

REGENTS CONNECT ISSUE #5 JANUARY 2019



# CONNECT

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## Dear Parents and Friends,

The first term of the 2018/19 academic year has been action packed with so many activities and events happening across the school.

We began the term by welcoming all our new staff, and in this edition, there are spotlight features introducing Ms. Sara Morrow (IB Coordinator); Mr. Ross Gerritsen (Head of Performing Arts); and Mr. Graeme Spencer (Dance Teacher). This year, we launched Dance as part of the curriculum, in collaboration with The Juilliard School, and we are thrilled to welcome Mr. Spencer to Regents and to Pattaya!

After reading through this edition, I realised the amount of renovation work which took place on campus during the summer. And we are not stopping there! There are several more projects in the pipeline that will begin this year and over next summer. We will share updates with you as soon as we can!

What else strikes me are the number of events and activities that have taken place. From the colourful and vibrant Loy Krathong; to the

Pattaya-to-Palu charity community driven event; World Children's Day; Remembrance Day; Dodge for a Cause; and the expedition to Tanzania among many more. Through Nord Anglia's Global Expeditions Programme and our membership with Round Square, we are able to provide our students with unique experiences outside the classroom that help them develop inquisitiveness, tenacity, an appreciation for diversity, a sense of responsibility, self-awareness, teamwork and a commitment to sustainability.

The expedition to Tanzania was a real highlight with 13 of our students travelling to Arusha over the October half-term break to work on community service projects. This leads us into to the first article which goes into detail about Nord Anglia's Global Expeditions Programme, as described by Andy Puttock, and the impact our students have on the communities they help.

Thank you all for the support during this first term, I hope you enjoy this edition of the Connect Magazine!

Sarah Osborne-James, School Principal  
principal@regents-pattaya.co.th

*Follow us on*







Experiential learning, i.e. real-life, authentic experiences which extend classroom learning for every student, are a core part of a personalised learning process for our students and help them to bridge the gap between theory and practice.



by Andy Puttock - Education Director, Nord Anglia Education

In 2014, while in Tanzania's Arusha region as part of NAE's global expeditions programme, Chenoa and Sierra (both aged 17) from the British School of Beijing (BSB), visited the homes of village residents and were dismayed to discover the ceiling in their homes smeared with a thick layer of ash from burning fuel or excessive amounts of wood daily. Women from these families would be stuck at home, forced to cook using an inefficient and wasteful fuel-burning method for preparing meals that would take the entire day, preventing them from the chance to seek paid work or an education.

Confronted with the challenge of improving the standard of living for these village residents and slowing down the rate of deforestation in the surrounding area from the excessive wood being used, students from NAE's BSB, led a group project in search of a solution.

The students collaborated with their peers to come up with an ingenious design for smoke-

less fuel burners and returned at their own expense to build and install their innovative product in a few village homes. Back then, as Principal of BSB, Shunyi, my role before becoming NAE's Education Director in July 2017, I was staggered by what they had accomplished that year, but I don't think any of us expected the impact their invention would have in the years to come.

Next year's batch of Nord Anglia students to Tanzania used the design to install a second production run of smoke-less burners for more residents. Through NAE's long-term commitment to Tanzania, the work has continued with the installation of 300 smoke-less burners since 2014, resulting in a significant shift in the standard of living of village residents, particularly those responsible for the greatest burden of domestic chores within the home.

At Regents, 13 students travelled to Arusha during the October half-term break to not only help construct smoke-less burners; but also helped lay the foundations for a government Primary School (Imbaseni Elementary





# How can we *future proof education* so students can handle what tomorrow will bring?

School), install solar panel systems, and build goat sheds. These students helped our long-term community partner, Seeway Trust. This organisation helps orphaned and underprivileged children in the region get access to a safe education and a stable home life.

Looking back on these experiences, the above stories aren't just fond memories of a former school Principal. They represent a major shift taking place in education, where experiential learning, i.e. real-life, authentic experiences which extend classroom learning for every student, are a core part of a personalised learning process for our students and help them to bridge the gap between theory and practice.

Too often, a quality education is evaluated only using a school's examination outcomes. Our schools do teach globally respected curricula and consistently deliver excellent academic outcomes year after year. Our schools have achieved a pass rate of 94.1% percent in the IB diploma, 15 percentage points above the world average, and over

a third of our students go on to attend the world's top universities. But simply using academic or examination outcomes, as important as they are, as the key metric for a quality education is outdated.

