

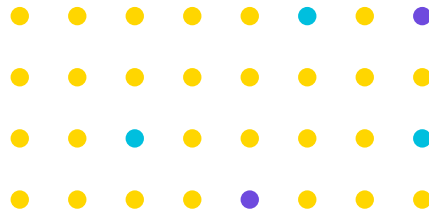
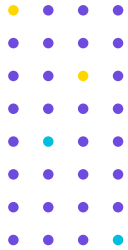


BRITISH  
INTERNATIONAL SCHOOL  
HANOI  
A NORD ANGLIA EDUCATION SCHOOL

BISHANOI.COM

# ESPRIT

TERM 1 | 2021 - 2022



Check out our Reopening plan here



We have been actively preparing for the arrival of students on campus by focusing on our two interconnected priorities: ensuring both the continuity of learning and the health and safety of all members of our community. We are one step closer to being **TOGETHER AGAIN!**

# BIS HANOI - THE HOME OF INTERNATIONALLY MINDED, GLOBAL CITIZENS

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# BIS HANOI - THE HOME OF INTERNATIONALLY MINDED, GLOBAL CITIZENS



“ We equip students with the skills, abilities and mindset to transition through a variety of different global situations throughout their lives. ”

This publication marks the end of my first term as Principal at BIS Hanoi. I would like to take this opportunity to thank all of you for making my introduction to school life here in Hanoi so warm and welcoming.

Despite the obvious challenges we have faced this term while our campus has been closed to students, teaching and learning has continued apace via our Virtual School Experience. This term's Esprit Magazine offers a small glimpse of the activities that have been taking place in this virtual world. I invite you to read on and discover something new about the life and learning of our Global Citizens here at BIS Hanoi.

Some of you may be familiar with the term 'Third Culture Kids' or TCKs. TCKs are people who were raised in a culture which is different to that of their parents' or their country of nationality - and who also live in a different environment during a significant part of their childhood development years. An international school is a common example of such an environment.

American sociologists David Pollock and Ruth Van Reken published *Third Culture Kids: Growing Up Among Worlds*, in 1999. In it Van Reken states that 'TCKs are more likely to speak more than one language, have a broader world view and be more culturally aware.' This international mindedness perfectly prepares a person to embrace opportunities, overcome challenges and negotiate their future lives in a way that is sensitive to other cultures and worldviews. In short, it sets them up to thrive in this rapidly changing world.

This is why coaching our students to become Global Citizens is so important for us at BIS Hanoi. In doing so, we equip students with the skills, abilities and mindset to transition through a variety of different global situations throughout their lives. We also help our students to establish a very wide world view from their infancy.

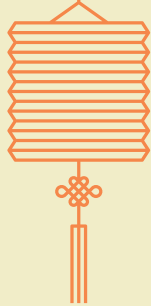
Please read on for further insight into how our student community has been developing a global mindset.

**Richard Vaughan**  
Principal









# HOW THE BIS HANOI COMMUNITY CAME TOGETHER FOR MOON FESTIVAL 2021

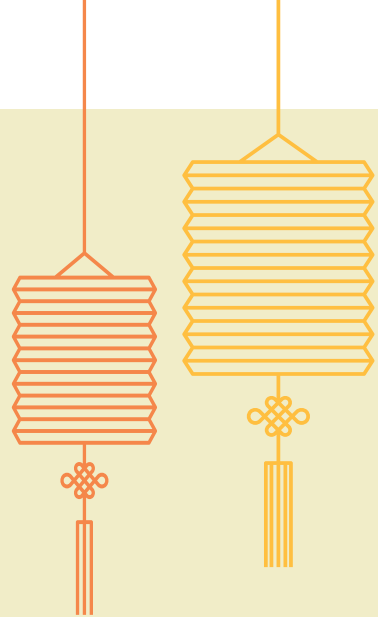


Each year, the Moon Festival is one of the most eagerly anticipated events for all BIS Hanoi students and staff. For 2021, although we could not come together and celebrate in-person, it was important to maintain the traditions and festivities that are at the heart of what makes BIS Hanoi such a special place. The Vietnamese Department were delighted to bring together the BIS Hanoi community to commemorate the Moon Festival as part of the Virtual School Experience.

The event encompassed outstanding contributions from students throughout the school. After many hours of hard studying in front of computer screens, this year's Mid-Autumn Festival program was a richly rewarding collaboration between teachers, staff and students.

Our Primary students enjoyed making their own paper lanterns, which are a key symbolic feature of the Vietnamese Moon Festival. The students greatly enjoyed cutting





“ After many hours of hard studying in front of computer screens, this year's Mid-Autumn Festival program was a richly rewarding collaboration between teachers, staff and students. ”

and crafting the lanterns into various shapes and sizes. As well as learning about the festival's meaning, it was a fantastic opportunity for students to get creative in making their own colourful, hand-made products.

Our Secondary students produced a series of stunning dance and singing performances. They used the opportunity to express their gratitude towards the doctors and medical staff who were working to help others during a difficult phase of the pandemic. Their heartfelt

performances, filled with songs and dancing, truly made us smile.

Finally, participants from across the school came together to create a TikTok compilation video - bringing huge surprise and delight to the whole community. Seeing students, teachers and staff all dressed in traditional Vietnamese 'ao dai' gave us the sense that, even though we were physically separated, we could still come together as a whole, connected community.

The Moon Festival provided us with a wonderful start to the new academic year - as well as the opportunity to share excitement and to express our thankfulness. We are already looking forward to continuing this tradition in the coming years.

**Hai Nguyen**  
Whole School Vietnamese Leader

# STUDENTS PUT THE “I” IN BIS HANOI AS PART OF THE ANNUAL ‘INTERNATIONAL FESTIVAL’



The International Festival is always one of the highlights of the BIS Hanoi events calendar - and 2021 was no exception. This year’s International Festival took place as part of our Virtual School Experience and the theme was ‘Connections’ - exploring the ways in which we are interconnected with our family, community, and the wider world.

Students from both Primary and Secondary embraced opportunities to make new connections with each other and enjoy new learning experiences.

## International Week in Primary - A Grand International Tour

In Primary, virtual school didn’t prevent our students from traversing the entire globe - from the Amazon rainforest in Brazil, to traditional Filipino games, and even a cooking class in Greece!

Our Early Years students took part in a diverse celebration of different nationalities, which saw

the children making royal crowns inspired by the UK, designing magical Mehndi handprints found throughout India, and enjoying the Philippine version of ‘Rock, Paper, Scissors’.

Students from Year 1 and Year 2 explored the food, animals and people of Panama - including the world-famous Panama Canal, which they recreated in model form (complete with water and working locks!). Further South, Mr. Addison and Ms. Toni’s classes were studying Brazil, which saw the children learning all about the Amazon rainforest and making their own rainforest diorama.

Our Year 3 and Year 4 students travelled to Europe and explored the cultures of a number of different European countries. In Year 3, students brought UK culture to life by making their own English roses, origami Welsh dragons and even trying Irish dancing! In Year 4, the students enjoyed a diverse range of activities which included making Greek salad, learning new greetings

in French, and celebrating Austria’s most famous musician, Mozart.

Finally, Year 5 and Year 6 visited the islands of Japan! Students explored the world of Manga and Origami - and even participated in a sushi masterclass led by one of the students. Learning how to say the numbers 1-20 in Japanese, and using this knowledge to solve Sudoku puzzles, was also a fun challenge for all. The learning also incorporated sumo wrestling, Japanese cuisine, Mount Fuji, as well as more modern themes such as electronics and robotics.

