



Newsletter

Value Driven Education



TEACHERS TRAINING WEEK 2018-2019



感恩、尊重、愛

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要把握做好事的因緣，
一旦因緣消逝了，
想做就來不及了。

Do good things whenever the opportunity arises.
When the opportunity goes away, try as we may,
it might be too late.

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Lombok Earthquake Fundraising Campaign

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A magnitude-7 earthquake struck the northern part of Lombok on 5th August 2018. There have been many aftershocks since then. The earthquake caused many casualties as well as houses and schools to collapse. Tzu Chi School - kindergarten, primary and secondary - organized a three-day prayer and fundraising activity for Lombok's victims. This activity raised and demonstrated our students kindness and compassion for those in need on Lombok.

In kindergarten, teachers showed clips of the earthquake to students so that they would understand what an earthquake was. In the primary school, students prayed together to develop students' understanding of "When others hurt, I ache. When others suffer, I grieve." Not only did the students pray together for those in Lombok, but they also raised funds to help the victims. In secondary school, students gathered with all the teachers to pray and then took part in a donation activity led by the Head of Secondary.

Haven Mettananda from P5 Harmony said, "I was very nervous because it's my first time to raise funds, but

seeing everyone's loving heart, I feel very happy." Regina Lucky Surjadi from P5 Joy said, "I am very grateful to have this opportunity to help the victims, I am also thankful that we are safe."

Ms ling, Ms Caroline and Mr Dominic as leaders of the three schools went with some of their students who carried the donation boxes to the offices of Tzu Chi foundation. Liu Su Mei Shigu, accompanied by Guo Zai Yuan Shibo, Lin Li Ping Shigu and Jia Wen Yu shigu, on behalf of Tzu Chi foundation accepted the donation boxes and love from Tzu Chi School students and then encouraged students to always keep their kind heart.

Jingsi Aphorism: Do good things whenever the opportunity arises. When the opportunity goes away, try as we may, it might be too late. With prayers from Tzu Chi School teachers and students, we are hoping the victims can return to their normal lives soon.

EARLY CHILDHOOD SECTION





▲ The end of the session, till we meet again



Art is So Exciting

“There is no teaching without learning”. (Paulo Freire)

It is really inspiring to learn that teachers should keep their curiosity and creativity when teaching. In other words, not only do teachers have to keep updating their knowledge/skills, they also need to be able to transform what they learn to a class and help students to learn more effectively.

To support lifelong learning as educators, before the academic year 2018-2019 began, Tzu Chi School arranged a workshop for their teachers on 12 July 2018. It was presented by Mr. Jo Nugroho the director of Wow Art learning studio located in BSD. The workshop was about using clay and numerous techniques and mediums to create masterpiece.

Without hesitation, all teachers jumped into the squeezing, rolling, moulding and painting activities, and as we were reminded of our childhood we all felt contentment with our messy desks and dirty hands.

Albert Einstein once said, “Creativity is contagious, pass it on.” We agree and look forward to a new colourful year with the little artists.

By Ms. Lie Mike



▲ The euphoria inside the workshop



▲ Teachers are occupied by squeezing, rolling, moulding and painting activities.



▲ These are our masterpieces



First Week of School

It is that time of the year again! The first day of school is one of the most memorable experiences and is a milestone for both students and parents. It is exciting for most kids and challenging for some. Returning students showed enthusiasm seeing their teachers and friends from their previous level. They were thrilled to meet their friends and they could not wait to share what they had done and where they had been during the holidays. However, the first day of school can also be an issue for some parents and teachers as well. Separation anxiety can be a concern for some children as it may be their first transition from home to school. Thus, it was expected that some children may feel anxious being away from their parents and home.

"Mau Pulang!" (I want to go home!) was often heard from some children who have issues about their transition. Some still needed to be carried to their classrooms. Despite this, the teachers chased their blues away with their friendly smiles and welcoming arms. They assured the students that things would be okay and their parents would be waiting for them after school.

Parents and teachers could make this transition smooth and successful by enforcing positive behavior and giving encouragement to the students. Having a positive attitude towards school can be shared by both parents and children at home. In school, teachers can develop positive home-school relationships and this can be vital for the success of the children's transition.

By Ms. Katherine



- Here are some tips for some Tear-Free goodbyes:
1. "When it's time to go, make sure to say goodbye to your child."
 2. "Once you say goodbye, leave promptly."
 3. "Don't linger."
 4. "When you're leaving your child, explain to them that you will be back to collect them, at the very place you left them."



Let's Make It Fun with Science

Science is knowledge about or study of the natural world based on facts learned through experiments and observation. Science is important because it influences most aspects of everyday life, including food, energy, medicine, transportation, leisure activities and more. It improves human life at every level, from individual comfort to global issues. It also has the ability to comfort its adherents and promote good behavior.

In Tzu Chi Early Childhood, science is a part of the curriculum to enhance fun learning while exploring and discovering things about ourselves and our environment.

For this academic year, the K2 level partnered with 'Alfa and Friends' to make each Science encounter more fun, interesting and exciting so that children will crave for further knowledge.

Their vision is to inspire and empower every child to love learning. It is to prepare engaging activities to guide and hold the child's attention while at the same time turning natural curiosity into learning. It is to provide integrated approaches that promote Science in a way of thinking, organizing and using information to make decisions. Play has an important role in understanding relationships between things, in making meaning and in linking imagination and creativity.

For the first four weeks the K2 children explored, manipulated and experimented to learn about living things and colors (mixing and separation activity).

By Ms. Maria Edna V. Manalang



▲ Color experiment



▲ Color Mixing:
After an experiment on mixing colors using paint, the children were able to use their hand-eye coordination to follow the pattern on shapes and colors. At the same time, they learned what colors to mix to make a secondary color.

◀ Color wheel activity





Membangun Tim Kerja yang Kokoh & Tangguh

Manusia sebagai makhluk sosial selalu membutuhkan teman dan bersosialisasi. Hal itu dapat kita lihat bahwa kita membutuhkan keluarga kita, hidup bertetangga dan juga ketika kita bekerja. Salah satu refleksi bersosialisasi di lingkungan kerja juga adalah dapat atau tidaknya seorang individu bekerja dalam tim. Lingkungan kerja akan menjadi lebih kondusif bila individu-individunya dapat bekerja baik dalam tim. Untuk itu pada hari Jumat, 13 Juli 2018 PAUD Tzu Chi (KB dan TK) mengadakan pelatihan yang dibawakan oleh Wicky Andry dengan tema “Membangun tim kerja yang kokoh dan tangguh”. Pelatihan 1 hari ini adalah salah satu rangkaian pelatihan yang berlangsung selama 5 hari di sekolah Tzu Chi yang diikuti oleh guru-guru KB dan TK Tzu Chi serta tenaga kependidikan lainnya.