With massive, and rapid strides taking place in technology, we are heading into a world of intelligent automation. This new world will not only benefit us in many ways, it will also open up unusual challenges of how people gain employment, because the jobs of tomorrow will be very different to the ones we have today. Preparing for this change has to begin during a child's early years in order to ingrain the competencies needed for jobs of the future.

Strides in technology have also led to a more globalised, interconnected world. This has brought about an increase in migration and as a result, the growth of larger international communities of people from different social, cultural and racial backgrounds. Additionally, a growing middle class in several developing countries is driving a strong demand from families who wish their children to benefit

from a world-class international education.

Combined, these scenarios mean our students must be prepared to collaborate and compete with peers globally. They must develop flexibility, resilience and the ability to thrive in a multicultural, multilingual setting and they must see themselves as global citizens from an early age. So how can educators today prepare students for what tomorrow will bring?

Schools must realise they cannot continue to operate solely as transmitters of knowledge. At NAE, we share international best practice across our schools to provide personalised learning experiences for all our students. Teachers tailor their approach to suit the needs of each individual child, enabling them to not only excel academically, but guide them to develop cognitive abilities that will make them fit for the future. This means the cultivation of both hard and soft skill sets ranging from coding and interpreting big data, to cultural competence, empathy, collaboration and the ability to communicate confidently.





# ENGAGING LEARNING ENVIRONMENTS

We want your child to *love coming to school*

Over the summer, we worked on developing and renovating learning spaces throughout the school to enhance the educational experience for Regents' students and to make the school more accessible to the community. We have listened to feedback from our parents in the development of many of these new spaces and it also demonstrates our commitment and that of Nord Anglia Education to continue investment in our school both now and for the future. Next year marks our 25th anniversary, and we are delighted with all of the developments we have seen this year and the exciting things we have planned for the future. We look forward to sharing these plans with you later in the year!

Classrooms are much more than passive spaces of the educational process; they are, rather, an integral component of the conditions of learning. A lot of the work we did was to move away from the traditional 'self-contained' classroom, as they can no longer provide the variety of learning settings necessary to successfully support project-based, real-world authentic learning. Across the school you will find that the new learning spaces have been designed to support individualised, self-directed learning and flexible, multipurpose spaces to facilitate anti-disciplinary learning. This is all to encourage our students to be creative, think outside the box, solve problems, be inventive and enjoy a dynamic learning environment.







● Primary 
 ● Secondary 
 ● Whole School

**1 STEAM Machine:** Before, the space consisted of three stand-alone rooms: a science lab, food tech area, and a library. The area was opened up to encourage collaboration and anti-disciplinary learning, and as a result, the newly formed STEAM Machine is an incredible learning space for our Primary students. ●

**2 Primary IT Suite:** Our old ICT labs have been renamed the “Create Zone” and “Explore Zone”. While the old labs only allowed for solo-learning and testing, the redesign has transformed these areas into multi-purpose spaces with a focus on collaboration, creativity and future-proofing to accommodate ever changing technology platforms. ●

**3 Learning Hub:** Beyond essential improvements in lighting, comfort, accessibility and technology, the new Learning Hub provides a creative, innovative and diverse learning environment with flexible furnishings to adapt to a wide variety of activities, enabling students to collaborate with peers, interact with their teachers, as well as relax and read. ●

**4 The Basement:** The former canteen for the Secondary school, now redubbed ‘The Basement’ has fast become the new heartbeat of the school. The space now has an inviting and ambient décor for students and staff to enjoy. ●

**5 Lions Den:** Health and wellbeing are important for us at Regents. Having a fitness suite on campus was part of our mission this year for our students, boarders and staff to enjoy the opportunity to stay fit. ●







## *Regents teachers:* hand-picked excellence

At Regents we pride ourselves on the diversity and quality of our teaching staff. As part of the Nord Anglia Education (NAE) family of schools, we ensure that the teachers we recruit are among the best in the industry.

### International Teacher Shortage?

With reports coming from the United States of America, United Kingdom, Australia, New Zealand and the Council of British International Schools (COBIS) that the number of people entering the teaching profession is in decline, there is increasing competition in the international schools' market to recruit quality teachers.

