trombonist and pianist

Our special collaboration with one of the world's leading performing arts schools, Juilliard, means that our students get to follow an innovative and high-quality music curriculum here at Regents. Our talented music teachers have access to an abundance of first-rate online resources through the Juilliard Creative Classroom, so that our students can explore and achieve their greatest potential. Our students have the privilege to interact with world-class performers and music specialists in order to be connected, to be inspired, and to dream big. A recent visit by Juilliard's Music Curriculum Specialist, Brian Drye, speaks volumes about the Regents-Juilliard commitment to deliver.



Brian's connection with The Juilliard School began after his success in New York's creative music scene. He has performed, toured and collaborated with a string of established artists, bands and composers; and the band that he leads, Bizingas, was mentioned by The New York Times as 'one of the best introductions to a new band.'

During his visit, Brian spent time teaching our Primary and Secondary students, observing music lessons, mentoring our Secondary brass band, sitting down for a friendly interview with our curious younger students and even hosting an interactive workshop just for our parents – because we know how important it is for parents to understand and to be involved in what our students are learning. Perhaps the greatest highlight was Brian's unrehearsed performance on stage with our Secondary jazz band at our annual Secondary Speech Competition, which totally amazed everyone in the audience. With such wealth of musical knowledge and expertise, Brian's visit has certainly enriched our music programme.



Performing Arts in collaboration with

Juilliard



Professional **'learning hub'** at Regents

written by Sara Berenguer, Assistant Head of Primary

At Regents we believe that learning, and therefore growing as a school, can never stand still. We strive to develop a whole school and wider community 'learnability' culture through fostering teacher-led enquiry and collaboration on best practice. Our leading of educational discussion in the wider community further consolidates our reputation as a learning-focused school.

In a recent talk to students about high performance, a well-known sports coach talked about the necessity of individuals within a team having what he called 'teachability' in terms of always seeking out and improving ways of doing and being. At Regents, both students and teachers are encouraged to take a more active role in their own development, and in this light it is more effective to think of individuals in the community as having not 'teachability' but 'learnability'.

We believe at Regents that developing a whole school learning or 'learnability' culture, through fostering teacher-led enquiry and collaboration on best practice, is a great model for our enquiring and risk-taking pupils. Our learning focused staff all participate in a whole school audit (or 'Learning Harvest') of teacher skills, expertise and specialisms. To build on this in-house expertise, structures are in place for the sharing of skills and knowledge; 20 minute breakfast teaching and learning forums, lesson studies, action research and visits to other schools as well as full-blown practitioner enquiries where teachers collaborate with colleagues asking similar questions, or consult with those holding relevant expertise. In-house teacher forums on Regents Moodle are used for sharing learning journeys, with time allocated for teachers to engage and comment on content.

In recognition of the fact that high levels of parental involvement are a major factor towards student success, our parent body are also welcomed into our learning community. Now in their third year, our successful series of parent workshops have focused on communicating our teaching and learning philosophies, as well as supporting and engaging parents in a welcoming and inclusive environment,

especially for those families with English as an additional language.

Our reputation as a learning-focused school is further consolidated by our leading of educational discussion in the wider community. Through the hosting of conferences to engage with like-minded educationalists, Regents leads the focus on the sharing of most recent up to date practice and research with international colleagues. Early Years practitioners from as far as Hong Kong and Jakarta were hosted at Regents earlier this year to show case our setting as a centre of learning excellence and to share good practice. Workshops on objective led planning, the role of singing in the EYFS classroom, the importance of play, mindfulness, parental engagement, using Interactive Learning Diaries, open ended tasks and the Reception environment were part of this conference and delegates made the most of their visit by having a tour of the school as part of the organised events.

On a local level, Regents continues to lead a cluster of schools in the region on sharing best practice. In January, the Primary school will be leading on looking at international writing expectations with our NAE sister school in Bangkok. Similarly, following on from a successful teaching assistant conference, again led by Regents, plans are in place for the sharing of up to date developments and best Early Years practice in February.