Pelatihan tersebut dimulai dengan sebuah kegiatan yang dilakukan kelompok kecil untuk menyusun jadwal kegiatan harian. Pada awalnya peserta hanya menyusun jadwal bersama-sama anggota kelompok dengan memasukkan semua saran dari anggota. Namun ternyata sebelum memulai kegiatan narasumber mengingatkan untuk memilih sorang anggota tim untuk menjadi pemimpin tim dan memberikan alasan mengapa kita harus memilih orang tersebut. Jadi untuk menjadi tim yang tangguh kita harus mengenal





masing-masing individu dalam kelompok tersebut. Kegiatan lainnya adalah mengenal masing-masing individu dalam kelompok, setiap peserta diminta untuk menulis dua hal tentang dirinya yang tidak diketahui peserta lain. Dilanjutkan dengan masing-masing anggota harus mendekati dan menanyakan hal yang sama kepada minimal tiga orang peserta pelatihan lainnya. Hal tersebut merupakan cara yang menarik untuk mengenal masing-masing pribadi dalam kelompok. Kegiatan-kegiatan tersebut adalah contoh beberapa kegiatan yang dilakukan selama pelatihan tersebut.

Bagaimana kemudian bekerja sama dalam tim dengan baik sesuai nilai-nilai yang di implementasikan di Sekolah Tzu Chi: yaitu Compassion (welas asih), Mercy (belas kasih), Joy (suka cita), dan unconditional giving (memberi tanpa pamrih) untuk memberikan pendidikan dan membangun karakter secara berkelanjutan pada murid-murid KB dan TK Tzu Chi. Nilai-nilai tersebut merupakan nilai yang harus dimiliki setiap insan dalam bekerja sama di lingkungan sekolah Tzu Chi. Apabila guru-guru mempraktekkan nilai-nilai tersebut dalam kegiatan sehari-hari dan bekerja sama bersama guru lain, maka secara spontan dan otomatis menjadi kebiasaan serta kultur yang dirasakan dan diterapkan juga dalam kegiatan pengajaran.

Dalam pelatihan tersebut para peserta juga diajak untuk berpikir bagaimana menurut mereka sebuah tim yang

tangguh. Beberapa ide yang muncul seperti :

1. Mempunyai visi yang sama
2. Saling membantu
3. Saling terbuka dan berbagi ide
4. Setiap anggota berperan secara aktif
5. Menunjukkan komunikasi yang terbuka
6. Saling menghargai, dan masih banyak lagi.

Semua itu haruslah dilaksanakan dengan pembiasaan diri dalam lingkungan kerja sehari-hari agar tujuan awal pelatihan dapat terwujud yaitu tim kokoh dan tangguh serta humanis.

Pada akhir pelatihan para peserta menandatangani sebuah tekad yaitu "Tzu Chi Early Child - ONE TEAM".

Ms. Atika Nirwana Sari

Parents Testimony

When Kelden was 5 months old, we moved him and his mild-autistic sister from Singapore to Jakarta in order to improve her social skills and give her a better learning environment. After enquiring to many schools and seeking advice from many parents in PIK and Pluit areas, we decided to enroll Kelden to Tzu Chi School.

What we are most happy about is the values that Kelden learns from the school. The school's unique features have greatly impacted on Kelden. As parents, we feel a great sense of pride when we see the way he pays respect to his teachers and school's members, and expresses his thankfulness to others. In every occasion when he has to take off his footwears, he will do so, store and tidy his footwears at a designated space. Kelden may prompt us to segregate certain trash into its designated recycle bin. Also, Kelden is now more willing to eat varieties of healthy food, thanks to the food at the school.

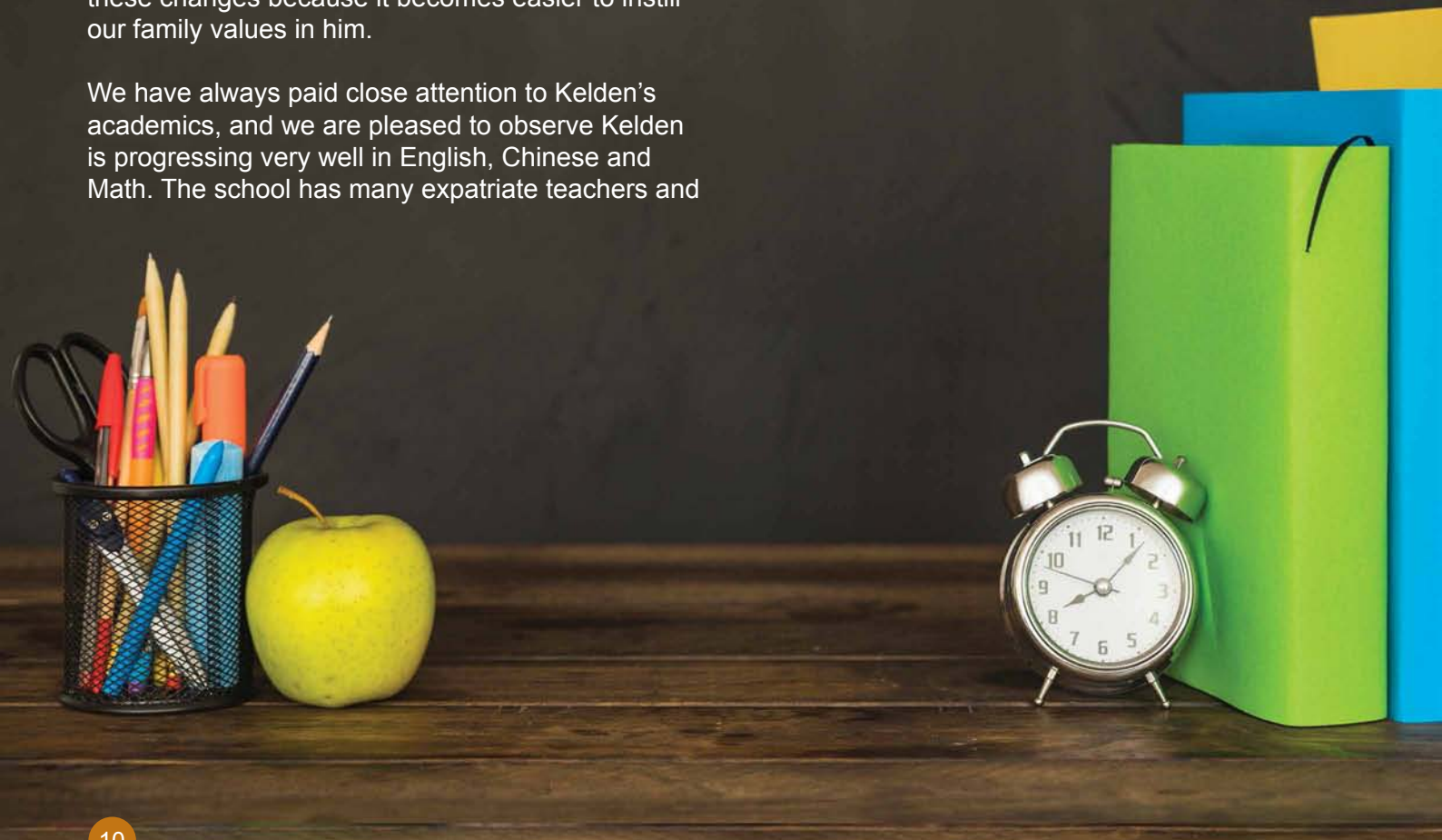
When Kelden is in public playgrounds, he becomes more aware of having to act responsibly and avoiding reckless behavior to others. Kelden also becomes less stubborn and starts to understand why we want, or not wanting, him to do certain things. We, the parents, are greatly benefit from these changes because it becomes easier to instill our family values in him.