### The NAE Family

Being part of NAE, Regents is not only able to attract teachers from our 55 sister schools, but the strength of the brand internationally means that we are recognisable to teachers all around the world. NAE is committed to investing in professional development. Teachers and other staff have the opportunity to further their education by taking postgraduate courses at Kings College London, as well as enrol on a large number of online courses on Nord Anglia University. Teaching staff also benefit

from the collaborations with The Juilliard School and Massachusetts Institute of Technology (MIT) with annual visits for training and workshops with professors and specialists at both institutions.

On top of this, Regents is part of the Federation of British International Schools in Asia (FOBISIA) which hosts teacher training sessions throughout the year for schools in the region to share teaching best practices. As an IBDP school, our IB teachers regularly attend IB training events around the world.

At Regents, we not only have an environment where our students can thrive, but we also provide a platform for our teachers to be ambitious and continue to develop themselves to achieve as much as they can in their life and careers. That is why our philosophy at Regents is:

*“We are ambitious for our students and teachers, providing forward thinking international education so that our students can achieve more than they thought possible.”*





### Where are our Teachers From?

14 nationalities

- 74% British
- 6% North American
- 5% Other European
- 4% Thai
- 4% Australasian
- 3% South African
- 2% Others

### Teachers Qualifications

- All teachers have Qualified Teacher Status
- 100% Hold Undergraduate Degrees
- 26% Hold Postgraduate Degrees
- 72% Hold Postgraduate Certifications







## Loy Krathong at Regents







# BOARDING

*A home away from home*



At the start of the academic year, we welcomed Peter and Michelle Gillmore as the new Head of Boarding and Head of Girls' Boarding. Along with Emma Jenkins (Head of Junior Boys' Boarding) and Ruth Demery (Head of Boys' Boarding) they kicked the year off with an action-packed set of events and activities to ensure that our boarders have the opportunity to collaborate, study independently, have fun, be active and have a sense of adventure! In addition significant aesthetic improvements in the boarding houses have created a real home from home.

At Regents we offer full time boarding as well as flexi boarding, a popular option due to the activities that our boarders get to experience during the week and at the weekends. A family feel to life in boarding is important to us. Our boarders develop into confident, independent, resilient and caring individuals who will go on to make a positive difference in the world.

Contact [admissions@regents-pattaya.co.th](mailto:admissions@regents-pattaya.co.th) to find out more about the boarding options at Regents!

## What are we up to *On Campus* ?

Boarders have the opportunity to make the most of the school's facilities every evening: they can swim, play football, basketball, table tennis, dodgeball, badminton, indoor tennis, and take on other activities in our sports hall, they can practise in the Music Department or work on projects in the Art Department. Some new clubs have been introduced, including a Craft and Textiles club as well as Warhammer and Film and Animation clubs. There is also a homework session every evening for students to focus on their studies and complete homework assignments. Students can get help from subject specialists, which include Maths, English and Science teachers as well as EAL specialists.

In addition to all these activities, we appreciate that children also like to watch TV and play video games. A PS4 has been installed in both the Boys' and Girls' common rooms and on Tuesdays, it is "Netflix Night" where we come together to watch a popular series.

## What are our *Off Campus Trips* ?

One of the best parts of boarding at Regents are the trips! Spoilt for choice this term, our boarders have had the opportunity to visit cultural, historical and leisure attractions in the region. They have visited Ramayana and Cartoon Network water parks, raced each other at go-karting, shopped at Central Festival and Terminal 21, enjoyed a well-being treatment at Healthland, attempted wakeboarding; visited Harbor Land, fought each other in LaserTag; competed at bowling; tried their skill on the Climbing Wall, rocked out at the Hard Rock Hotel, appreciated art and magic at Art in Paradise, tumbled and turned at the trampoline park, glided and wobbled at the ice rink; sailing and, to round things off, relaxed on the beach. Looking back, so much has happened in only the first term of school, not to mention the celebration of Halloween, Diwali, Loy Krathong and Christmas where The Basement has been tastefully decorated and the catering department has put on amazing themed food to add to the celebrations.





# IGCSE Spotlight

GCSE examinations, launched in 1988, are the compulsory school leavers' qualification in the UK. It is a two-year programme, starting in Year 10 (aged 14). The International GCSE (IGCSE) was launched the same year for overseas students without English as a first language to earn a qualification to the same standard as the GCSE. It is tailored to a multi-cultural and multi-lingual audience in a way that GCSEs are not. At Regents, we offer both GCSEs and IGCSEs through Edexcel and Cambridge Assessment examination boards.