Hosting events such as these are a statement of Regents' passion for learning, our confidence in our experienced and talented staff and our commitment to becoming a learning 'hub' for schools in the surrounding area and beyond. At Regents, we have the mind-set that learning, and therefore growing as a school, can never stand still.





Our Teacher workshops are a statement of Regents' passion for learning and to our commitment to becoming a 'learning hub' for schools in the surrounding area and beyond.



Regents **Design and Technology** (D&T) Department has been leading the way in South East Asia and the rest of the world by delivering high quality Continued Professional Development on Electronics and Robotics to teachers from International schools in Thailand, the Middle East, China, Arab Emirates and even North Africa. Teachers of subjects such as Physics, ICT, Computing, Design and Technology, as well as Technology Coordinators and STEAM (Science, Technology, Engineering, Arts, Mathematics) Ambassadors came together to develop the STEAM curriculum and had the opportunity to learn about circuit theory, build a wide range of electronic circuits, programming and finally, assemble and programme a robotic arm.

Over in the **Business and Economics** Department, delegates from Bangkok, China, Hong Kong, Jakarta, Brunei and New Zealand came together for a workshop for Business and Economics teachers, to share best practice, learn from each other and further their knowledge of technological use. They were also challenged to a 'live' teaching exercise, working together to create a short lesson for students they didn't know. The students then gave valuable feedback. Highlights included a guest speakers who explored EAL (English as an Additional Language) learning and different strategies that will support EAL students, a particularly valuable topic for all those teachers who practice at International Schools.



NORD
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KidsTakeOver

A social media initiative by Nord Anglia Education in collaboration with



“Today was the day we let go, took a step back and watched with awe as our children took over the school with such confidence and conviction. It was an amazing experience to see real leadership in action and see our students step up to the challenge with such maturity”

School Principal Sarah Osborne-James

On World Children’s Day, Regents students joined fellow Nord Anglia Education students around the world to raise their voice and address some of the most pressing questions facing the planet. As part of UNICEF’s campaign #KidsTakeOver - a day where students took over schools, businesses and government organisations to raise awareness of children’s rights, Nord Anglia students set and answered questions about the issues that matter to them, sharing their video responses via Twitter to create a chain reaction on social media spanning the US, Latin America, Europe, Middle East and Asia.



Teaching Mathematics to younger students



Serving lunch in the Primary Canteen



Collaborative teaching in Primary



Working with the new Finance Director



"I thought I would just be sitting in an office all day, I had no idea what a Principal actually did"
The School Principal (Suri)

Regents Alumni



Where are they now?

With a large, vibrant Sixth Form, Regents offers a richness of opportunities to its students beyond the reach of smaller schools in the area. Our highly-qualified staff, a well-resourced campus and a wealth of academic options and activities ensure that the rigorous two-year IB Diploma Programme arms our students with the skills they need to excel at University and beyond. Our lasting connection with our Alumni are a testament to our success.

Amit currently works for Axon Enterprise as an Engineering Development Program Associate. He is part of a two-year rotational program that affords him insight into various engineering departments as well as the company's diverse products. During the two-year IB Diploma Programme at Regents, Amit studied Maths HL, Chemistry HL, Physics HL, Business and Management SL, English SL, and Spanish SL ab initio.

Studying Maths, Chemistry and Physics at Higher Level required me to think logically and set the foundation for becoming a great engineer. Business and Management, English and Spanish helped me gain confidence in adapting to and communicating in a work environment. Theory of Knowledge helped me to clarify and sift through the muddier nuances of how we understand our world. CAS let me test my limits and push myself to go beyond my comfort zone. The IBDP helped me adapt to the stress and demands of university. I knew how to handle the pressure of deadlines. This freed me up to actually pay attention to what I was learning in my classes and explore other areas of my life.

I took classes that I did not have to take, such as in Digital Signal Processing, Philosophy of Emerging Weapons Technologies and their multi-faceted impact on humanity, and International Relations. I was also freed to grow the seed of purpose that was planted in me during the IB - to make a mark on the world by helping improve people's lives in whatever way I can.