We have always paid close attention to Kelden's academics, and we are pleased to observe Kelden is progressing very well in English, Chinese and Math. The school has many expatriate teachers and

superior facilities. Kelden is very eager to go to the school every day even if he has to undertake a 30-minute walk from home. We are very thankful to the school for letting our child to be nurtured by a good combination of expatriate and local teachers in a pleasant learning environment. We believe in this type of environment, a child will have a better opportunity to naturally unlock, develop and expand his own potential to the fullest.

We are also happy with how the school responds to complaints. On the first week of his N2, the school gave the parents an opportunity to observe how the class was conducted. We observed and raised certain complaints during the observation. After receiving the complaints, the school principle Ms. ling personally told us: "give us some time and you will see the changes". We were pleasantly surprised by the Ms. ling's response, and we were touched to know that a teacher meeting was immediately called, and the gradual changes were implemented. Despite our complaints, we never receive any unfavourable treatment from any members of the school.

Yours sincerely,
Mr. Yufendy (Kelden's dad, K1 Joy)



Parents Testimony

Background to Kelden's entry to the school

We moved from Singapore to Jakarta in March 2015 when Kelden was still a 5 month old baby. He started his Nursery 1 in another well regarded school in this area. When he finally secured a seat for Nursery 2 in Tzu Chi, we moved him to this school.

The initial struggles

It did not begin with a picture perfect situation. I had my doubts and concerns when my child started his Nursery 2 in this school. However, my concerns and worries were quickly addressed by the school. Ms. Ling took her time to understand the issues and she assured us that the feedbacks would be taken into account and actions would also be put in place where necessary. I was touched by her sincerity and willingness to listen to our concerns with such open-minded and open-heart. After which, Mr. Ryan also took time to explain to us how the school works, the system, the pairing of the teaching staff, the values of the school and what it strives to achieve. What impresses me, in particular, is the system whereby apart from the principal and vice principal, the school also has curriculum controller and counsellor who will constantly making sure that the classes are conducted orderly and properly. This certainly helps to put my worrying mind to rest.

A warm and nurturing school environment, with loving and caring teachers

Just after a few weeks of settling down in a new school environment, we were pleasantly surprised to see that Kelden showed great interests in going to school, as he would say this in the morning: "I want to go to Tzu Chi school. I want to find Ms. Alexa, Xiang Hong Lao Shi and Ms. Patma."

He often comes home telling me that he loves his teachers and vice versa. This is also evident from his actions, he would immediately run to and hug his teachers every time he sees his teachers. A child's pure and innocent actions speak all. A child's love towards his teachers is undeniable.

From the moment he told us that he loves his school and teachers, we knew that our child is in the safe and loving hands. My initial concerns and worries were wiped off upon the constant reassurance from my own child that he is happy and he loves his school. What is more powerful and convincing than the own assurance from your own child? Only in a warm and loving environment, a child will be happy and feels comfortable, hence, will grow and develop to his maximum potential.

The Positive Growth and Progress of Kelden

It did not take long for Kelden to wave bye bye to us with big smiling face when he reaches the school lobby every morning. I was amazed to see how he would tap his card, queue patiently for health check and walk through the long corridor to reach his classroom, N2 Harmony. I could not believe that he could do it by himself at such a young age (less than 3

years old at that time) and in such a short time (probably just after 2 weeks of starting school). Deep inside my heart, I was very proud of him! Even more amazing was that at dismissal, he would take his school bag, snack bag all by himself, refusing my help and walk all the way down the staircase by himself to the car park. He said to me: *'Mommy, I can do by myself. I can walk by myself.'* Wow! My little boy has grown up, I thought to myself very proudly.

At home, Kelden also started wanting to do things by himself. Everyday after coming back from school, he would diligently take off his own shoes and sorting the socks and shoes into the appropriate places neatly. Upon accomplishing his tasks, he would often say: *'See, mommy, I can do by myself.'* Gradually, he could eat by himself, wash his hands before meals and after going to toilet, brush his teeth, take off and put on his clothes by himself, buttoning and unbuttoning clothes and be responsible for his own bag while going out. All these changes have greatly lighten my loads as a mother. Going out and eating out becomes easy and breezy.

The big bonus came when he finally became fully toilet trained just after two months of starting school. I was really grateful for the teachers' guidance in helping our child in achieving this important milestone. I was struggling to toilet train him since he was 8 months old baby but to no avail.

Gradually, I can see the consistent improvement in his independency and daily life skills. Just to name a few, he would throw rubbish into the bins at home and outside. He would go to the extent of searching for the bins until he can finally dispose of the rubbish. After meal, if there is litter on the floor, he would ask for the sweep so that he can clean them up. He would diligently put his dirty clothes into the laundry baskets. He would also tidy up his toys after playing.

I am very proud to share that Kelden displays good manners, by always greeting people whom he knows, asking permission before taking or doing something, always using the magic words of *'please', 'thank you', 'can I', 'May I', 'sorry'* etc.

I checked and shared with other mummies, they also shared similar display of these positive developments in their kids. This leads us to conclude that the school really instills the right values and excellent teachings in daily skills, good manners and habits and independency. We found these stark differences in our younger kids who school in this institution and our respective older kids who school in other institution.

Only with the implementation and enforcement of good discipline and right values in school, our reinforcement at home will be able to work effectively. Without the guidance and teachings from the school, it would be difficult for parents.

Excellent in Mandarin & English languages, and teaching quality

The immense improvement of Chinese language which we see in Kelden is simply incredible. Before joining this school, Kelden seldom speaks Mandarin. Throughout his Nursery 2 year with 甄香红 老师, we saw tremendous changes. From speaking very little Mandarin to speaking fluently like a native Chinese child. This is the repeated comments which we gathered from the Chinese people during our recent trip to China. The Chinese people whom we met and interacted with were surprised that Kelden is from Indonesia and not native Chinese, as they thought that he is one of the locals judging from his fluent Mandarin language. Thanks to 甄老师, Kelden masters the basic strokes of Chinese characters (笔画), and also the sequence of writing the Chinese characters (笔顺) very well. This is the most important foundation and key to the learning of Chinese Language. He can also read quite a lot of the common Chinese words and simple sentences in Chinese books. In addition, he can also recite a number of ancient Chinese literatures and poems (古诗), all thanks to 甄老师.