The GCSE and IGCSE are internationally-respected qualifications that are well-recognised by universities. They cover a broad range of subjects including languages, humanities, social sciences, mathematics, computer science and more. At Regents, students all study 4 mandatory subjects: Mathematics, English, Science and core Physical Education. On top of this, students take on a further 5 option choices, selecting subjects from Humanities, Art & Design, Performing Arts, Computing, Physical Education and Languages. In total, there are 24 subject options available at Regents, outside the 4 mandatory subjects.

The IGCSE is one of the most academically challenging qualifications on offer to 14-16-year-old students worldwide. According to ISC Research, 24% of the world's international schools now offer the IGCSE, making it the most prevalent qualification offered at international schools globally. It provides our students with an excellent foundation to be able to embark on and succeed in the International Baccalaureate Diploma Programme (IBDP).

## Regents IGCSE Results 2018

85%

Achieved A\*-C Grades

44%

Achieved A\*-A Grades

12%

Gained a Prestigious Grade 9 top score in the World

Last year's Year 11 students at Regents recorded the school's best ever results! Results exceeded the UK average with 85% of students achieving A\*-C grades! Ms. Amos Turner-Wardell, Head of Secondary at Regents, was overjoyed with the results, stating: "The percentage of students gaining the prestigious Grade 9 is phenomenal. Only 2% of UK English Language students were successful in gaining the Grade 9 and at Regents 12% students gained this top exceptional mark. Historically the average percentage of A/A\* in the UK is 20%, at Regents we secured 44% of those top end grades. We are so proud of our students and we will be there to support them as they embark on the reputable IBDP. Go Regents!".

These exceptional results are the culmination of the hard work and dedication of our students, our ambitious approach and the support of our excellent teachers. On behalf of our school community, we would like to take this opportunity to thank our teachers for always inspiring and challenging our students to achieve more than what they may have thought possible.



# Q&A



## with the new IBDP Coordinator, Sara Morrow

Sara comes to Regents most recently from the Czech Republic, where she worked as the IB Diploma Coordinator and English Language and Literature teacher at a small international boarding school she helped to found four years earlier. Before moving to Europe, Sara worked in school leadership and taught in Colorado, United States for more than a decade. She holds a Bachelor's degree from Augustana College with an emphasis in English and Theatre teaching, a Master's degree from Regis University centered around curriculum and instruction, and an Educational Specialist degree from the University of Colorado Denver focused on administrative leadership and policy. She also was awarded the prestigious National Board Certification for English Instruction, the highest certification available in the United States.

### Welcome to Regents, Sara! What is it that first drew you to work at Regents?

I was first attracted to the school when I read about it online through a teacher search; I was immediately impressed by the diversity of the students and the wealth of opportunities they have at Regents, from drama with Julliard,

to STEAM with MIT, to the IGCSEs and, of course, the IB Diploma Programme. After I saw pictures of the campus, I knew I had to apply. In my application process, I talked with Amos Turner-Wardell and Sarah Osborne-James; both of them had such enthusiasm for and commitment to Regents and its students, that I was hooked. I knew I wanted to work in a school with that kind of positive energy and leadership.

### What is your teaching philosophy?

My teaching philosophy is best summed up with this quotation from David Perkins with Harvard Project Zero: "Learning is a consequence of thinking." Whoever is doing the thinking and the working in a classroom is doing the learning. Too often in traditional classrooms the teacher is doing all the hard work while the students sit passively and try to absorb knowledge. In my ideal school, anyone looking in a classrooms would see students actively discussing, writing, researching, collaborating, comparing, making, analysing, synthesising, etc! Our job as teachers is to get students to think. When they are challenged and forced to develop their own knowledge and understanding, then real learning is occurring.





There have been countless amazing students with incredible and fascinating backgrounds attend Regents International School Pattaya, one such student is Kyi Pyar Tun. Kyi graduated from Regents in 2017, and is now attending the University of Tasmania in Australia. Her journey hasn't been so easy, and it is testament to her character that she continues to strive to achieve more and contribute back to her community.