“Regents students are afforded a vast array of opportunities, and they are supported to explore their interests, to step out of their comfort zones, to develop ambition - whether in sports, music, art, drama, leadership, service or your traditional academic subjects like math and science.”



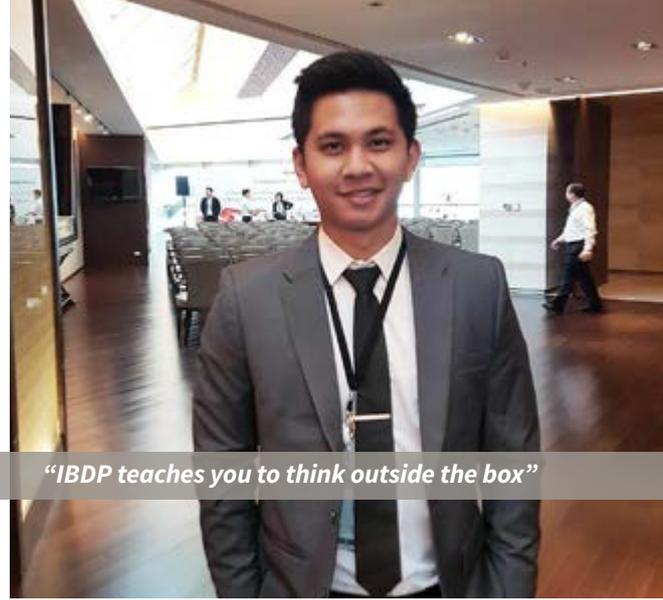
Amit Garg

Regents Alumni, Graduation Year 2011

Undergraduate Degree: Mechanical Engineering, Georgia Institute of Technology

Those two years were my first foray into what real uncertainty and stress looks like, and what it really meant to make mistakes and take responsibility for my own actions. What remains, though, is a profound feeling of support, teamwork and friendship. Regents doesn't spit out cookie-cutter students that only have high test-scores going for them. All students are being afforded a vast array of opportunities, and they are supported to explore their interests, to step out of their comfort zones, to develop ambition - whether in sports, music, art, drama, leadership, service or your traditional academic subjects like math and science.

What I value most though are the experiences that I got to share with my friends over two years - the school concerts, the plays, the football we played during break, the sports days, English Weeks, Round Square Weeks, after-school activities, the bus rides home, the battle of the bands, the round square service trips and projects, the assemblies - I loved all of it and I've got plenty of amazing memories that I share with friends for a lifetime. And when I say friends, I don't just mean my classmates, I mean the teachers too - teachers were friends and guardians.



“IBDP teaches you to think outside the box”

Eko Bianto Putra
Regents Alumni, Graduation Year 2011
Undergraduate Degree:
International Business, Mahidol University

IB truly pushes you to your limits, both mentally and physically. It will prepare you for the workload in your next studies. Last but not least, you get to know a lot more about the people in your year, going through the same struggles. By the end of IB you will have made friends for a lifetime. My job requires me to be able to analyze growing and emerging economies, market behavior, market trends, to develop the most optimal strategies for business development, while being able to interact well with people of different cultures and backgrounds. IB has helped me understand a lot of the fundamentals that are needed to do my job, as well as being able to work in a team. Furthermore, as a strategist, I need to be able to think outside the box, to be creative and IB definitely teaches you how to do that.



Megan Liaw
Regents Alumni, Graduation Year 2015
Undergraduate Degree:
Integrative Physiology, University of Colorado, Boulder

Nine years spent at Regents helped me develop indispensable life skills such as self-discipline, time management and independence which aided in my navigation through life after high school. The last two years being by far the hardest and most torturous was what turned out to prepare me the most for the life outside the Regents bubble. IB threw us into the unknown depths of the sea and expected us to learn how to swim ourselves to the shore, so entering college and hearing other students complain about not knowing how to write a two-page paper seemed like a joke. Academically, I was at an advantage thanks to IB. Nine years of Regents also meant nine years of Round Square. The idea of being more open to trying new things became ingrained in my mindset which opened many more doors. I was less hesitant as a freshman to approach people and join unfamiliar clubs around campus which only ever worked out in my favor as I was able to gain a variety of new experiences.