We would also like to take this opportunity to thank Ms. Alexa for her fun and loving ways in teaching our child. Apart from being able to write the complete alphabets effortlessly, able to read out all the rhyming chant in the text book 'Sounds Great', he is also able to read out the instructions in the work book which was given as part of his home works. He often told me, Ms. Alexa asked me to read, and taught me to read in class. Kelden is also able to read the story books which he borrows from the library every week. I fondly recall that Ms. Alexa told us at one of the PTCs that she was very glad to discover Kelden's ability in reading out loud a story book by himself. We are grateful for the teacher's ability in recognizing and developing the strength of our child.

In this respect, the credits go to the hard works of the teachers and the school. This is because apart from school, Kelden does not attend any tuition or lessons outside the school. Also, with my busy schedule, in straddling between different schools in sending and picking my children, as well as caring for them, I guiltily confess that I rarely have the time to really sit down and teach Kelden. To this, I will strive to spend more time in nurturing him for this coming year.

I would also like to express our gratitude towards Ms. Patma, the assistant teacher of N2 Harmony. I am amazed by her ability in gaining the trusts in children very quickly, also, her patience in caring for the small children, not to mention her excellent command of both English and Chinese Languages. I am impressed by the standard and quality of the teaching staff and team.

Fun-filled Ren Wen Lesson

I had the privilege of sitting through one Ren Wen lesson during the first week of orientation. I enjoyed the class very much and the teacher, 敏育老师 was very good in interacting with the children despite the chaotic situation in a new class filled with some crying children. Her interactive way of engaging the children and making the lesson fun filled left a very strong impression on me. That particular lesson was teaching the children how to stand properly (立如松) and sit

properly (坐如钟). She made a fun game for the children using these two phrases, and very soon, all the children were happily playing the game of (立如松) and (坐如钟). Frankly speaking, it was eye opening for me, as I am very pleased to learn that an apparently 'serious' lesson can be made so fun for the small children. I now believe that learning and playing can really co-exist. Her ability in interacting with the children and getting their attention seems all so natural and effortlessly. At home, I also use these two phrases and the game to teach my children. I wish I could learn more on the Ren Wen lesson so I can reinforce these values and teachings at home.

Exposure to various activities and experience

I always say that my child is very blessed to have the opportunity to: 1.) engage in various activities, 2.) exposed to various experiences, and 3.) enjoy the state of art facilities, at this school.

The comprehensive education programme aims to build not just the academic ability, but also the moral values, cognitive, physical motoric, social emotional, daily life skills and good habits. These are all the essential elements of building a successful person, not just in career, but also in life.

School time is never boring for Kelden. He is always excited to join the swimming session with Pak Ujang. He often shares with us his fun time spent at the school's playgrounds, gym and community room. He also enjoyed the story telling sessions in the library, the tea ceremony sessions, field trip, performances on stage during the Indonesian Heritage Week and the Ren Wen week.

The System

We appreciate the fair and transparent system and policies implemented by the school. We value the school's effort in upkeeping the professionalism of its teaching staff, yet facilitate and encourage communications through communication book, emails and PTCs.

We particularly treasure the meticulous and comprehensive progress reports prepared by the teachers in reporting our child's performance in various areas. What's more, we are delighted to see the report on the progress of our child's daily life skills, which are not at all common or found in other institutions. All these valuable information helps us to understand our child better.

We also praise the universal and standardized school items, bags and stationery applied across the school children here. This definitely helps in discouraging any unwanted or undesirable comparisons among the children and hence, hopefully, eliminate the sense of materialistic at such young age.

Various meaningful Events

I also had the privilege of taking part in various meaningful events and activities held by the school. In particular, I wish to highlight the event of Teacher's Day which gave us the opportunity to experience and realise the hard works of being a nursery teacher. We thank the school for instilling in the children the values of filial piety and 'family cohesion' through the events of Mother's Day and Family Day. The

Occupational Day event also gave us a chance to explain to the children our professions, with the hope of inspiring them to contribute to the society in the future.

Continuing Learning and Seminars for Parents

There are also many seminars and workshops for the parents to attend. There are even seminars for nannies to attend. We value the school's efforts and wishes for parents to work hand in hand with it, in ensuring the well-being of the children, apart from growing them and building their future. Only with this mutual trusts, understanding and co-operation between the school and parents, the goals for the children can be aligned and achieved.

Our Pride of being associated with the school

Very often, outside the school, when we are encountered with questions like, *'has kelden started schooling?'*, *'which school does kelden goes to?'* ... I would proudly claim that he goes to Tzu Chi. Kelden would firmly answer: *'My school is Tzu Chi school.'*

The response given include: *'Wow, no wonder... he is so independent'* *'wow, I heard is quite hard to get into the school.'* *'Oh, he is so cheerful and bright.'* *'Oh, he speaks very good English.'* *'Wow, his Mandarin is very good, no wonder.'* etc.

When asked: *'Do you like your school?'* Kelden would innocently and happily answer : *'Yummy food. I love Ms Alexa, Xiang Hong Lao Shi and Ms Patma. Big swimming pool. Playgrounds. Fire trucks, police cars (referring to the Community room I think)...'* He really enjoys his time in school.

And Yes, Yummy Food, Kelden enjoys the food at school very much. He looks forward to the snack time at school everyday and would ask his teachers what food he would be eating whenever he sees the food trays are placed in his classroom. We are pleased to hear that he often takes his time in enjoying his food that he often asks for second serving, and he would rather forego part of his playing time, but to slowly savour his snacks. Kelden particularly likes the pizzas, spaghetti, noodles, bakpao, fried rice etc. that he often tells me what he had at school and how yummy it was. In this regard, we would also like to thank the school for preparing a wide variety of healthy menu for our kids. This has certainly helped in cultivating healthy eating habits. Going out for meals and travelling abroad becomes so much easier with this child who has learned to appreciate the food given to him and who does not pick on food.

After a long holiday in June, when we were finally back in Jakarta, Kelden would ask almost every time we pass by his school, *'Mom, why is Tzu Chi school still closed? Will it open tomorrow? I want to find my teachers and friends in N2 Harmony. Can I?'* When the new academic year finally started, he felt so excited that he could go to school. Not surprisingly, he went to look for his former teachers on his first day of school. The moment he saw Ms Alexa and 甄香红 老师, he immediately ran towards them and hugged them for a long time. It was heart warming to see this.

Closing Words

As a parent, what's more can you ask for when you see your child goes to the school happily, independently and confidently?

As a parent, what's more fulfilling than seeing your child displaying good manners, good habits, maturity in taking care of himself, and being responsible to himself and the society?

As a parent, what's more satisfying to see your child mastering 3 languages and speaking like a native Chinese and fluent in English too, and using the languages interchangeably when he faces different people in different situations and in different countries?

It is my believe that academic ability will come on naturally with the right attitude and behavior. A child needs a strong and solid foundation in terms of behavior, habits and attitude during his early childhood. The implant of right values needs to start at tender age, taking full advantage of the young mind's awesome ability in absorbing the information and sensations from the world surrounding it.