Kyi and her family emigrated from Myanmar to the north of Thailand as part of the Karen ethnic group that has been discriminated against by the military regime in Myanmar. This ethnic group do not have full access to social benefits or educational services in Myanmar. Her parents made the life changing decision to leave their home with Kyi and her younger sister, Mar Lar Tun. Like any parent, her father and mother made this decision for their children, so that they could have better opportunities in life.

Kyi and her sister attended a Migrant Learning Center supported by Women with a Mission. Regents International School Pattaya were working with Women With a Mission through the Round Square Programme, and offered a

full boarding scholarship for a student from the Migrant Learning Center, and Kyi was the successful applicant.

"It was a dream to move from a village of around 300 people to a big city like Pattaya. It was daunting at first, I barely spoke any English when I arrived. It was a new world for me at Regents."

With very little English Kyi had to take an intensive EAL programme alongside her usual classes to get up to speed with her fellow classmates. With the support of everyone at Regents she embraced the challenge and pushed herself to be able to eventually take on the IBDP.

"The IBDP was a terrific programme to prepare for university. I learned how to manage time effectively for studying."

Kyi also took full advantage of the Round Square trips offered at Regents and took the opportunity to travel to Peru and Tanzania for the Round Square Service trips.

"It was an incredible experience. I got to meet new people from countries around the world.

I learned a lot about teamwork and also about new cultures I had never been exposed to before."

Kyi's family are still living at the Migrant Learning Center in Mae Sot, Thailand. At every opportunity, Kyi will make the journey to go and visit and spend time with them.

The organisation that assisted her throughout the scholarship to Regents, Women With a Mission, was set up in 2004 by Bronwyn Carey, Rosanne Diamente and Kylie Grimmer, following the tsunami that struck the southern provinces of Thailand. Based in Pattaya, they support migrant students and children living along the Thailand and Myanmar border. Their primary focus now are scholarships for students to continue their education to Year 13. Past projects in the Pattaya area included working with established Special Needs Centers and children living with autism, cerebral palsy and down syndrome, and current projects include the annual Pattaya Family Bike Day. If you would like to find out more about Women with a Mission and how to donate or get involved, please visit [www.mywwwm.org](http://www.mywwwm.org).  
**Next Pattaya Family Bike Day: 26.01.2019**





**What was the most memorable experience at Regents?**

The Boarding House was the most memorable experience for me at Regents. Ms. Arthur, who worked in the boarding house, really helped me to adjust and every weekend we would go on a different outings."

**How does life in Australia compare to when you were at Regents?**

Australia is very different once again to what I was used to. Young people here are very independent compared to Myanmar and Thailand. Through my experiences at

Regents and here in Australia I feel that I now have a global understanding of life.

**What are you currently studying at University?**

I am studying a Bachelor of Arts, majoring in Chinese and Japanese, and also studying other units such as Sociology and Engaging with Sustainability

**What would you like to do after you graduate?**

I'd like to be a teacher and an ambassador for people that are disadvantaged. I want to

continually contribute back to society and my community.

**Do you have any advice for the current IB students at Regents?**

Studying can be incredibly stressful. Going through all the hardship is worth it in the end. My 5 life principles might help the students at Regents: 1) Learn how to manage your time effectively. 2) Love the Challenge, Take the Risk. 3) Appreciate any opportunity and be open-minded 4) Be Diligent. 5) Don't give up easily and don't have regrets.

Always think "At least I tried my best".



# THE



# MACHINE



## STEAM *in action*

At Regents the STEAM subjects (Science, Technology, Engineering, Arts and Mathematics) play an integral part in developing the holistic learner. As part of Nord Anglia Education (NAE), Regents works in collaboration with the Massachusetts Institute of Technology (MIT).

The collaboration introduces our students to an innovative way of learning the STEAM subjects which encourages creativity, experimentation, and teaches them how to apply their skills to real world situations. Every year students have the opportunity to visit MIT to experience life at this prestigious university. Our teachers also take part in workshops at MIT to receive training from MIT researchers and renowned academics.

Every year, MIT sets a challenge for all NAE schools. The in-school challenges encourage students to work together to find innovative and creative solutions to complex problems. The theme of this year's MIT challenge was "STEAM Superheroes", a concept connecting Regents' students to current, cutting-edge research while reinforcing cross-disciplinary learning. At MIT, elements of heroism can be found all across their campus, in the areas of high-tech gadgets and wearables at the aeronautics and astronautics department, to animal-inspired improvements at the mechanical engineering department and life-saving technologies at the biological engineering department. These three areas highlight advancements that were once the stuff of fantasy or science-fiction. Today, these

wearables and technological developments each represent the on-going work of an MIT professor, and gives a snapshot into the superhero stuff they're working on.