“I was at an advantage thanks to IBDP”





Learning through Play

written by Juliet Perrin,
Head of Pre Nursery/Nursery

At Regents, our experienced Early Primary teachers focus on each child as an individual and nurture what they want to learn and explore.

Each day begins with a variety of different learning opportunities to stimulate the children's interest. Their learning environment provides exciting areas for discovery and interaction, which change on a daily and weekly basis, to offer continuous challenge and intrigue, whilst remaining relevant to each learner. Here at Regents we have taken the best from many different ways of learning and teaching to create environments that cater for the individual needs and interests of our children. Our skilled staff provide an approach to learning that is both inspiring and innovative, and create opportunities that keep our little learners engaged in appropriate and challenging

activities. Walking through the Early Primary building it would not be unusual to see groups of children from different cultures and languages working together – planning, creating, persevering and supporting each other.

As educators, we value *Objective Led Planning* which brings the learning objectives from our curriculum to the children as they are engaged in their own play and learning opportunities. We understand that there is so much learning that happens through play and that the best way to ensure our children are challenged is to get involved in what they are

interested in, what they are 'working' on. We value their learning environment as the 'third teacher' and have now completed a refurbishment of all the learning areas in Early Primary to support the children's need to be able to choose their own learning spaces and the resources they require to support their ideas.

Our staff are experienced and knowledgeable and by planning and extending children's learning through *In the Moment Planning* and *Objective Led Planning* we can extend and challenge any child – regardless of where they have chosen to learn.

Parents are warmly invited to visit us to explore the Early Primary environment we have created.





#GoRISPLions!



It has been a fantastic start to Regents Lions sporting calendar, with over 62 ESAC fixtures already played and another 41 to go before Christmas! Our U15 FOBISIA squad have performed fantastically in Phuket, winning over 100 medals and finishing in the Top 3 in five of the six sporting disciplines. We have seen our Lions run, jump, throw and play their way through an enormous range of sporting opportunities that not only include external competitive matches but Inter-house cross country, basketball and the fantastic Dodgeball charity event. Next up: The Phuket Senior Football Competition, Sports Day, U13 FOBISIA and Senior Games teams selections!



Nord Anglia *Writer of the Year 2017*



NORD
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Be Ambitious

Ross (Year 9): Nominated for Nord Anglia Writer of the Year 2017.

A passionate and dedicated student, Ross was nominated for **Nord Anglia Writer of the Year 2017** for writing a vivid account of his experience of singing in a choir at Pemulwuy National Male Voice Festival in Australia. In his text, Ross stresses the importance of the song all participants sang in the finale concert, Pemulwuy, and the story behind it. *“Our voices filled the hall with a song about an Aboriginal man who resisted the European settlement of Australia. Our voices packed full of energy sang the song that would forever link us together. The song that represented hope and persistence for the Aboriginal people. The song that would forever hold us together throughout our lives.”*

Pemulwuy!

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything”
Plato

The moment was drawing nearer. Just one more choral performance and then it would be our turn. Days spent in Brisbane city, our conductor drilling the music into our heads – like a general training his troops for battle. It was three days ago that it all started, a remarkably small space of time for around five hundred people to rehearse their pieces of music.

I arrived at the venue with three other boys from my school and entered the rehearsal. The first thing I noticed was the sheer number of men and boys that had arrived from across Australia. When rehearsals began, it became clear how challenging these few days were going to be. Most of us knew little or none of the lyrics to the music! Fortunately, I had practiced at my school with my music teacher. It was Miss Thomas who invited me so I could take part in the Pemulwuy Male Voice Festival and it was her passion towards music that really inspired my love for singing and involvement in choirs and music. And so we began our grueling rehearsal sessions, and in no time at all we were standing on the stage for

our first performance – ‘Bell Birds’.