## International Week in Secondary - Exploring the theme of “Connections”

As part of International Week activities in Secondary, Year 7 worked with the STEAM and Art department to create artworks based on the theme of ‘Connections’. Students chose maps that were meaningful to them and drew a line that tracked an important personal journey.





In English, Year 8 students enjoyed activities that combined the concept of ‘connections’ alongside Black History Month. Students researched the life of Olaudah Equiano, who was born in 1745 and was a former slave and campaigner for the abolition of slavery. They also listened to rap artist Inya’s performance of ‘Freedom’, which is inspired by Olaudah Equiano’s life. Students then wrote their own raps and created striking political posters.

We all know that language connects us in so many ways, which is why the MFL, Korean and Vietnamese departments teamed up to deliver a bespoke session to Year 10 as part of the International Festival. Students researched the main traditions that different countries celebrate during their New Year - and how these connect us all. They then discussed how the meanings and symbols of the New Year bring people together, making explicit links which showed the connections between different cultures.

Finally, at BIS Hanoi we are lucky to have a school community where a diverse range of nationalities and cultures are represented. Throughout the week, students from across Secondary were invited to attend school in the traditional clothes of their nation.

### International Festival - BIS Hanoi Students as Global Citizens

The International Festival is a welcome reminder that BIS Hanoi students are global citizens learning together. By celebrating the values, morals and traditions that connect people across the world, we help our students to develop an intentional mindset - setting them up to negotiate future scenarios with confidence and consideration, wherever they are in the world.

**Rebecca Carroll**  
Head of Primary  
& **Chris Newman**  
Head of Secondary





Every November, the BIS Hanoi community comes together to celebrate World Children’s Day by turning our school blue (the colour of UNICEF). This year, although we could not physically unite in blue, we still stood together with the desire to bring about change and lead by example. From the 15th to the 19th of November, students in Primary and Secondary were involved in a diverse week of activities, prepared and led by our two UNICEF Ambassadors, Linh Dan and Gia Han in Year 12.

Each day of the week, students were introduced to a different aspect of child welfare. The themes which were explored included ‘Health is Wealth’, ‘Playing your Part’, ‘No one is too small to make a change’, and ‘Masked Not Muted’.

## WORLD CHILDREN’S WEEK CREATING A BETTER FUTURE FOR EVERY CHILD

On the Tuesday, many of our students took part in a content creation competition in which they highlighted a social issue of their choice. The incredible works that were submitted demonstrated great creativity, originality, and open-mindedness from the students. The entries took a variety of forms and included posters, video presentations, poems, music (including rap!) and different artworks.

Students were also highly engaged in ‘Voices of BIS Youth’, a survey in which they shared their voices on issues that matter to them. Topics that were highlighted ranged from the importance of embracing different perspectives, to putting the right types of leaders in charge.

“ From the 15<sup>th</sup> to the 19<sup>th</sup> of November, students in Primary and Secondary were involved in a diverse week of activities, prepared and led by our two UNICEF Ambassadors, Linh Dan and Gia Han in Year 12. ”



The student-led assembly on Friday was a pleasant end to this busy week of activities. Guest speakers from the Blue Dragon Children's Foundation, as well as BIS Hanoi staff, parents, and students, all shared their different perspectives on the significance of World Children's Day. We heard inspiring stories from the children, a moving talk from the Co-CEO of Blue Dragon, and felt a deep sense of empathy with the heartfelt answers of BIS Hanoi Parents, who were asked about bridging communication gaps with their child.

The success of this week was

owed to many individuals – from BIS staff, parents, students and departments, to the Global Goals ECA and guest speakers from Blue Dragon. We thank them all for their support and valuable contributions.

November 20th may mark the end of World Children's Week for 2021, but the desire for child empowerment at BIS Hanoi lives on. Gradually, we are transforming the world for the better, for the children of today, and of tomorrow.

**Bui Gia Han Pham**  
UNICEF Ambassador





“ There are now even more exciting ways for BIS Hanoi students to take part in challenges and collaborate with peers from around the world. ”

## NEW GLOBAL CAMPUS UPDATES TO EXPLORE

An exceptional number of BIS Hanoi students have been participating in the new challenges available on Nord Anglia Education’s Global Campus

Over the course of Term 1, Nord Anglia Education (NAE) have been working hard to refresh and re-design the Global Campus for students across their entire network of schools. There are now even more exciting ways for BIS Hanoi students to take part in challenges and collaborate with peers from around the world.



It could be *you!*

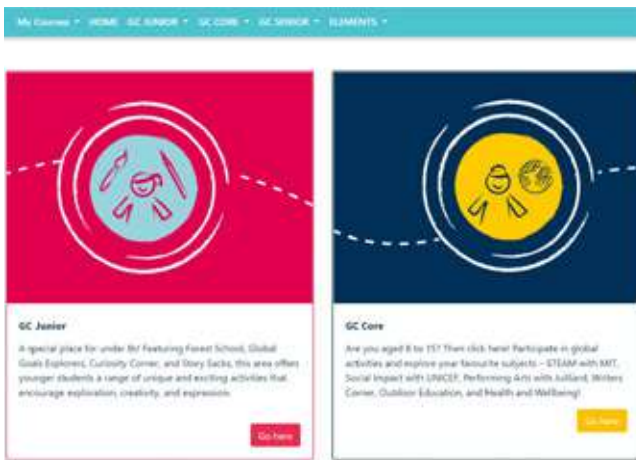
**Virtual  
Young Musician  
of the Year**

Back for its third year, the competition to find the NAE Virtual Young Musician of the Year 2022 is now open!

If you play an instrument, sing or compose music, we want to hear from you. It doesn't matter if you play classical music on the guitar, pop music on your cello, sing opera or write your own songs, there is a category for you to enter.

Speak to your class teacher or GC Lead about how to get involved.  
[globalcampus.nae.school](http://globalcampus.nae.school)

Closing date  
25th January  
2022



In Primary, we launched a special week of Global Campus challenges for our students to explore. The challenges were drawn from the diverse selection of topics on the Global Campus website. Topics included Health & Wellbeing, STEAM, Performing Arts, Literacy, Cooking and the UNICEF Sustainable Development Goals. The students had the opportunity to complete as many challenges as possible and, in doing so, earn badges for themselves and our school. Some students took their learning even further by exploring the Global Campus themselves and completing additional independent home learning

challenges. Students took pride in sharing their work with peers from Nord Anglia schools around the world.

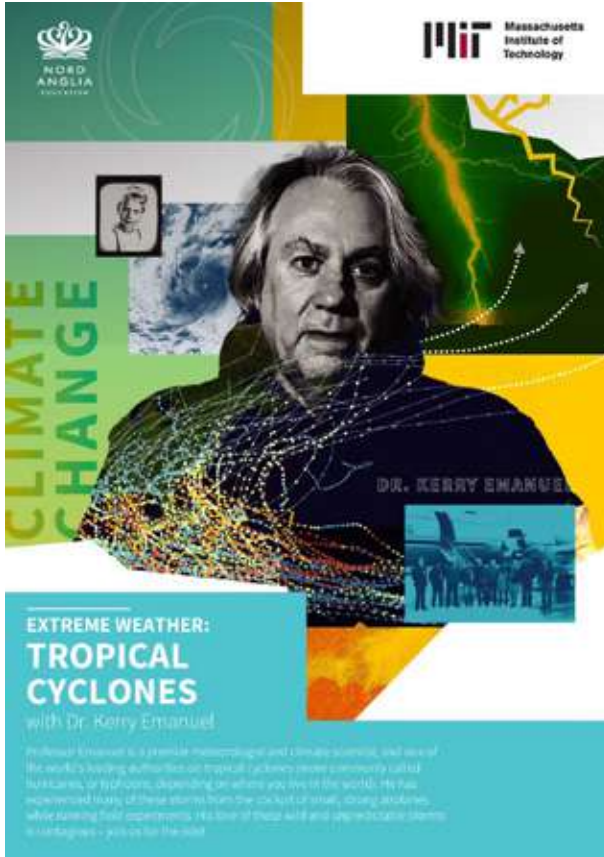
In Secondary, students have been encouraged to explore and take part in the fantastic learning opportunities found across multiple subject areas on Global Campus. The self-paced Health & Wellbeing section has been particularly popular, with many students taking part in yoga, weekly workouts and mindfulness activities. Students have also been encouraged to showcase their talents as part of the NAE Young Musician of the Year competition,

in addition to taking part in creative writing activities.