There is definitely no perfect school in this whole wide world, but to us, this is the best school for our child. Do not be deceived by the apparently 'stern' and 'strict' looks of the teachers and the school, because, what happen inside the school and classroom is simply magical. Over the past one year, our boy has grown not only in academy, but in character, daily life skills, compassion and discipline. I am very proud that my boy can be part of the Tzu Chi school and join in this amazing learning journey.

A great education is the best gift that the parents can give to their children. Thank you for being that best gift and for making our lives so much easier as parents. No words can sufficiently describe or express our gratitude towards the hard works and efforts of the teachers and the school.

We look forward to working together with the school in helping our child to become a polite and independent child with good habits.

Yours sincerely,
Mrs. Marina Cheah (Kelden's mom, K1 Joy)

PRIMARY SCHOOL SECTION





Starting Off This Academic Year

The first day of school is indeed the most anticipated day for the students and teachers. Every year, teachers are equipped with concise but meaningful training before beginning the school year. This year, the teachers training revolved around the theme of “Gratitude, Respect, Love” and teachers were challenged to apply and instill these values into their teaching practice.

After the training sessions, teachers prepared themselves to welcome students with love, respect and gratitude. Decorations were on point and with warm smiles, the form and partner teachers greeted the parents and students during the orientation day. Parents were also eager to see their child’s teachers and cooperate to ensure a smooth year.

The eyes of our Primary 1 students were gleaming with excitement. It was their first day wearing the Primary school uniform. The first day for Primary 1 students was packed with orientation activities that prepared them to step on this important milestone smoothly.

For the rest of the Primary students, it was a day to refresh their knowledge about the school’s daily routines after the long holiday.

Welcome to the academic year of 2018-2019! Let’s have fun!

By Mr. Wong Chuin Leen





Bully Prevention Workshop

Tzu Chi Primary School is committed to improving students' well-being. A way to do this is by conducting a Bully Prevention Workshop in collaboration with SOA (Sahabat Orangtua dan Anak) on August 9-10. The trainer for this workshop is Hanlie Muliani, a psychologist who works with children and teenagers. She is also a Bully Prevention Consultant and an author.

Around 25 educators and psychologists from different institutions joined this two-day workshop. The workshop aims to help educators become more aware and find out the underlying reasons why children bully as well as how it can be prevented using a Cognitive Behavioural Therapy approach. This workshop received strong positive feedback and we look forward to hosting more meaningful workshops in the future.

By Ms. Meilya Lusianti



▲ A participant shared his observation to other participants



▲ Bully Prevention Trainer - Hanlie Muliani shared her expertise about bullying to 25 participants



▲ Facilitator from SOA - Ms Hanlie gave a bully prevention lesson to P5 students and was observed by some training participants.



▲ Facilitator from SOA – Ms Yuli gave a bully prevention lesson to P5 students and was observed by some training participants



EEP Information Day

On Friday, 10th August, 2018, Tzu Chi Primary School held an EEP Information Day event to introduce our EEP activities to parents which will start on the second term of academic year 2018 - 2019. Our EEP vendors such as Wushu, Cooking, Robotics, Tae Kwon Do, Manga Drawing, Music (piano and drum), Golf, Coding, and Engineering arranged their booths throughout the day whereas Primary School teachers organize in-house EEP booths after dismissal time. Starting this academic year, the school also held a Guitar EEP in addition to our existing EEP.

The event itself was held in the Primary School basement, which was highly accessible for parents thus gained a great deal of attention, especially from Primary 1 parents. Their interest was shown by the abundance of questions ranging from materials used to the educators who will carry out the sessions. We hope that through this event, parents are equipped with information related to the EEP of their child's choice so students are able to learn enjoyably and effectively.





Curriculum Orientation

Tzu Chi Primary recently concluded its weeklong curriculum orientation to welcome parents to the new academic year last July 30 - August 6, 2018. The annual event serves as a forum for teachers and parents to discuss learning targets, competencies, and skills for the five core subjects: English, Mathematics, Science, Chinese and Bahasa Indonesia. Each session was concluded with a handy list of practical tips on how to support learning at home.

The Ren Wen Department shared the daily life skills to be introduced and developed in the level, the upcoming community services for P3- P5 students

and the inclusion of the Jing Si Devotion Program in the daily routines of all classes. The Student Affairs Department explained the uniform and attendance policy of the school. The program ended with the introduction of the PowerSchool Parent Portal, an integrated school information system. It will be the communication hub between the school and parents. Information like the class schedule, attendance reports, teachers' contact information, assignment scores, and school announcements can be accessed through the Parent Portal.

SECONDARY SCHOOL SECTION





Dear parents and guardians,
Welcome to the new academic year of 2018-2019! We are very pleased at how well students and teachers have made a great start to the year.

From July 9 - July 13 teachers of Tzu Chi school underwent training. This included one full day with all teachers combined, a second day with a visit to Cinta Kasih for the secondary and new teachers of primary and early childhood, followed by three intensive in-school training days for all secondary teachers.

This training week was important as it gave the teachers, both new and existing, a good understanding of Tzu Chi and its vision and mission. The visit to Cinta Kasih was significant for our teachers to understand the 4 missions of Tzu Chi (education, charity, medical, humanistic culture) by visiting the recycling center, the apartments, the school and the medical clinic to witness firsthand how these facilities are being utilized. The three subsequent days of training and meetings provided good practical advice on teaching and learning in the secondary.

The first day of orientation for all new students on July 16th was an excellent day for everyone. The excited new students filled the school with their energy and enthusiasm, and by the end of the day we hoped that they were feeling much more confident about coming to school. On July 17th all students arrived to be greeted by many of our teachers in the secondary lobby, followed by a whole school assembly where they met the teachers for this academic year, followed by meeting their homeroom tutors.

By the end of the first week of school I felt confident that students were settling in well to the school and their classes. The new timetable had been quickly accepted by the students, as had the integration of the new teachers.

The teachers started the school year with enthusiasm and high expectations of our students and so far, they have not been disappointed. I have been hearing both from Mr. Scott, Deputy Head of the Diploma Programme, and Mr. Patrick, Deputy Head of the Middle Years Programme, that the classes they have visited have exhibited a high level of academic content and industriousness by teachers and students.

We conducted a 'Meet the Teacher' assembly for parents that was extremely well attended; close to 400 people came. The assembly was used to provide information to parents yet was used primarily to introduce the parents to our teachers. After the assembly parents went to their child's homeroom where they were given a further briefing by the homeroom tutors and then parents voted to elect the parent representative for the class. We welcome the new class representatives for 2018-2019!

We have also provided begun workshops to parents on both Managebac, the operating system of the school, and the IB Middle Years and IB Diploma programmes. Throughout the year more workshops will be provided for parents to attend.