My choir was divided into sections. Birds chirped their greeting calls, wind whistled through the air – all sounds carefully crafted from well-practiced voices. Then there was silence. United, we took a long slow breath and began to sing. You could hear a pin drop in the auditorium and my stage fright melted away. As the last note was sung, the audience burst into a cacophony of applause. Our first performance was a success, now it was time for the finale concert.

The next morning we began our preparations for the finale concert, which, in contrast to our previous performance, was taking place at a professional Queensland Performing Arts Centre, an enormous venue. As I walked through the endless maze of corridors and stairs, I thought of how far I had come since my first ever performance, years ago. There was such an exciting atmosphere and an air of anticipation – a real buzz about the place. Tonight was the finale. Was I ready? Could I do it? Soon I would know.

The moment came and all of the exhausting practice sessions were over. Paul Jarman, the conductor and composer of the song Pemulwuy, raised his hands and five hundred men and boys, including myself, stood up simultaneously. The lights dimmed until I could no longer see the audience. What little light that was left glittered off the huge organ

pipes behind me. I looked around at the faces of all the people that I had met over the weekend and smiled. I had done it. I had made it to the finale and I was ready. The pianist began to play. We all took a slow, quiet breath and sang. Our voices filled the hall with a song about an Aboriginal man who resisted the European settlement of Australia. Our voices packed full of energy sang the song that would forever link us together. The song that represented hope and persistence for the Aboriginal people. The song that would forever hold us together throughout our lives.

After the performance was over and the audience had drifted away, I was finally able to go home and rest my weary vocals. But despite my absolute exhaustion I felt ready to get up and do it all again. The adrenaline rush I had from performing in such a special and meaningful event was still in my veins, making it impossible to even contemplate sleeping. But the rush I had had previously slowly died away, and by the time I was home I was ready to give in to the comfort of my soft and warm bed.

The experience of being part of such a special event was phenomenal and I could not wait to participate in another event like it again.

“Don’t Ever Give Up Hope”
Pemulwuy, Paul Jarman



**“Regents
made me feel
at home”**

We are proud to be a Round Square school, and with a vibrant school community of nearly 50 nationalities, Internationalism is at the core of our philosophy. Additionally, we welcome gap students from different countries who support our staff in different areas of the school such as Early Primary, PE, Boarding, Modern Foreign Languages and Administration. This year we have students from South Africa, Australia, Colombia and Germany. Gap student Maria from Columbia tells us about her experience working at Regents

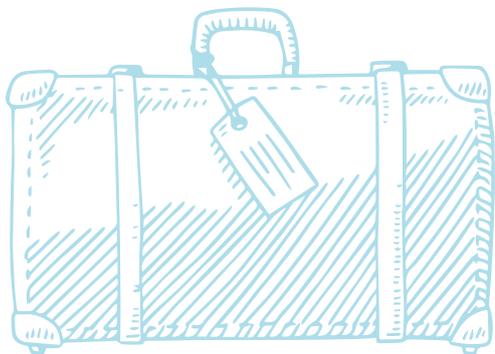
I was very afraid of coming to Thailand and was fully prepared for a cultural shock. I grew up in a very warm culture; in Colombia almost everyone smiles and is friendly to you, and family is the central aspect of one's life. I had never been to Asia, and although one of the reasons I decided to come was to get out of my comfort zone, I was very

apprehensive about being surrounded by an unknown and different culture to mine.