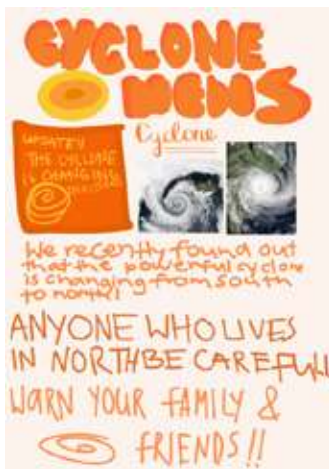
Looking ahead to next term, we will continue using Global Campus to enhance and expand learning opportunities for all students at BIS Hanoi. As the academic year progresses, many more exciting opportunities are planned for students to take part in Global Campus activities.

**Darragh Shanahan**  
Assistant Head of Primary  
& **James Trett**  
Assistant Head of Secondary -  
Pastoral

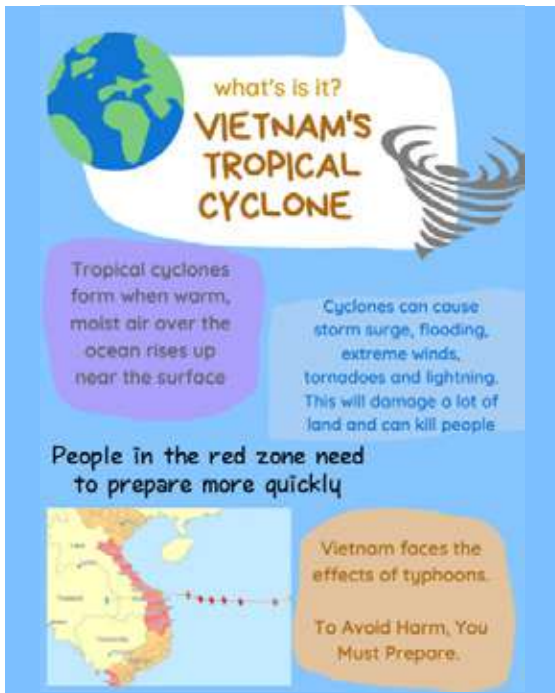
# OUR COLLABORATION WITH MIT TAKES BIS HANOI BY STORM



“ This new academic year, MIT has produced a unique set of challenges for our students on the topic of ‘Extreme Weather’ - each one designed by a leader in their field from MIT. ”







The collaboration between MIT and Nord Anglia Education continues to provide unique opportunities for students at BIS Hanoi.

This new academic year, MIT has produced a unique set of challenges for our students on the topic of 'Extreme Weather' - each one designed by a leader in their field from MIT. The challenges are a valuable opportunity for BIS Hanoi students to learn more about weather conditions that are becoming more prevalent in our world today - particularly here in Vietnam, where extreme flooding events have hit central Vietnam in recent years.

The first challenges of the year were set by Dr. Kerry Emanuel, the leading global expert on Tropical Cyclones.

In Secondary STEAM classes, the students became weather forecasters. They were given data about a typhoon that was building off the coast of Vietnam and - based on what they had learnt about tropical cyclones - were challenged to predict where and when the storm would hit.

As the challenge progressed, the students received more data for the following days and were required to constantly update their forecasts. This also affected the warnings they gave to those who might be affected by the approaching typhoon. Altogether, it was a fantastic opportunity for the students to collaborate and use their skills in ICT and visual art to present their predictions.

In Primary STEAM classes, the students learned about the incredible work done by Dr Emanuel and the National Oceanic and Atmospheric Administration's 'Hurricane Hunter' planes! They were fascinated to discover how Dr Emanuel and his team fly into the eye of cyclones to collect scientific data for weather forecasters.

The students then became weather forecasters themselves, tracking a cyclone over several days as it travelled northeast over the Tonkin Sea. Students followed the storm's progression as it developed into a category 3 cyclone on the Saffir-Simpson scale. It then changed direction, heading west towards Vietnam. The students predicted that the cyclone would intensify into a category 4 or perhaps a category 5 storm, making landfall on the northeast coast of Vietnam. They then took action to notify the public to evacuate if possible or to take shelter from the storm.

MIT's first challenge of the year was an immersive learning experience for both our Primary and Secondary students - who are already looking forward to what they will be challenged with next.

**David Burke**  
STEAM Teacher  
& **Stephen Labelle**  
Primary Computing Teacher



## Our Collaboration With Juilliard:

# BIS STUDENTS DEMONSTRATE CREATIVITY AND CONFIDENCE ON A VIRTUAL STAGE



This term, the Performing Arts Department has been delivering Music, Dance and Drama lessons online as part of the Virtual School Experience. We've been challenging students to think creatively and 'outside the box' even whilst working from home.

In Secondary, lessons have been based around this year's school production, 'Chicago', which is being rehearsed in earnest and will be ready to perform as soon as our students return to campus. The students have been working incredibly hard to learn the music, songs and dance routines to make the show as slick and professional as possible.

In Key Stage 3 lessons, students were tasked with immersing themselves in Chicago's characters. They created monologue performances, choreographed dances and even played along to the music using household items.

At the start of November, we were thrilled to welcome a virtual visit from The Juilliard School. During the visit, our prospective Dance GCSE students from Year 9 were invited to an online dance workshop hosted by Mrs Brawn and Juilliard Dance Specialist Hilary Easton. Over 30 students joined us online from their living rooms, bedrooms, kitchens, and other home spaces to experience the fascinating world of dance! Hilary joined us live from her apartment in New York City, while Mrs Brawn hosted the workshop from our very own dance studio here at BIS Hanoi, proving that dance truly is a global activity.

Finally, our Primary students have been using the Performing Arts to support their class topics. They have been learning songs and dances which compliment what they are studying with their regular class teachers. Meanwhile, Years 5 and 6 have also been exploring the Juilliard portrait work in their Dance lessons and the music of the Beatles in Music.

Our collaborations in the virtual world have been incredibly uplifting, but the Performing Arts spaces here on campus are very quiet without the students - we can't wait to welcome them back soon!

**Rachael Howarth**

Whole School Performing Arts Leader





“ We look for opportunities for genuine student ownership and voice so that students can try and fail, reflect and learn, and truly know themselves. ”

# ACADEMIC SUCCESS

The most compelling element of the academic entries in Esprit this term is the demonstration that, as a learning community, BIS Hanoi continues to go from strength to strength. You will witness the exceptional academic performance and innovative educational programs. Yet, with new members of leadership on board this academic year and building on the strong foundations built over the past ten years, we are keen to uplift our thinking from the idea of academic success to the concept of educational excellence.

Educational excellence is about more than just achieving outstanding grades, although grades are doubtlessly a part of it. Educational excellence is about curating a holistic experience for every student, unleashing intellectual capacities and nourishing intrinsic passions. It is about unveiling each student’s highest potential, supporting them on their personal journey of lifelong learning in service to humankind. Therefore, through all of our programs, we look for opportunities for genuine student ownership and voice so that students can try and fail, reflect and learn, and truly know themselves. Talented and inspired teachers accompany our students at every step of the journey.