At Regents, students took inspiration from the animal kingdom to invent new ways to benefit everyday life. The challenge took place over 5 days. They had time to brainstorm and research their ideas and then design, create and improve this before unveiling their concept to a panel of judges. There were some incredibly innovative designs showcased on the final day. The level of ingenuity and creativity towards completing the challenge was high. In the end, the overall winner from the challenge designed a bionic arm.



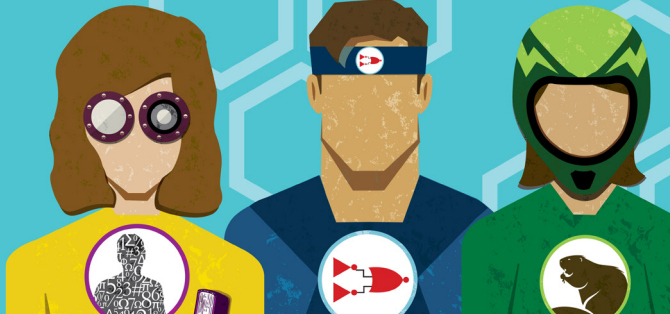
“Imagine being able to engineer a living cell that can navigate the human body, identify disease, and correct that disease”



“Imagine inventing something inspired by animals that solves an everyday problem”



DO YOU HAVE WHAT IT TAKES TO BECOME A *STEAM* SUPERHERO?



“Imagine inventing a gadget that will improve your health”







## Welcome to Regents ... Mr. Gerritsen

The Performing Arts add richness to our community.

Ross holds a Bachelor of Music Education from the University of Auckland, a Licentiate in Performance Euphonium from Trinity College London and a Diploma in Brass Band studies. His 18-year teaching career started as Head of Music at Auckland's Sacred Heart College before commencing the same position at New Zealand's largest private school, Saint Kentigern College in 2005. During his teaching career, Ross has produced 16 major musicals (including Les Miserables, West Side Story, Blood Brothers, Oliver and Jesus Christ Superstar) winning awards for Outstanding Musical, Best Musical Director, and Best Set and Costume Design. His Saint Kentigern Concert Band has won seven Gold Awards and he has toured Argentina, Singapore, Italy, Germany, Switzerland and the USA with school groups. In the classroom two of his students placed 1st in New Zealand's premier music examination. He has been selected six times for the National Band of New Zealand on Principal Baritone, highlighted by 2nd place at the 2017 World Brass Band Championships in Kerkrade, the Netherlands.

### What drew you to joining Regents?

After 13 years at my previous school I wanted a new challenge, preferably moving into Performing Arts Leadership while continuing to work in Music Education. Regents appealed for a number of reasons. The Juilliard collaboration was key; their curriculum is exceptional and coming into a school with a strong link to education of that calibre was important. Friends had told me how fantastic Thailand is, so Regents was a great fit. It was clear that the creation of Performing Arts Leadership position at Regents was important to the Senior Leadership and I was excited to accept the position knowing that there would be genuine support for our big ideas!

### What are the benefits of Performing Arts?

The benefits are multi-faceted. We're constantly engaging in the Performing Arts in our spare time – watching movies, going to a musical and listening to music. Performing Arts education plays a vital role in teaching young people to become the film composers, actors, musicians, dancers,

sound technicians, lighting gurus, stage managers and costume designers that these industries are built on. Equally important are the skills that all our young people gain from engaging (at any level) with an audience as a musician, dramatist or dancer. The Juilliard/Nord Anglia Performing Arts Learner Ambitions highlight the scope of the skills that we grow through engaging in the Performing Arts. Students develop their creativity, curiosity, reflection, performance, literacy, perception, collaboration, expression and cultural awareness. The Performing Arts play a big role in Regents' community: In Term 1, visiting Juilliard Curriculum Specialists in Drama and Dance observed, taught, and delivered community-based projects. Our musicians have played at Remembrance Day, Carols By Candlelight and Loy Krathong. We have had musical collaborations with the Mechai Bamboo School. Our Dance and Art Departments have collaborated in a stunning cross-curricular project and we've seen outstanding devised pieces from our Drama students. All of this is underpinned by exceptional teaching in Drama, Dance and Music from Early Years through to the IBDP.