To my relief, Regents has made this cultural transition less difficult. During my induction week, the school's staff made me feel like I was already part of their big family, and just like in my home country, I was surrounded by smiles and friendly individuals. Most importantly though, I felt that the community cared for me and wanted to know how I was settling in. Just like my school in Colombia, Regents is a Round Square and IBDP school. Both schools share similar values and students enjoy a holistic and positively challenging education. Since I am used to this kind of school environment, Regents made me feel a little like home. The students have also been a big part of my time in Thailand: I work with them during their school day, and I also live in the boarding house. It is really inspiring to see children from all over

the world being so friendly with each other, and interacting in such a peaceful way, even though their cultures and religions may be different. It surprises me how outspoken they are and how interested they are in learning more about my culture. Every day I get home with the best stories thanks to the children's funny actions, such as the day that I saw two Year 1 students getting "married" in the playground, or the day that a little boy in Nursery wanted to copy his friend by dressing up like a princess.

My gap year has been a life changing experience and I recommend every high school student to do it before going to university. Although there are a lot of elements that have made this experience wonderful, I think I was also lucky to be placed in a school such as Regents, where there are no cultural barriers and you feel welcomed by everyone at school.



Our boarders develop into confident, independent, resilient and caring individuals who will go on to make a positive difference in the world.

BOARDING

Boarding at Regents offers students an outstanding range of learning opportunities in a caring, friendly and active community. With the emphasis on continued learning beyond the classroom we provide opportunities to collaborate, study independently, have fun, be active and have a sense of adventure. Our boarders develop into confident, independent, resilient and caring individuals who will go on to make a positive difference in the world.

As a well-established and experienced boarding school we have an enviable location surrounded by countryside, well away from the city, yet close enough to have access to many wonderful facilities.

It means we are ideally placed to offer fantastic supervised trips at weekends and our school sporting facilities are always available once homework has been done.

We asked some of our boarders to tell us more about their experience from their point of view.

William is in Year 12. *As I'm studying for the IBDP I appreciate not having to travel, for up to an hour, to and from school every day. This is time I can use to study and it allows time for some fun or relaxation too. When I joined boarding my English level meant I could not go straight onto the IBDP course but living and communicating with the other boarders has helped me to improve very quickly.*

Claudia is in Year 11. *My main reason for joining Boarding was to be in an environment where I can speak English all the time to improve my language skills. It feels like my second home and here I can get lots of help with my essays, advice and ideas and help with organizing my studies.*

We offer full-time and flexible options for students from the age of 8 years old. Boarding has many advantages, but one of the most important is that it provides more quality time to study with the opportunity for extra tuition from boarding house staff. This can be particularly valuable for our older students preparing for their exams.

Enquiries:
admissions@regents-pattaya.co.th

Leadership and why we foster it

Leadership at Regents is about helping each individual find their voice. We work with students to help them shape and share their ideas in a safe and caring environment. Good leaders are good learners and our learning community nurtures the skills necessary for leadership in real and relevant contexts.

Grant Gillies, Head of Primary



We understand that experiencing leadership in action provides the students with a set of invaluable skills that will be of benefit at school and beyond. Students are encouraged both to raise their voice, express their visions and be heard. They are given the opportunity to collaborate with teachers and the Senior Leadership Team to make their ideas and suggestions come to life, and to make positive changes within the school community. Just as importantly, they inspire other students to strive to become leaders themselves. During their time in the Student Leadership, each young leader has the opportunity to develop and reflect upon their own leadership styles and make critical decisions in response to tasks arising from their respective roles. Working within teams, the students will learn the art of building relationships, and increase in confidence to identify strengths and areas for improvement in order to achieve tasks effectively.

Each year, our Primary and Secondary schools welcome a new team of students to lead our student body, and it is remarkable to watch them grow: our students mature into confident, responsible leaders with excellent communication skills with the ability to lead change.

Newly elected Secondary Head Boy Jinjang explains his motivation to apply for his position: *"I applied for Head Boy because I wanted to influence - whether it is the school leadership or my fellow students. As stated in the book "360-Degrees Leadership", great leaders influence people at every level of their organisation. I consider people with great leadership to have positive relationship with people on different levels and that they earn respect from actions rather than possessing a title."* Head Girl Suri sees good leadership as *"making a change for the benefit of others, knowing what people looking up to you want and trying your best to execute that."*

Similarly, our Primary students applied for the positions of Head Boy and Head Girl and multiple roles in the Student Guild. Head Boy Bryant and Head Girl Madison elaborate on their thoughts about leadership and what they plan to achieve during this academic year: *"We wanted to become Head Boy and Girl so we could represent Regents; showing what being at our school for a long period of time can result in. We also wanted to be in a position where we were able to help make improvements to the school; making it an even better place for children to learn. Holding this position of responsibility has been a really important*

opportunity for us and will help to build our leadership and teamwork skills.