In this section of Esprit, you will learn about our outstanding results from the 2020-21 school year and delve deeper into the world of opportunities on offer for students through our university counselling provision. The section ends with an insight into the esteemed International Primary Curriculum and the Entry and Exit points into the topics therein.

**Chris Newman**  
Head of Secondary





# OUR STUDENTS INTERVIEW

## MR CHRIS NEWMAN

### - HEAD OF SECONDARY AT BIS HANOI



At the start of this new academic year, BIS Hanoi welcomed Mr Chris Newman to the Secondary leadership team as our new Head of Secondary. Our two Head Students, Angela and Heidy, sat down with Mr Newman to ask him about his first impressions of the school and his vision for BIS Hanoi



**Angela: To start us off, please could you introduce yourself?**

**Mr Newman:** My name is Chris Newman and I'm the new Head of Secondary at BIS Hanoi. I was born and grew up in Melbourne, Australia. After graduation, I worked at a bank before starting my teaching career. I taught business and economics in Melbourne and China, then became the Deputy Head of Dulwich College before moving to the beautiful city of Hanoi.

**Heidy: What do you like to do in your spare time?**

**Mr Newman:** Outside of school, I enjoy reading as well as spending time with my wife and my 1-year-old son. I love playing sports, particularly volleyball, which I used to play at state level. I also enjoy traveling and learning as much as I can about the cultures of the places I've been.

**Angela: How do you describe yourself?**

**Mr Newman:** I consider myself to be a good listener and a calm person. I'm sometimes referred to as a good coach because I prefer to help people solve a problem, rather than solving it for them.

**Heidy: What have you enjoyed most about working at BIS Hanoi so far?**

**Mr Newman:** One of the things that immediately stood out to me about BIS Hanoi is the strong sense of community. I like that we talk about BIS Hanoi as a 'community' instead of a 'culture'. To me, it reflects the genuine bond that exists between everyone at our school.

**Angela: Our students have described you as a thoughtful, realistic and open-minded Head of Secondary. How would you describe the students and teachers at BIS Hanoi?**

**Mr Newman:** Students at BIS Hanoi are energetic and enterprising. I have found them to be resilient, committed students who always give their all in order to reach their goals. I'm also proud to be leading a group of talented teachers who are compassionate, devoted, innovative, and who always put their students first.



**Heidy: What is your vision for the school this academic year?**

**Mr Newman:** My long-term objective is to make BIS Hanoi a benchmark for all other schools in the city. That means having the best student body, high academic standards, and a holistic education programme. In the short term, my aim is to maintain and further strengthen the existing strong bonds between our school community.

**Angela: What do you expect to see when students are able to return to campus?**

**Mr Newman:** I eagerly anticipate the day that I will be able to meet all our wonderful students in person! When students are on campus, I can imagine a place filled with incomparable positive energy and dynamism.

Students have been incredible when interacting and engaging with each other, and their teachers, in a virtual school environment. When they return to campus, I'm looking forward to seeing our students continue to bond and motivate one-another - and in doing so develop an even greater sense of belonging at BIS Hanoi.

**Heidy: Is there anything more you'd like to say to our community before we wrap up our interview?**

**Mr Newman:** I'm delighted to be a part of such a successful, ambitious and caring learning community at BIS Hanoi. While recent months have been challenging at times, I am optimistic about our school's future and Vietnam's future. Our strong community is the ideal foundation from which the school - and everyone in it - will continue to develop and progress.

**Angela and Heidy: Thank you for your time and for sharing your thoughts!**

CELEBRATING STUDENT SUCCESS:

# BIS HANOI SECONDARY STUDENTS ACHIEVED RECORD-BREAKING IGCSE AND IBDP RESULTS

## IB Diploma Results 2021

Average score

**38.2**  
BIS Hanoi

**33.02**  
Worldwide  
average

Pass rate

**100%**  
BIS Hanoi

**88.96%**  
Worldwide  
average

Perfect score

**Sungwoo**  
**45**  
points



% who achieved  
40+ points

**41%**  
BIS Hanoi

Bilingual diploma

**68%**  
BIS Hanoi

“Continuous effort - not strength or intelligence - is the key to unlocking our potential.”

Winston Churchill

“Satisfaction lies in the effort, not the attainment; full effort is full victory.”

Mahatma Gandhi

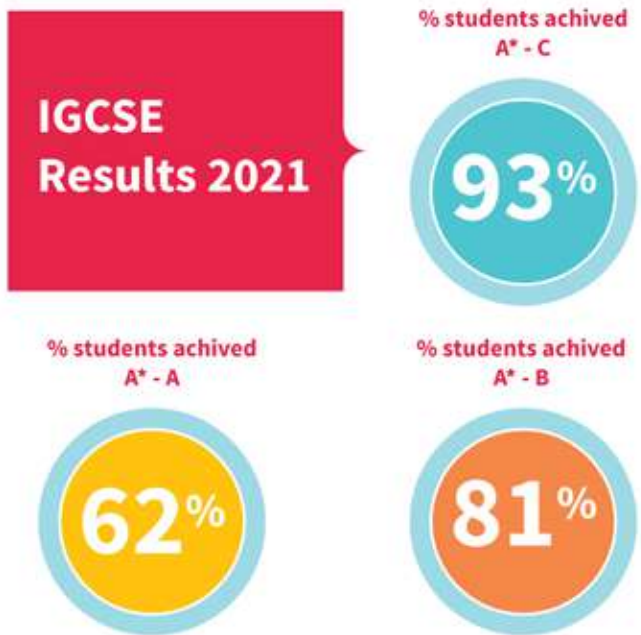
Throughout July and the beginning of August, the majority of our school community enjoy a well-earned rest. However, our Year 11 and Year 13 students spend this time counting down to their respective IGCSE and IBDP results days. This year, we're delighted to share that BIS Hanoi students achieved record-breaking results across the board.

The IGCSE results for 2021 saw **93% of students receiving grades A\*-C, while 62% of students earned grades A\*-A.** The diverse IGCSE curriculum spans a range of subjects including English, Maths, Science, ICT, History, Geography, Business Studies, Art & Design, Music, Drama and Physical Education.

We are also incredibly proud of our Year 13 students, who achieved the highest IBDP performance in the history of BIS Hanoi. This places our students, once again, among the very best globally. We're thrilled that the determination, knowledge, skills and adaptability of our students has been reflected in their stunning academic results.

The **average point score for the class of 2021 was an amazing 38.2**, which reflects a consistency in achievement and quality across all disciplines. The score was significantly higher than the world average of 33.02.

**41% of our students received 40 points or more** and one student achieved the perfect score of 45 points.



**68% of the graduating cohort were awarded the special distinction of a bilingual diploma** for demonstrating proficiency in two or more languages.

As well as academic proficiency, the results reflect the hours of practice, dedication and resilience that our students demonstrated when they faced challenges to their learning. This level of effort and determination directly correlates to academic success at IGCSE, IBDP and beyond. At BIS Hanoi, we value this approach to learning incredibly highly and celebrate it whenever we have the opportunity.

Finally, we want to recognise the outstanding achievements of six Year 11 students. Do Ngoc Bao Linh, Kanta Fujimoto, Nguyen Le Quynh Anh, Tran Bao Anh, Vuong Kim Ngan, Yun Hyerin have recently achieved an effort level of 1 (Excellent) in every aspect of their learning. This is an extraordinary accomplishment that demonstrates their true commitment to learning. We are certain that their exemplary attitude to learning will contribute to their success as lifelong learners.