Mr. Cai Bing Kun, CEO of Tzu Chi Taiwan Education Mission recently honoured us with a visit. During his time here, he said this: "Master Cheng Yen wishes students will cherish every moment and not waste any time; that they will make efforts to study extensively, enquire thoroughly, reflect with deliberation, differentiate clearly and practice earnestly". This is certainly evident in our classrooms and I encourage our students to continue to work hard. To that end, we are introducing after-school lessons for various subjects in the IB Diploma Programme (grade 11 and 12 students), some are compulsory for students and others are optional. I would encourage our Diploma students to utilize these lessons effectively.

I am also gratified to see how our new Pastoral Care division has settled in under the able leadership of Mr. Henry.

EEP's, student council, counselling and so much more have been implemented to great success. The three counsellors who now work within Pastoral Care are providing a valuable service to students through advice and support.

One area that we will work on is developing students Gratitude, Respect and Love for one another both within and without the classroom. These three words are the pillars of our school upon which we act in all things accordingly.

Mr. Cai Bing Kun noted that "our educational goal does not stop at teaching skills; it is also to develop our students' inner wisdom. Knowledge sharing is essential, but more important is inspiring a student's inner self and mindfulness. Our educational efforts are to nurture our students to become holistic persons. It is to enhance their skills and knowledge, dispositions and behavior, health and well-being, open-mindedness and compassion".

He said this about our three pillars of gratitude, respect and love:

"Gratitude starts from our hearts as a conversation within oneself that enables giving unconditionally without expecting returns.

Respect starts from our emotion as a basis for human interactions that enables treating others with sincerity and honesty.

Love starts from our life experiences as the core belief of coexistence with all creation that enables loving and cherishing all beings, both living and non-living".

It is these three pillars that we hope to instill in our students throughout this school year. I hope that as we do so at school, so too will parents do so at home.

I look forward to a very successful year for our students and teachers!

Dominic Robeau,
Head of Secondary



Dear Parents and Guardians,
I am delighted to be writing here and contributing to the monthly newsletter,

as I join the school as Deputy Head of Secondary for the IB Middle Years Programme. We are very busy working with all teachers and students to socialize the programme model and to ensure that we as a school community have a common understanding of the written, taught and assessed curriculum, so that we can deliver the very best education to your children.

Your children are learning how to learn, as they practice, build on and refine their communication, research, self-management and critical thinking skills. Your children increase their understanding of the world by inquiring into global ideas and challenges;

making connections between subjects; exploring and learning to understand and appreciate differing perspectives, with the goal of becoming internationally minded citizens, who can go out into the world and engage, contribute and make a change.

The MYP is a significant part of your child's educational journey, and it is my sincere honor to be able to be a part of that journey.

Patrick O Sullivan,
Deputy Head of Secondary School for IB MYP Programme

Dear Parents and Guardians,
It is a pleasure to have this opportunity to contribute to the monthly newsletter as the new Deputy Head of Secondary for the IB Diploma Programme. I would like to take this opportunity to welcome our current grade 11 students to the IB Diploma Programme and congratulate our grade 12 students on entering their final year. It will be a busy time ahead for both classes, but I am confident they will excel. In addition, I would like to thank those parents from G11 who were able to join me for the IBDP coffee morning overview on August 3rd. It was a pleasure to meet many of you and answer your questions.

More coffee mornings will be forthcoming for both grades 11 and 12, please keep an eye open for them and I hope that many of you can join us. If you cannot make it or ever have questions, please do not hesitate to contact me at scott.williams@tzuchi.sch.id.

As we wrap up the first month of school it has been great to see students and teachers actively engaging with the material in classes and embracing the ethos of Tzu Chi and the IB. As a school community we are working together to further our common understanding of the curriculum, grow professionally and further develop even more our classroom



practices in order to provide the best possible humanistic educational experience for your students.

Scott Williams,
Deputy Head of Secondary School for IB DP Programme



Dear Parents and Guardians,
It is a pleasure to contribute to our monthly newsletter in a new position this year as Deputy Head of Secondary for Pastoral Care. As informed by

Mr Dominic Robeau, this year Tzu Chi Secondary has 3 school counsellors (Mr Yosehan, Mr Edward Jiwari and Ms Danila). We really hope that by having these counsellors, the school can focus more on the students' well-being.

At the beginning of this year, the Pastoral Care team focused on giving knowledge about school's philosophy (Gratitude, Respect and Love) to students. In this first term, the Pastoral Care initiated the Meditation and Mindfulness sessions for grade 7 – 12. We believe that through the practices in meditation and mindfulness the students can increase their focus and can calm their mind which is useful for their learning.

Next term we plan to continue the Meditation and Mindfulness because we believe these techniques will be useful for their learning. Apart from non-cognitive part, the Pastoral Care team will introduce the Anti-Bullying Seminars and Campaigns. By having these activities, we really hope that the Secondary students are able to stand for Anti-Bullying actions independently and bravely.

Kind regards,
Henky Sasmita,
Deputy Head of Secondary Pastoral Care



English Department

We welcome our students back for an exciting year in English! The English department has a number of new faces including myself. My name is Ms Kate and I'm the new Head of English department. Welcome to Mr Kevin, Ms Archielen, Mr Edward, Mr Patrick, Ms Elaine, Ms Bernadine, and welcome back to Ms Yani, Ms Grace and Mr Nick!

We have so much in store for our students this school year. In the MYP, students are off to a good start as the Grade 7s and Grade 8s get to explore the different statements of inquiry and global contexts for their units by studying the novels *Maniac Magee* and *The Boy in the Striped Pyjamas*. In Grade 9, students are discovering the world of fantasy through Neil Gaiman's bestseller, *The Graveyard Book*, while the Grade 10s are revisiting the wonderful stories of the gods and goddesses in their Greek Mythology unit.

Meanwhile, our Grade 11 DP English A students are studying the history of English, linguistics and culture. In their current unit, they are learning how English has developed and changed throughout the years, as well as the different elements that influence the modern English language. The Grade 12s, who are in their final year of the DP, are reading Kurt Vonnegut's *Cat's Cradle*. Finally, our English B students are dealing with different text types in the context of their topic Social Relationships.



This is only the beginning of a journey that our students will go on this academic year. We are looking forward to enjoying more fun topics and activities with them in our English classes, which we hope will not only teach them, but also continue to inspire them to become better readers.

By Ms Kate,
Head of English Department



▲ Grade 8 students were playing the “Word-Puzzle” game

Mandarin Department

Tzu Chi Secondary School attaches great importance to students’ Chinese proficiency and the inheritance of Chinese culture, so the school has been committed to building a high-quality Chinese teaching team. In our Mandarin Department, we had four existing native speaker teachers.

Ms. Wan is the Head of Department. She undertook the position of Director of the Mandarin Department for several years in a college, and has rich team management experience and in-depth research on Chinese teaching. Ms. Wu has unique methods and skills for classroom management and motivating students. Mr. Li is gentle and patient. He is well prepared for teaching Language A, and he will be in charge of Language A teaching in this academic year. Ms. Li is meticulous, diligent and has a strong sense of responsibility. She is good at making exquisite PPT course resources.