# Welcome to Regents ... Mr. Spencer

Graeme Spencer holds a BA (Hons) in Dance from the prestigious Laban Centre in London and a PGCE from the University of Brighton (Dance specialism). He has over 12 years of experience as a teacher, lecturer and choreographer in schools, universities and vocational institutes in the UK and overseas. He started dancing at the age of 5 and has continued to pursue his passion, training in classical, commercial and contemporary styles. His teaching career began as Head of Dance at a UK independent school in East Sussex. Since then he has championed dance across a diverse range of schools. His work has previously taken him overseas, where he worked across Sydney, NSW to develop his practice both as an educator and independent artist. He taught at the famous Sydney Dance Company Studios, worked in both Primary and Secondary education and as an artist in residence to develop work for youth dance companies. After returning to

the UK, Graeme led vocational dance training across the South of England and home counties. He has a wealth of experience as a teacher and as a choreographer, having created performances for stage, site specific projects, dance film and collaborations with artists, actors and designers. Graeme is excited to now bring his energy and enthusiasm to enrich the Performing Arts provision as part of the Regents community.

## What is it that first drew you to Regents?

I was drawn to Regents because of the value it places on the performing arts and how it celebrates diversity. Working as a dance specialist, having the freedom to collaborate with others is really important to me. It is also a reflection of what happens in the actual performing arts industry. As a teacher I know the importance of the arts and the impact they make on learning. This impact can only

be made if a school supports the arts at its very core.

## Why is Dance important in developing holistic learners?

Dance is an incredible tool for teaching children to think creatively, to develop original responses, to develop skills to collaborate with others and to instill determination and resilience. Dance is also amazing because there is a place for everyone in such a wide spectrum. I have seen students flourish through developing skills as a performer and the confidence this has given them. I have seen students grow through learning about choreography and developing their own artistic voice. I have also seen students develop in to mature and open-minded young people through learning to appreciate the value of other cultures, different styles of dance and ways of thinking.

## The importance of Performing Arts in education



We are very proud to announce the launch of Dance into the curriculum at Regents this year. Our collaboration with The Juilliard School extends across 3 subjects, in Drama, Music and now Dance.

Performing arts play a significant role in developing a child's creativity, igniting their imagination and providing environments where students can express themselves confidently. Students learn a variety of these transferrable skills through a performing arts education, such as communication, team work, listening skills and leadership. We have several students who do not speak English as their first language, but performing arts has had a big, positive change on their studies.

The Juilliard Creative Classroom, an extraordinary online collection of educational resources that have been designed to enhance and supplement performing arts curricula, has a range of activities and learning experiences that help students gain a deeper appreciation and understanding. Students as young as five are exposed to a wide range of genres, cultures and periods of history in music, drama and dance. Normally this type of focused learning is seen at an IGCSE level, so this amount of exposure at such a young age is truly inspiring. The collaboration between Nord Anglia Education and The Juilliard School has led to the design and development of a truly unique set of world-class curricula and opportunities within our school.





# 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](mailto:psg_chairperson@regents-pattaya.co.th)



Parents Networking Group

The Parent Supporters Group (PSG) at Regents school is a very active committee of parents who organise fundraising events, support new families to Regents and provide a communication channel between parents and the school leadership team.

All parents of students at Regents become automatic members of the PSG on their child's enrolment. This means that they have access to a support network, are able to raise issues or concerns which affect Regents students and can get involved in organising fundraising activities if they want to. The PSG also encourages parents to become their country ambassador and even a translator for other parents, if possible. There is always space on the PSG Committee for more parents and having more volunteers makes for an enjoyable atmosphere of international friends supporting each other.

The PSG has a busy schedule of activities

throughout the school year from welcoming new families in August to organising the Carols by Candlelight event at the end of term 1 with the support of the Music department, our PSG Choir, students and parents. In 2018 the PSG Committee consists of lots of new parents from over 9 different countries (please see photo above):

For your information, our next event coming up that you can get involved with is Teacher Appreciation Day on January 23rd. If you are interested in learning more about what is happening at the school and how to get involved with the PSG then our PSG Parents Meetings are held on the first Wednesday of every month in the Roundhouse.