Congratulations to all students for your hard work. We hope that you all take pride in your achievements.

**Gemma Archer**  
Assistant Head of Secondary – Academic  
& **Stephanie Miller**  
Deputy Head of Secondary



# HIGHER EDUCATION GUIDE: KEY CONSIDERATIONS WHEN APPLYING FOR UNIVERSITY

The process of deciding what to do, and where to go, after graduating from BIS Hanoi should be a long-term, ongoing one. The University Guidance Counsellor is focused on giving BIS Hanoi students the right support and guidance as they negotiate what can be difficult decisions. Below are some key considerations for students when thinking about their academic career beyond school.

## **A, literal, world of opportunities**

Cambridge, Oxford and the Ivy League - these institutions are often synonymous with the word “university”. In reality, they represent a fraction of the higher education opportunities available to students of BIS Hanoi.

In today’s world, the Bachelor’s degree has been adopted far beyond the borders of the UK and US. The availability of top-quality university degrees - taught in English - has increased significantly over the past couple of decades. Canada and Australia are well-known alternatives to studying in the UK or US - but courses available in the EU and Asia are increasingly well regarded. The Netherlands and Germany are two notable countries that have a growing number of courses on offer at world-renowned institutions.

The University of Amsterdam

and Utrecht University in the Netherlands, alongside Ludwig Maximilian University of Munich and Heidelberg University in Germany, are examples of the many fantastic institutions in mainland Europe. Some unique perks set these European universities apart from their UK and US counterparts.

Dutch universities are globally recognised academically, but their admission policies are often more liberal than their counterparts in other countries. Applicants may find it easier to be offered a place at these institutions - but students are expected to deliver high-quality work in order to retain their place!

German universities often represent excellent value for money. With higher education being subsidized by the state, even international students pay only a fraction of the otherwise high tuition fees. Looking further ahead, an added bonus for students is the relative ease of finding work and staying in Germany after graduating.

“Oxbridge” and the Ivy League remain compelling prospects for our students - but they are not the only options available to them.

## **How should a student choose a university course?**

First and foremost, the students need to ask themselves what their

future goals are, what success means to them, and how to achieve that success.

If university is the best route to achieve success for a student, a healthy approach is to take time to understand the different types of school and school cultures. University is somewhere an individual will spend 3-4 years of their life, so the global rankings of different institutions should not be the only thing considered when it comes to a student’s well-being.

Answers won’t be found overnight - and ideally the process of choosing a university should start in Year 10. It might seem early to be thinking about the future in this way - but this approach allows for ongoing exploration of each student’s options, as well as discussion between the student, parents, teachers and guidance counsellors.

It’s paramount to remember that, while students need guidance, their own interests are central to the process. What are their strengths, their passions? (These are also important considerations when choosing IB subjects during Year 11).

Thorough research is the key to good decision making - and the more students know about their chosen fields and university options, the better informed their decision will be. It is also important,

for both students and parents, to keep expectations realistic. The aim should be to find the right range of destinations in order to create the most productive application strategy.

### Preparing for university life

To prepare for life at university, students need to focus on making the most of the opportunities available to them within the school and the local community. Most universities will evaluate applications based on how engaged and active students are. Of course, it is important to work toward the best possible grades and show high academic rigor in all subjects. However, it is also important for students to be involved in extracurricular activities (or super-curricular, if the activity is related to the field of study). Universities are eager to see students' interests and how proactive they are.

It's important to note that quality is more important than quantity. It is more valuable for a student to be able to explain what they have learnt and how they have developed through an activity, rather than list endless endeavors. Sports, work experience, volunteering and extracurricular courses are just some examples of activities that students can engage in to complement their academic standing. Extracurricular experiences can also be used as material for the students' "Personal Statements" (or "Essays" as they are known in the US).

### The application process

Each student's application will be supported by letters of recommendation from the school, which will be written by up to two



subject teachers and a university counsellor.

A good recommendation letter is one written by someone who knows the student well. Whilst our teachers make every effort to build relationships with all BIS Hanoi students, it is paramount that students proactively communicate with their teachers, show that they are engaged, and ask for help if needed. The key for students is to build those relationships early, not just in the last few months of their school careers.

Some very competitive university courses will require pre-admission testing, while others might ask for an interview. These requirements will be discussed and planned for in Year 12 together with the University Guidance Counsellor.

### What can students do to prepare?

School can be challenging at

times - but teachers and school counsellors are here to help and support students through difficult situations (including, but not limited to, applying for university). Our hope is that all BIS Hanoi students feel they can confide in their teachers during challenging times, and seek advice on subject choices and university decisions at any time.

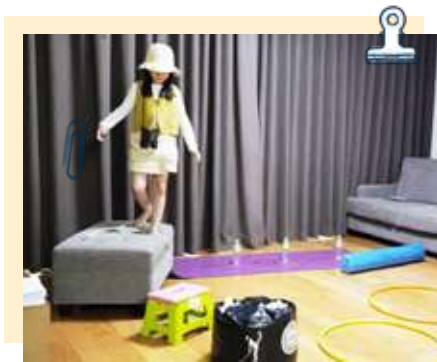
Students should focus on identifying what they enjoy doing - and evaluating whether they might want to pursue those interests further in an academic capacity. In doing so, when it comes to the application deadline further down the line, students can submit their applications to their chosen universities with confidence and excitement.

### Bernd Widermann

University Guidance Counsellor



# INTERNATIONAL PRIMARY CURRICULUM (IPC): HOW FASCINATING ENTRY POINTS AND EXIT POINTS IMMERSE BIS STUDENTS IN THEIR TOPIC WORK



Throughout the Primary phase at BIS Hanoi, we follow the International Primary Curriculum (IPC) in subjects such as History, Geography, Art and Design Technology. The IPC is a fantastic programme which aids the children's learning and facilitates the development of new skills in this broad range of subjects.

### Entry Points - An Engaging Introduction

At the start of each topic, an exciting "Entry point" introduces the children to the topic that they will be studying. It also immerses them in the rich vocabulary that will support their learning and development throughout the topic.

As part of the Entry Point, students also have the opportunity to share anything that they might already know about the topic, ask questions, and indicate which areas of the topic they would like to explore further.

Already this year, students throughout Primary have experienced numerous exciting Entry Points, which have been specially adapted for the Virtual School Experience.

**Year 1 students** began their topic by taking a virtual tour of the area around school and identifying which local buildings they recognised.



In **Year 2**, students immersed themselves in the swashbuckling world of pirates using the language, stories and songs of the time.

A group of intrepid geographical explorers were born when **Year 3** investigated rainforest environments. Meanwhile, **Year 4 students** travelled back in time to the stone age to examine cave paintings and other clues of what life was like thousands of years ago.

**Year 5 students** jetted into outer space and discussed what life would be like in space - and what kind of planet could sustain living beings.

Back on our own planet, **Year 6** explored some of history's greatest empires, including the legacies and impacts which can still be felt today.

### Exit Points - A Chance to Share & Reflect

After the Entry Point, students continue to build their knowledge of the topic, all the time developing new skills. The topic work culminates in an "Exit Point" - where students have the opportunity to share their learning and review the outcomes of the topic.

As part of the **Year 1** Exit Point, the students had great fun becoming architects! They designed



and built waterproof houses for the three little pigs. **Year 2** students celebrated everything that they had learnt by holding a pirate banquet. They were responsible for creating the whole banquet - from the invitations, right through to the food.

In **Year 3**, students demonstrated their excellent subject knowledge by creating a rainforest diorama alongside an informative video about rainforest habitats. **Year 4** students showcased their artistic skills in their very own art gallery! They even taught others to develop their own art skills in a special workshop.