In addition to the four remaining teachers, we have two new members. One is Ms. Lin who has a wealth of teaching experience and team management experience. The other one is Ms. Lusiana, who graduated from Fujian Normal University with a master’s degree.

Our Mandarin Department is a team of solidarity and mutual assistance. We will work together to promote the rapid development of Tzu Chi Mandarin teaching.

How do we teach Mandarin? Of course, we will adopt traditional teaching techniques and modes, but our team is always trying to innovate, so that students can learn more happily and effectively.

Who said that learning Chinese is only about memorizing and writing thousands of Chinese characters? Learning Chinese can actually be very interesting if we use games. Just like what Grade 8 Phase 1 and Grade 10 Phase 4 students did during their Chinese classes, they played several games such as “Word-Puzzle” and “Grab it fast” to help them memorize the new vocabulary and Voila! It only took a few minutes for them to master the new words.

Using the language is more important than memorizing the words. Application is the ultimate goal of language learning. Whether in or out of class, we offer students opportunities to use Mandarin, such as asking them to do presentations, conduct surveys and interviews, etc.

By Mandarin Department Teachers



▲ Grade 10 students playing the “Grab it fast” word game



Mathematics Department

This new academic year 2018 - 2019, the Mathematics Department has grown. We have three teachers from last year, myself, Ms. Mely and Mr. Jeofer, and we added five new teachers for this year, namely, Mr. Bram, Mr. Alit, Mr. Sidik, Mr. Rjay and Ms. Editha. All of them are experienced Mathematics teachers and are excited and looking forward to implementing the different methods and strategies in delivering the MYP.

As always, Tzu Chi Secondary has provided training courses for the teachers in MYP mathematics and the teachers are also attending formal IB professional development workshops later this year. All this training will undoubtedly assist them in delivering even better Mathematics lessons for your child.

We will have our first DP cohort graduate this year and we are hard at work supporting them as the students begin to prepare their first internal assessments for the IB Diploma. Likewise, Grade 9 will have their UNBK while Grade 10 will be busy with their Personal Project in which we are expecting that some students will do topics related to Mathematics.

All of us are very positive and welcome this new academic year. With the full support of the senior leadership team, we have no doubt that we will be able to achieve countless objectives this year.

By Mr. Richard,
Head of Mathematics Department

Counseling Department

Under Pastoral Care, Tzu Chi Secondary School has a new Counselling Team consisting of three School Counsellors. Within the Team, each Counsellor will be taking care of certain group of students together with Form Tutors and Year Leaders.

Ms. Danila will be caring for 7 Gratitude, 7 Respect, 7 Love and Grade 8 students. Most of the Secondary students are familiar with Mr. Edward, who has been with the school for some years, and will be taking care of students in 7 Harmony, 7 Kindness, Grade 9 and 10. Meanwhile, Mr. Yosehan will be taking care of 7 Joy, 7 Compassion, Grade 11 and 12 students.

This school year, the Counselling Department will be focusing on developing students' personal, social, and academic skills. During Personal, Social, Health, and Career Education (PSHCE) classes, counsellors will discuss topics related to how students can enhance their skills in these areas. We hope by having these sessions, students can be empowered and gain self-confidence in achieving their life goals. The Counselling Department will also hold individual and/or group sessions with students to be able to get to know students and their well-being. Looking forward to a wonderful and exciting year ahead.

By Mr Yosehan,
Head of Counselling Department



Individual and Society

In The Know

Welcome to the new academic year! I am the new Head of Individuals and Societies, Ms. Ana. I would also like to welcome new staff members Mr Denny and Mr Marlowe, and welcome back from last year Ms Wita, Ms Karla, and Mr Deepak.

Individuals and Societies Department has a wide array of units to learn this term. We want the students to be fully engaged in their learning experience through collaborative and interactive learning tasks and having fun as they learn.

The years 7 and 8 are currently knowing and understanding big ideas about a “Shrinking world through globalization” and “actively investigating the various Political systems” through the use and support of technology tools, peer paired classroom tasks and responding to thought provoking questions from the students themselves.

Economics and Psychology new subjects for the Grades 9 & 10

Students of grade 10 started with basic economic concepts.



Although at the outset they had a bit of difficulty understanding some concepts, with the help of inquiry-based activities and involving students in research, presentation and self-engagement, they gradually understood the basic concepts of economics and contemporary economic problems.

Psychology as a new subject in grade 9 promotes the importance of research in learning. Students will know about theories and concepts related to human behavior. They will develop their skills to analyze and evaluate theories.

1920s USA come alive in History

The unit this term is all about the ‘Roaring 20s. A period of inventions such as washing machines, television, radio, hair dryer, vacuum cleaner and most importantly Henry Ford’s T-model and concept of assembly line for car manufacturing. Students tried to learn few steps of Charleston dance and listened to Jazz and Blues music. They also learned fashion trends such as short bob hairstyle, oxford shoes and cloche hats. Use of makeup, cosmetics and perfumes were popular products at this time too. They also became familiar with famous “Haute couture” names to this day such as Coco Chanel, Jeanne Lanvin and many more.

Business theory into practise

Grades 9 and 10, learned about the theory of Consumers’ Needs and Wants, proving how consumers ‘tick’, the students conducted a survey, based on a questionnaire they designed. Once the data / survey was completed, they presented their results in class.

By Ms Ana,
Head of Individuals & Societies Departments



Arts & Design Department

A warm welcome from the Art and Design department in Tzu Chi Secondary School. In this academic year of 2018-2019, we are grateful that our team now consists of six teachers teaching Visual Arts and Digital Design. Ms. Temmy Sicilia, Ms. Grace Joetama, Mr. Scott William and Mr. Auriga Prabowo are teaching Visual Arts, while Mr. Stanley Raditya and Mr. Tomi Yulianto are teaching Digital Design.

Our aim in Visual Arts and Digital Design subject is to encourage and enable students to create and present art, develop specific skills for discipline, engage in self-discovery and creative exploration process, respond to and reflect on the arts.

In order to meet this target, these are the topics of unit from grade 7 to grade 12 for in the first term of this academic year:

For Visual Arts, the grade 7 students learn the building blocks of art called the elements of arts. They further

learn how to organize and use those elements to create art using the principle of arts. In grade 8, students learn to observe the beauty of nature by painting fruits that they have taken a picture of as their first resource. They learn to use watercolor and color mixing with color theory. Meanwhile, the grade 9 students studies the ways to portray human expressions through a portrait drawing. The grade 10 students are preparing for their final year of MYP in Arts, and this term they explore their identity from still life drawing.

The IB Diploma Visual Arts starts in grade 11, where they are exposed to photography as a new media to develop their first step in creating the IB DP process portfolio. In the final year of IB DP Visual Arts, grade 12 students discover the means to create a comparative study of artists and the historical background behind the artists' work and style.