At Regents, there are many opportunities to become a student leader such as the: Eco Dudes, Student Guild and House Captains. But you do not need a badge or a t-shirt or be part of a meeting for people to recognise you as a student leader who is able to make positive change. For example, whole school activities such as Maths Enterprise Week allow children to lead their business, with the teachers only guiding their classes. Another example can be seen in Year 4 where our EAL students work with Pre-Nursery children, twice a week, for 'Buddy Time' to help build friendships and develop communication skills, whilst at the same time leading activities with the younger children.

Student leaders help make decisions from a child's point of view as a student. Pupils know first-hand what it feels like to be in the school and what they want to change."

Ensuring our students have a voice is just one of the ways we make sure there are no limits to what our children can achieve.



Nord Anglia *Artist of the Year 2017*

Elina (Year 11): Winner of Nord Anglia Artist of the Year 2017.

Elina recently achieved one of the most important milestones of her life: she has been named ***Nord Anglia Artist of the Year 2017***. What started out as a simple art class project soon developed into a masterpiece which was chosen by the jury. Her artwork is depicting a tragic war story of a pilot leaving his family, willing to sacrifice his life for his country. Elina challenged herself to expand on her outstanding art skills by stepping into the complicated world of Photoshop in order to add the finishing and most important details, which were a considerable element for selecting the winner.

“This is a very thought provoking piece of work. We were impressed by the way Elina has layered the composition to show depth.” NAE Panel



Be Ambitious



Eco News

The aim of the Eco-Committee this year is to attain Eco-School status. The Eco-Schools programme encourages young people to engage in their environment by allowing them the opportunity to actively protect it. There are three elements to the programme starting with the seven steps framework, the Eco School Themes and finally the assessment. The seven steps are to form an Eco-Committee, carry out an environmental review, make an action plan, monitor and evaluate, link to the curriculum, involve and inform and produce an Eco-Code. Our Eco-Committee have been busy working towards this goal with many projects to help them achieve these seven steps. Here are just a few highlights:

- Students, parents and teachers were asked to nominate their favourite UN Global Goal and to take a photograph. All of these pictures will be going on our Global Goals Tree display in Primary very soon! (www.globalgoals.org)
- During their Science lessons, Secondary students designed a hydroponics system which they then set up in Early Years, Primary and Secondary, providing a hands on learning experience on sustainable ways to produce food.
- Students and staff designed, made and then put on a fantastic Eco Fashion show featuring clothing made from recycled materials of every description. Congratulations to Red House who won the award for "Most creative outfit".
- Students have been leading assemblies in both Primary and Secondary to raise environmental awareness. They've also created posters in their after-school club to encourage mindful energy use. Students then made a video to show staff how to re-use paper when photocopying!
- Recycling bins have been set-up around school, our students have been out in the community cleaning beaches, selling re-usable cups and bags, encouraging healthy eating and making re-cycled paper.

Please support the Eco-Committee by leaving comments and ideas in their Moodle suggestion box.

What is the Eco-Committee?

One of the Round Square IDEALS is Environment so at Regents learning to care for our planet is something we all feel very passionate about. Our Eco-Committee was first established in 2005 and has now been responsible for many projects both around the school and in our community to raise awareness, encourage more sustainable behavior and to show us all how we can help to care more for our environment. You can join the Eco-Committee: everyone is welcome! Every Thursday at 1:10pm in Early Primary, Mr Grant's Office.



Parent Supporters Group

stay informed
get connected
show support



Get in touch!