**Year 5** ended their topic work by creating artistic visualisations of space, using a variety of different mediums. They also created a documentary

video to showcase their learning. Finally, **Year 6** students delved into the fascinating world of the Mongols, examining their impact on both the Asia region and the world.

The cycle from Entry Point to Exit Point starts again with each new topic. This ensures that students enjoy an exciting, engaging introduction to what they will be studying in the coming weeks - but also gives them a chance to evaluate and reflect on their learning. We can't wait to introduce Primary students to their next exciting topic area!

**Donna Whittaker**  
IPC Leader



“ As always, students at BIS continue to raise the bar for themselves by competing in global events in specialist areas.

”

## CONFIDENT COMMUNICATORS

Welcome to our 'Confident Communicators' section in this winter edition of Esprit 2021. Our students have faced the additional challenges of being in Virtual School this term. However, as always, they rise with confidence to every challenge in front of them. Our dedicated teachers never fail to think of new ways to innovate learning and create every opportunity virtually that they would experience face to face.

In Term 1, our Student Councils and Leadership teams are set up with applications, elections and interviews taking place. The Secondary School Student Council and Leadership Team have written a wonderful reflection on their achievements this term. I hope you enjoy reading about their achievements during the International Festival and more about the purpose and ambitions for this academic year.

The Primary House and Vice Captains were also selected during the first half-term after an interview process with Mr. Vaughan, our new Principal, and me. Mr. Vaughan was incredibly impressed by the maturity and

integrity shown by all the Year 6 students who applied for this role and reflected on the interviews saying, 'The Year 6 students certainly made this selection process incredibly tricky for us!'

The Year 6 House Captain for Hanoi, Chiyo, who has been at BIS for many years, shares her reflections on her journey to becoming a House Captain along with some nuggets of advice for other aspiring leaders in the Primary School.

As always, students at BIS continue to raise the bar for themselves by competing in global events in specialist areas. From music competitions and instrumental exams to the World School's Debate Championships and the Future Eastern Stars Feast debate, our students experienced much success in the public arena. You will find more information about these events and the other student highlights in articles across this section.

**Rebecca Carroll**  
Head of Primary





# AN UPDATE FROM OUR STUDENT COUNCIL & LEADERSHIP TEAM

This academic year, the Student Council and Leadership Teams continue to strengthen student leadership at BIS Hanoi. Our team consists of the Head and Deputy Head students alongside six departments: Activities, Promotions, Student Voice, and the three sub departments for social awareness: Mental Health, Current Affairs and Sustainability.

Working alongside the departments are our head of key stages and elected class representatives. Together, these individuals and departments form a team that aims to advocate for our peers, provide valuable knowledge, and create engaging events for the whole school community.

At the beginning of every year, there is a period of recruitment where Secondary students have the opportunity to apply to join different departments or put themselves forward to become class representatives. With a new, dedicated team in place for this academic year, we were able to prepare and put on a variety of successful events.

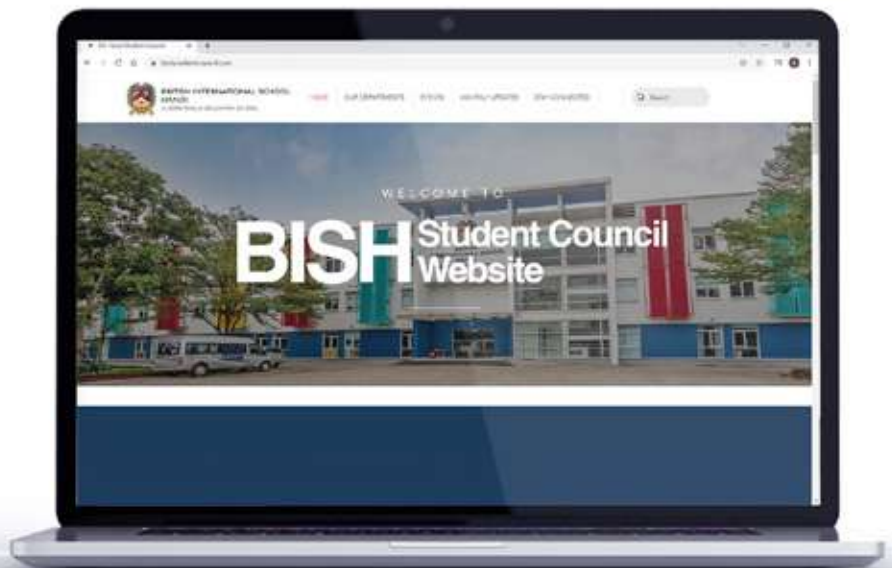
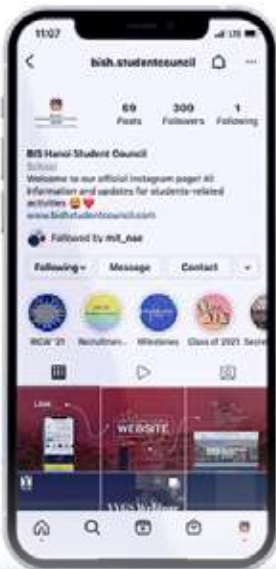


The 'International Week' House Event saw students representing their respective houses in activities such as a scavenger hunt and a quiz. These online events gave them an opportunity to learn and bond with one another across year groups. Our team has also been actively updating our Student Council Instagram and building the future Student Council Website, which will become a hub for updates on

our activities as well as educational posts. We will continue to update our Student Council Instagram with all our activities, educational materials, and uplifting messages during this difficult online period.

In the coming months, our team is gearing up to launch even more exciting activities. We have many Christmas events scheduled that will create a fun, festive atmosphere

Take a look at our Student Council's website and Instagram account for the latest updates on upcoming student-led events & activities



“ We aim to advocate for our peers, provide valuable knowledge, and create engaging events for the whole school community.”

at our school. Appreciation Day, which will allow students to express their appreciation towards their peers, is another event that we are looking forward to introducing. Finally, our departments are also actively working towards sharing information on important social topics such as Women’s Rights and the Zero Waste initiative.

The Student Council and Leadership Team is proud of the hard work of all our members and the teamwork that has been demonstrated in this first successful academic term. We are looking forward to engaging more closely with the whole student body in our upcoming events.

**BIS Hanoi Student Council and Leadership Team**

# STUDENT LEADERSHIP IN PRIMARY



One of the highlights of the first half-term in the Primary School is when our Year 6 students put themselves forward for the prestigious leadership roles of Primary House and Vice Captains. Mr. Vaughan and I had the pleasure of interviewing over 20 Year 6 students for the roles of House and Vice Captains for the BIS school house teams of Hanoi, Hue, Dalat and Saigon. Speaking with confidence and maturity, these aspiring young leaders shared their thoughts on school improvement and how they prepared for this leadership opportunity.

For their first challenge, the House and Vice Captains began planning their first assembly of the year to celebrate 'World Children's Day' on Friday, 19th November. They prepared and delivered three virtual Phase Assemblies for all Primary students. They shared the history of World Children's Day, how it is celebrated around the world and reinforced the importance of the basic rights to which all children should be entitled. All



students across our Primary School spent the day taking part in a variety of activities set by the House Captains and teachers in which they shared their 'attitude of gratitude' and began preparations for the Big BIS Book of Kindness: a daily reminder to help us practice kindness.

**Rebecca Carroll**  
Head of Primary





Here, one of our House Captains, Chiyo, reflects on her time at BIS Hanoi and her journey to becoming a student leader.