For Digital Design, the grade 7 students are using photo editing software to create a promotional brochure to advertise Indonesian tourism. The grade 8 students explore the design possibilities of creating a comfortable interior for a restaurant. Next, the grade 9 students learn to design a mobile app that caters a start-up company's mission. The grade 10 students create an attractive and user-friendly website that will be beneficial for the community outside the school to know more information about Tzu Chi School.

Harvey Fierstein says, "Art has the power to transform, to illuminate, to educate, inspire and motivate". Furthermore, in relation to Tzu Chi Secondary School's values, our goal is to deepen and implement the understanding of how Art and Design has a positive impact to the world.

Thank you.
Auriga Prabowo, Head of Arts and Design Department.



Music Department

The Music department is a newly established department in Tzu Chi Secondary School. My name is Ms Illuminada and I am the new Head of the Music Department.

We aim to provide more opportunities for the students to express themselves through music; performances in and outside the school. Students will be able to develop their music skills in listening, composing, recreating and performing.

There will also be EEP music activities after school. We look forward to seeing our students commit to these activities to better understand and learn music!

The photos are an example of peer teaching during music lesson with Grade 9 Music students. This is one of Tzu Chi's ways in developing the student's unique features, having a good character, always ready to help.

I look forward to a wonderful and exciting year with our students as take a journey into music together!

By Ms Illuminada Tumbali,
Head of Music Department



Science Department

I am Mr. Eliseo Pamandan, the new Head of Science Department of Tzu Chi Secondary school. The Science Department has been very busy these first few weeks of the school year. Teachers have been busy preparing and planning for science classroom activities that they will do for the entire school year. Much of my focus as the HOD of the Science Department is to support science teachers in the implementation of the MYP Science curriculum and integration of real life application of science to make it more exciting and interesting.

The following are what the Science teachers have to say about their Science classes.

Science Class Out of the Box (Grade 7 and 8 Science)

“Logic will get you from A to B, imagination will take you everywhere.”
 ~Albert Einstein

Comparably distant from traditional and ordinary, it takes creativity and resourcefulness to make a day of teaching and learning full of fun and awe.

From what Albert Einstein said, imagination is like wings that gives us the freedom to think out of the box. To enrich our MYP students’ creativity and imagination, our Science classes do not happen inside the classroom alone. Some experiments might happen in the Sports Hall, in the field, in the stadium and wherever it is possible to stimulate our students’ joy of learning.

Grade 8 students recording and measuring the Potential Energy of a basketball in Tzu Chi Sports Hall. MYP Students observing and recording data on energy transformation around the school.

Studying outside the classroom can lead to more learning opportunities such as collaborative and experiential learning. Data collection and information gathering skills were also enriched thru digital technology and engaging activities.



▶ Students collecting data outside classroom using digital camera

Grade 10 Chemistry

Grade 10 chemistry students have been studying the concept of the 'mole' and how it is used to measure the amounts of substances used in chemical reactions to produce consumer products. The mole is part of the unit on chemical calculations and helps link quantitative chemistry with the environment.

The mole is used because the atoms that everything is made up of are so small that we need to use an incredibly large number, the mole, in order to bridge the invisible with the visible. For example, a billions atoms clumped together is invisible but we can see and measure a mole of atoms. In relation to this, they have learned about Green Chemistry and the importance of Atom Economy in ensuring unwanted waste products are minimized or eliminated. This has helped students become increasingly aware and respectful of the environment, and highlights the need for reducing, re-using and recycling materials, especially plastics, as much as possible.

Chemical calculations are fundamental to chemical processes in research and industry, for example in the food, medical, pharmaceutical and manufacturing industries.



From MYP to DP Physics: An Orientation

Moving from MYP Physics to DP Physics entails perseverance, diligence, and determination from our Grade 11 students. To give an overview of what is expected from them in this two year course, they were given a run-through of the syllabus. The topics that will be covered and other components (internal investigations (IA), prescribed practicals, and external assessments, Group 4 Project) were explained.

In addition, classroom expectations were given and set to the highest possible standard. Students are reminded to be mindful of their attendance, participation, submissions of their classwork and performance in their assessments. They should maximize the skills they have learned in their MYP Physics/Science like Inquiring, Designing, Processing and Evaluating which is parallel to their Internal Assessments and prescribed practicals in Physics.

The subject choices a student make within the IB Diploma curriculum can have a significant impact on the course options available to the students at university and could provide great opportunities after graduation. Many people who have studied physics find it helps them develop critical thinking and problem-solving skills. Physicians need not stick to their subject too closely. You can be a mathematician, an engineer in any discipline, indeed take on most subjects and topics at all. The world is a small yet diverse place, both more global. Knowledge of the universe and how to research it offers skills and knowledge that can be applied in any country or culture around the world today. It makes one very employable locally and internationally.

MYP and DP Biology Classes

The Grades 9, 11 and 12 Biology classes have been doing presentation and observational activities. Their lessons from the simplest characteristics of life and cells, viruses up to as complex as taxonomy and cladistics. Each and every one of them responded well to challenging questions and activities provided by the teacher. Students after all enjoyed the activities.

By Mr Eliseo
Head of Science Department



Physical Education Department

This is an exciting new year for the Physical Education Department. We have three new team members, Ms Vio as lifeguard, and Mr Eko and Mr Ayatullah, alongside Ms Eghie and Mr Luki from last year.

Physical and Health Education is part of subject in IB Curriculum which is focusing on both learning about and learning through physical activity. Students will be assessed in 4 criteria. For newcomers to the IB Curriculum, this will be very challenging because those students are used to having only practical tests and only focus on practicing skills without knowing the concept of what they are learning. In an IB school, especially in the MYP, students need to have knowledge and understanding in Criteria A that they use it for planning; in criteria B, after they plan they will execute their plan. In Criteria C students apply and perform their skills then reflect on their performances in criteria D.

In the unit that covers all criteria, student will develop an excellent concept of the unit being taught. Even if a student does not achieve very well in the performance session, the student will still learn the concepts and they

can use those concepts to practice independently without the teacher.

In PE we believe that students have different levels of mastering the skills in sports and as a teacher in an IB school we foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle.

Aside of academics, Tzu Chi Secondary school is also offering Sports EEP and Sport school teams. EEP will be provided for students who want to participate in some particular sports activity as their hobby.

For the Sports team, there will be a selection process to become a member of the team and students need to register by filling in the contract form. Students who are accepted into a sports team will need to have commitment to practice regularly and maintain their academic grades. Sports teams are coached so that they can play in competitions against another schools.

By Mr Roberts Aditya,
Head of Physical Education Department



印尼慈濟學校
TZU CHI SCHOOL



Tzu Chi School extends deepest condolences and sympathy to the family of

Fr Yanuarius Prianto

on his passing and is sincerely grateful for his contribution, dedication and teaching service in Tzu Chi School (July 2015-August 2018).



有愛心與奉獻，就是美麗的人生。

~摘錄自證嚴上人靜思語~

A beautiful life comes from love and devotion

~ Master Cheng Yen