Make sure you're connected to our Facebook and Line Parent Networking Groups for more details.



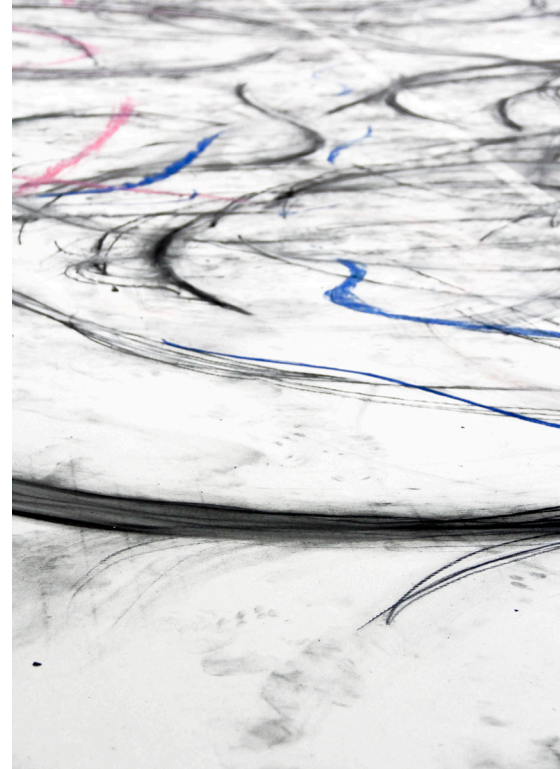


**U15 FOBISIA**



Our U15 sports team travelled to Phuket to compete against schools across Asia in Swimming, Athletics, Football (Soccer) and Basketball. Some great stories emerged from the games, especially our Girls Football team that came away as winners without conceding a single goal! Go Regents!!!





Students took part in a collaborative project exploring the concept of performance art with reference to artist Heather Hansen. Hansen works to create kinetic art on large scale canvases, imprinting her body into the canvas through a series of movements to create organic forms full of motion and

dynamic energy. The IB students worked with our dance specialist Mr. Spencer to explore their bodies moving in space, echoing Hansen's processes. These exercises looked to inform work for IB art projects and to widen knowledge of mixed medium projects. The students collaborated to explore the

physicality of the body, symmetrical designs, the accumulation of energy and how this is then imprinted into the floor, observed the body moving in space and explored sketching to capture an essence of motion and the architecture of the body - the dialogue between the 'moving body' and the 'artist'.



# IB Art & Dance

A collaboration inspired by artist Heather Hansen







## 3rd Annual Riviera Group 'Sports Day 2018' Held at Regents

The Riviera Group, Pattaya's leading Real Estate Developer enjoyed their 3rd Sports Day, now to become an annual event for this trendsetting team.

This year held at Regents International School, Winston Gale, Riviera Group owner said "Thanks to Sarah, (Osborne-James) the Principal of Regents, for working with us and providing the great facilities that Regents offered for the day".

With over 500 attending and taking part, brightly coloured shirts displaying varying teams everywhere, the stage was set for a fun filled day of competitive play but ultimately friendship building amongst contractors and suppliers to The Riviera Group alike.

The day's event raised 230,000 THB with Regents also kindly donating 25,000 THB to charity.

Winston, together with Sarah, and well-known local celebrity and owner of Sophon Cable TV, Khun Chanyut Hengtrakool, opened the event after the opening parade.



Events ranged from the 3,000 metres around the school's oval track to 100m sprints, 400m relay races, volleyball, tug of war and various humorous comedy games. Late in the afternoon saw the Regents Staff Football team pitch themselves against Riviera's team. After a tightly contested match, Regents came away with a 4-2 victory and raised the trophy at the end of the day.

Various hot and cold food, BBQ and kebabs along with endless drinks were provided throughout the day, as was a music band with accompanying dancers on stage playing into the sunset and later into the night.

By sunset, many medals were given out to teams, winners and runners up. As far as community events go, this one is definitely one for the calendar next year!











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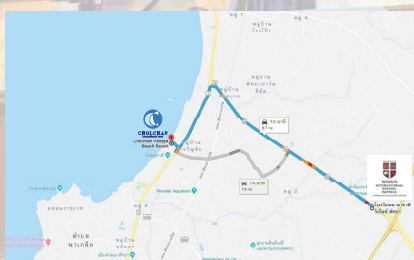


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