***Can you tell us about yourself?***

I'm Chiyo and I've been in BIS for about 8 years. I really enjoy learning and taking on new challenges. I love our teachers' kindness and funny explanations.

***What does being a House Captain mean to you?***

Being chosen as the House Captain for Hanoi was such an honour. I never thought I would be elected as I only volunteered and wasn't confident that I would succeed. In previous years, I signed up for the Eco Heroes ECA and we added a recycling bin to each class to remind staff and students to be eco-friendly. We must remember that even the smallest effort can make a big difference. I figured out that being an eco-warrior requires bravery in order to encourage everyone to get involved.

When I applied to become a House Captain, my intention wasn't to be chosen. I wanted to join

because this opportunity is only available in Year 6. I was nervous because I was going to talk to the Heads of school! I learnt that you need to be fearless and confident to become a student leader as we will have to speak in front of many students.

***What would you like to achieve as a House Captain?***

As a House Captain, I would like to achieve some goals: I would like to make the school a little bit more eco-friendly and add some equipment to the playground. I want to make the school the best place I can imagine.

***Why is student leadership important in schools?***

I think student leadership is very important in schools because it brings the school community together and builds relationships with other teams.

***What would you say to other students thinking about getting into student leadership?***

If other students asked me whether they should put themselves forward for a leadership role, I would say 'Go for it.' I would tell them that to become a leader, they need to be confident, honest and generous.

# BIS HANOI STUDENTS SHINED IN GLOBAL COMPETITIONS

Over the course of this term, BIS Hanoi students have given the school community plenty to celebrate as we shared in their successes in world-renowned competitions. Their impressive accomplishments span a range of subjects - and are testament to the students' hard work and dedication in developing their passions and interests.

We'd like to congratulate Gia Khanh (Year 9) on receiving the Hung King's Angel certificate in the Future Eastern Stars Feast 2021. This certificate was awarded in recognition of her significant contribution to strengthening the Nation's Great Unity and promoting Vietnamese cultural values and dignity. Her team also excelled in the debate contest, going on to become one of the competition's champions.

Another heartfelt congratulations goes to Gia Han (Year 12). Starting in 2019, Gia Han has competed in the World Schools Debate Championship (WSDC) for three consecutive years. In this year's online competition, she advanced to the partial double octo-finals with the Vietnam national team. As the co-founder of the BIS Hanoi Debate Club, Gia Han's outstanding debating skills also earned her several other recognitions and awards. These include the 2<sup>nd</sup> Best Open Speaker,



# Congratulations on Achievements



Jun Pyo (Eric)



Minh Khoi



Quarterfinalist in the Qatar International Schools Debating Championship 2021, and the Top 6 Adjudicator in the Hanoi Debate Tournament 2021.

The Performing Arts department would like to congratulate Minh Khoi (Year 11) on receiving a distinction in his Grade 6 piano exam. Minh Khoi achieved an impressive 96% in this globally recognised qualification - and the award will be a fantastic asset in Minh Khoi's pursuit of his musical passion.

Finally, Junpyo (Eric) in Year 8 impressed us all by winning first place in two prestigious piano competitions. He was awarded First Prize in the Judges' Best Performance Award Junior Category (9-12 years old) in the Vienna Virtuoso Music Competition 2021, and First Prize in Category B (10-13 years old) in the Danubia Talents Liszt International Music Competition Online 2021.

Regardless of the learning environment - virtual or face-to-face - our students never lose their enthusiasm for learning and are always looking for opportunities to demonstrate their progress and hard work. In return, the teachers at BIS Hanoi do everything they can to ensure that our students are well-prepared for their future journeys. This is achieved by providing a varied curriculum as part of our Virtual School Experience, encouraging students to access activities on our exclusive Global Campus platform, and taking advantage of our unique collaborations with world-renowned institutions such as Juilliard, MIT, and UNICEF.

More than anything, these incredible achievements are the result of the students' outstanding perseverance and determination. We are extremely proud of each and every one of you. Keep up the good work!





# WELL-BEING IN OUR COMMUNITY

The well-being of all members of our school community is of the utmost importance at BIS Hanoi. We believe in empowering our students to be safe, healthy and resilient individuals who are supported in overcoming challenges they face both now and in the future. We are all so fortunate to be part of such a wonderfully caring, inclusive, and positive learning community, where our students are encouraged to develop positive connections with each other and contribute to the wider community with meaning and purpose.

Our well-being curriculum is designed to support an environment that ensures our students thrive academically and provides them with a toolbox of skills they can use beyond the classroom. There have been some impactful activities and

events this term to support student well-being, with many being led by our expert teachers and several designed by our dedicated student leaders.

This section will outline some of the key initiatives in place to support the well-being of our community in Term 1, with an overview of the well-being activities from both the Primary and Secondary school, a wonderful example of how our students took the lead in a meaningful community project and finally, some useful tips for parents to support their children's well-being at home during virtual school.

**James Trett**  
Assistant Head of Secondary  
(Pastoral)

“  
*Our well-being curriculum is designed to support an environment that ensures our students thrive academically and provides them with a toolbox of skills they can use beyond the classroom.*”



# HOW PRIMARY SCHOOL SUPPORTS THE WELL-BEING OF OUR STUDENTS DURING THE VIRTUAL SCHOOL EXPERIENCE



In our Virtual School Experience (VSE), we value the importance of well-being and understand that it is closely related to academic success. One of the challenges for us during VSE is ensuring our students have time to experience passive social opportunities that occur naturally during the school day when we are in-person learning. The social and emotional skills that students would usually develop in the classroom and on the playground are key to improving their well-being.

Throughout the virtual school, our teachers and students have continued to reflect on their emotional well-being in the Personal, Social and Health Education (PSHE) lessons. At a time when human interaction is increasingly important, our PSHE curriculum has worked tirelessly to encourage discussions, debate, and opportunities for peer-led meditations on global and local issues that matter the most to our students.

Across the Primary school, we

follow the Jigsaw PSHE program. It is a progressive and effective scheme of work, aiming to prepare students for life, helping them know and value who they are and understand how they relate to other people in this ever-changing world.

Topics and issues discussed so far this year have included 'Being in my World' and 'Celebrating Difference'. Both the topics have helped our students place their current learning in a global yet highly personal context. With





the onset of VSE, we have all had to adapt, reflect, and refine our attitude and approach to learning. Whilst attending school in an online environment is new to us all, having explicit PSHE lessons each week that encourage compassion, empathy, and kindness have allowed our students to communicate openly.

In support of this approach in PSHE, we have been ably supported by topics on E-Safety in our Computing lessons as well as fun games and activities in social breakout sessions via Kumospace. Kumospace is an amazing platform that allows our students to play games, interact and most importantly, have fun whilst being supervised by a teacher in a safe environment. It is packed full of fantastic features which allow our students to connect with friends outside of their normal lessons.

Each week, our students experience a different virtual room designed by their teacher, to complete Circle Time activities where they can discuss their feelings and worries, "run" around and play games in



a range of different interactive areas. They have given us brilliant feedback and shown us just how much they enjoy the variety that Kumospace lessons bring to their virtual learning experience. As the platform continues to grow, we look forward to adapting our teaching ideas and implementing new ones to ensure that our students always have a safe space to support their well-being.

**Emily Clark**  
Year 3 Teacher and PSHE Leader  
& **Craig Driver**  
Phase 3 Leader



“  
In our Virtual School Experience (VSE), we value the importance of well-being and understand that it is closely related to academic success.”

# SECONDARY PASTORAL TEAM: SUPPORTING STUDENT WELL-BEING IN A VIRTUAL SCHOOL ENVIRONMENT

At BIS Hanoi, the health and well-being of our students is always at the forefront of our minds. Our aim is to equip students with the tools they need to be happy, healthy people - individuals who can overcome challenges, interact positively with others and achieve their full potential.