More information about the Parent Supporters Group (PSG) is available on the school website or on the noticeboard in the Parents Room (room 213) in the Early Primary Building. You can also direct any questions, suggestions and concerns to the PSG chairperson by emailing psg_chairperson@regents-pattaya.co.th



Parents Networking Group

The PSG is a fun and informal group for parents of children attending Regents. All new and existing parents are automatically enrolled as members of the Parent Supporters Group (PSG), with each parent able to choose how they wish to be involved. The members of the PSG work together to provide a communication link between parents, teachers, and school administrators. Through monthly meetings with the Principal and Director of Admissions and Marketing, we provide the parent community with a formal opportunity to ask questions, voice opinions and suggest possible changes or improvements. Our school community is very diverse and we try to reflect this on

the PSG by representing as many different groups as possible. We kindly invite you to join us as active PSG members. There are many ways to get involved in the Parent Supporters Group including becoming a member of the committee, taking cooking classes, helping with the Eco-committee or Green Grub (our healthy tuckshop). You can also volunteer to help the PSG organise our annual events including the Christmas Fair, International Day celebrations or our Teacher Appreciation Day breakfast. If you are able to speak different languages you may also like to assist us by becoming a school Ambassador/Translator and helping us welcome new parents into the school community.



Loy Krathong brought our whole community together for a colourful celebration. We told the story of Loy Krathong through performances at our whole school assembly and all day our students were involved in various activities and games. Many of the children made their own Krathongs, supported by our Thai staff and parents, and the Primary school children all launched their Krathongs making their wishes for the future.



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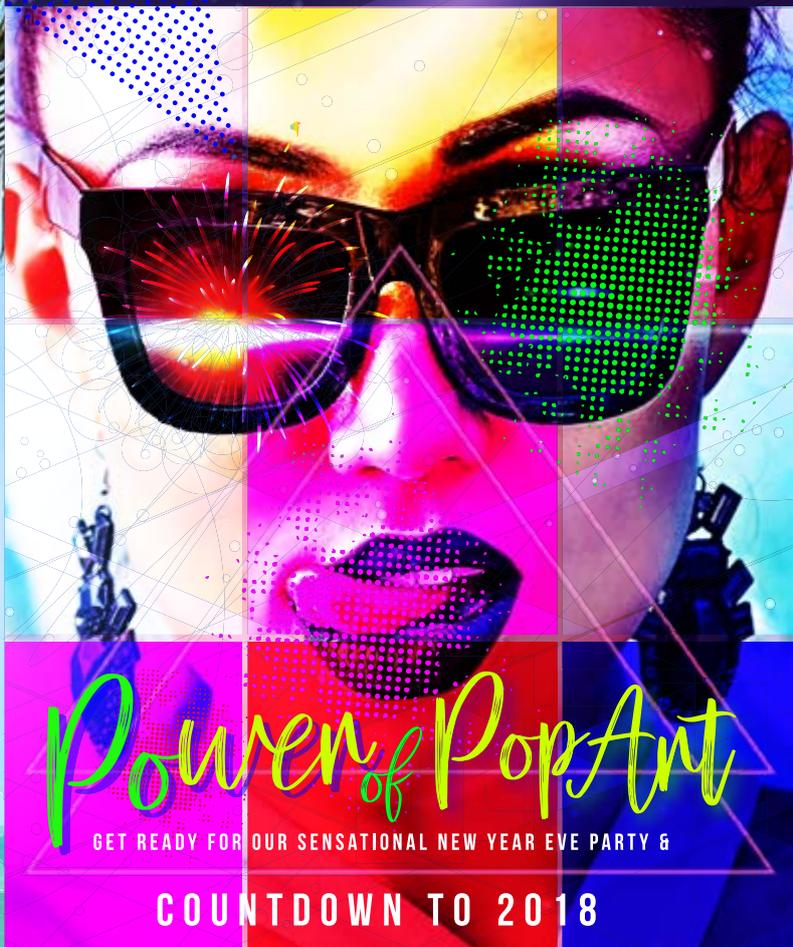
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