While students have been learning from home as part of the Virtual School Experience (VSE), our existing student well-being provisions and the well-being curriculum in the Secondary school have been adapted to provide support that is tailored to this environment. There are a number of individuals and groups within our school community who contribute to our students' well-being.

Form Tutors provide daily support and monitoring of each student's well-being. As part of VSE, Secondary students have been starting each day with tutor time at 08:30 am. In these morning sessions, tutors ensure that students are supported, organised and ready for a day of learning.

One day per week, a topic from the Well-being Curriculum has been timetabled for Years 7-11 (Sixth Form students have been receiving similar content via the IB program). Core topics from the Well-being Curriculum include Health & Self Development, Relationships, and Living in the Wider World. During virtual school, these core topics have been accompanied by sessions on good sleep habits, balancing time online with other activities, and maintaining healthy habits and an active lifestyle.

Students have also learnt how to develop skills which are important for their well-being, such as Emotional Literacy and Mindfulness techniques. Activities have been taking place in form groups, assemblies and year group events. Complementing these activities are a range of well-being resources available on the Student Intranet.

In addition to the tutor-led Wellness Curriculum, the Student Mental Health Team has been providing a range of support structures for their peers. This includes social media posts around the topic of mental health, as well as developing specific activities such as the upcoming gratitude activity.

Parents also have an important role to play in student well-being, which we explored as part of our presentation to parents on 'Supporting Students During Virtual Learning'. The aim of the presentation was



“ Our existing student well-being provisions and the well-being curriculum in the Secondary school have been adapted to provide support that is tailored to this virtual environment. ”



to provide support and information to parents on topics such as; the foundations of well-being, managing screen time and digital devices, creating quiet and calm work areas.

Finally, the pastoral care team has been providing additional guidance and resources for students and teachers alike. Students were provided with weekly top tips on managing different aspects of virtual learning, while teachers were trained on supporting students who may experience anxiety when school reopens. Years 10, 12 and 13 students have watched a video on reflection and Cognitive Behavioural Therapy, and there is also an upcoming webcast for students on managing their anxiety.

While attending school virtually can be a challenging time for students, we've been delighted to see a high level of engagement in our wellbeing initiatives from students and parents alike.

**Matthew Greenwood**  
Guidance Counsellor



**Health and Self Development**



**Relationships**



**Living in the Wider World**





# OUR SECONDARY STUDENTS BOLSTERED A MEANINGFUL EFFORT FOR THE VISUALLY IMPAIRED



“  
The project aims  
to give those who  
are less fortunate  
a platform  
to express  
themselves  
through music.

”

On September 25<sup>th</sup>, a group of our Secondary students launched a music documentary titled 'Darkness to Light' as part of their community project called 'Silver Lightning'. The project aims to give those who are less fortunate a platform to express themselves through music.

The documentary features visually impaired students from Nguyen Dinh Chieu school in Hanoi, highlighting their enthusiasm and devotion to music, as well as their behind-the-scenes stories. The audience will be taken on an emotional journey from the beginning to the end of the film



as they watch some beautiful performances by the students and listen to how they overcome obstacles and go above and beyond to pursue their passion for music.

As the name implies, "Darkness to Light" is a virtual stage that brings the talent of visually impaired students into the light and closer to the audience. It has offered an amazing chance for the young people to demonstrate their consistent effort in music, from singing to playing musical instruments. On another level of significance, music here also becomes a source of light for the performers who have never seen

life through their eyes but through the warm and clean sound.

Nguyen Bao (Year 13), founder of the project, shared his thoughts as below:

"Music is the source of light, love, and inspiration; it also opens doors of opportunities to a brighter future. Through music, I want people to realise that the blind artists are extremely talented and admirable, and they can contribute to the society just as much as sighted people."

Another key message that the project members sought to

convey through 'Silver Lightning' is equality in music. The students believe that music is for everyone, regardless of race, colour, gender, or disability. There is no barrier that can stop anyone from accessing the music world as we listen and feel the music with our hearts.

This student-led project was such a significant endeavor for the visually impaired community. Congratulations to our students Nguyen Bao, Minh Anh, Phuong Anh, Thanh Mai, Ha Linh, and Dan Pham for your meaningful initiative! It has truly moved our hearts!

# HOW TO MANAGE SCREEN TIME DURING VIRTUAL LEARNING

Technology brings about many exciting opportunities and is currently at the forefront of our education delivery. Here at BIS Hanoi, we are committed to ensuring your child experiences a world class education, but equally we consider how much time is spent in front of a screen daily – whether that be using a mobile phone, tablet, laptop, or desktop device.

## 1. Set up device-free times and zones

It may sound simple, but scheduled breaks and structure throughout day is vital. Students should be encouraged to move away from the environment they are working in during given time between lessons, and the be encouraged to move away from the environment they are working in during time. It is important to set up tech-free-zones as it's very easy for tech to spill over into all aspects of family life – ensure everyone gets a much-needed break!

## 3. Physical exercise

It doesn't have to be every day, but make sure your child is achieving a balance of online and offline activities throughout the week.







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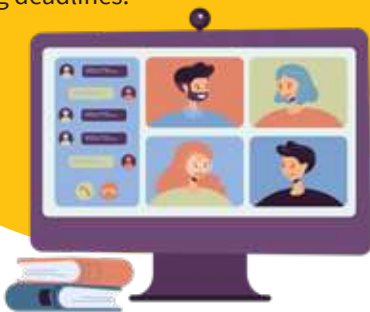
## 2. Digital Learning Agreement

Creating an agreement with your child can help support positive reinforcements for how they use devices for both in-school and out-of-school activities. Creating an agreement together can help develop personal responsibilities and identify what they need to complete (work time) before moving on to personal hobbies (friend time).



## 4. Device check-ins

By passing through the environment students are learning, you can easily check-in on their progress and engage in conversation on the topics being covered. You can also review any assignments and upcoming deadlines.

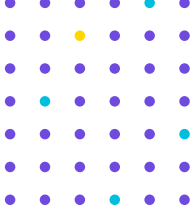


## 5. Lights out

Research shows that removing a device at least 1 hour before bed can support a better night's sleep. Try and encourage positive habits before bedtime to allow for a good night's rest and to recharge ready for a new day ahead.



**John Twemlow**  
Head of Digital Strategy



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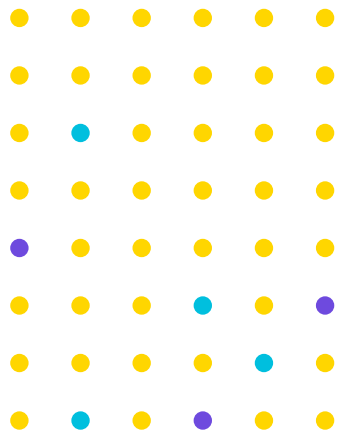

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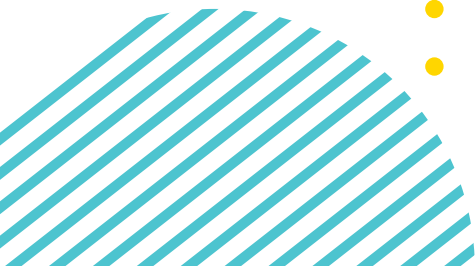

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# INTRODUCING BIS STUDENT MAGAZINE!



*Enjoy the magazine!*

Inside the magazine, you will find amazing articles, written and prepared all by our students. Let's get reading and explore the dynamic perspectives of BIS students!





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