

- Inspiring Global Citizens Since 1983 -



# The Bear Essentials



The ISB Weekly Newsletter 2024/25

Friday 14th February, 2025

Volume 6, Issue 20

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## IMPORTANT DATES

13th - 16th February - EAISAC MS Volleyball in Fukuoka  
Saturday 15th February - SKAIS ES Volleyball at AIS  
Thursday 20th February - ISB Board of Governors Meeting  
17th - 21st February - Home and Family Languages Week  
Wednesday 26th February - ISB Parent Workshop  
Thursday 27th February - ES Volleyball Finals at AIS  
Friday 28th February - End of Season 2 ASAs  
Saturday March 1st - SKAIS HS Varsity Basketball at BFS/ISB

## Grade 4 Annual Production: The Last Song



Congratulations to the Grade 4 students for delivering an outstanding piece of musical theatre to a very appreciative audience this week. Students in grade 4 put on 'The Last Song', a production that included music, art, acting and vocal performance, magic, musical instruments and a villain that needed lots of boing. It was wonderful to see the students not only perform confidently and with enthusiasm, but also how proud and supportive they were of each other throughout the process. We are ever-grateful for the time and effort dedicated to creative arts projects, by teachers, staff, and students, and look forward to sharing the performance video with you soon.



### MYP Personal Project - A Celebration of Independent Learning!

The MYP Personal Project Exhibition is a highlight of the academic year at ISB, showcasing the creativity, perseverance, and independent inquiry of our Grade 10 students. This event marks the culmination of months of research, design, and reflection, as students explore areas of personal interest while developing essential real-world skills.



This year's exhibition featured an impressive range of projects, including a Korean cookery book, a 3D SketchUp model of ISB, a math tutoring website, and graffiti art, among many others. Beyond the final products, the exhibition provided an opportunity for students to articulate their learning journeys - sharing the challenges they faced, the skills they developed, and the insights they gained along the way.

The MYP Personal Project is one of three capstone experiences within the IB Continuum, along with the PYP Exhibition and the DP Extended Essay. It fosters critical skills such as research, problem-solving, self-management, and communication - competencies that align with the recently published World Economic Forum's Future of Jobs Report, which highlights analytical thinking, flexibility, creativity, and leadership as essential skills for the future.

A special thank you to Ms. Solène (MYP Coordinator), Ms. Joola (Personal Project Coordinator), and the team of dedicated teachers who guided and mentored our students throughout this process. Their encouragement and expertise were instrumental in helping students bring their projects to life.

**To our Grade 10 students - congratulations!** Your hard work, dedication, and passion were evident throughout the exhibition. We are incredibly proud of your achievements and look forward to seeing how you continue to apply these skills in your learning journey.

### HS Student-led Play, 'The Manticore's Lover' Postponed

Following the recent tragic incident in Daejeon, the decision has been made to postpone the High School play, which was originally scheduled for next week. Given the themes explored in the production, we believe it is appropriate to reschedule for a later date, likely the first week after spring break. We appreciate the understanding and support of our community, and we look forward to sharing this production with you at a more suitable time.

**SPECIAL MENU**  
**MEXICAN**  
**Wednesday, February 19, 2025**

<b>Salad</b> Mexican Corn Salad Lime & Chili Cucumber Salad Mexican Chicken & Rice Salad Mexican Meatball Salad	<b>Hot Items</b> Mexican Rice Mexican Pork Chops Chili Con Carne Corn Chips with Chicken Pork Pastor Beef Bistek Burritos with Chicken, Pork Pastor, and Beef Bistek	<b>Sauce</b> Pineapple Salsa, Cucumber Salsa, Avocado Salsa, Black bean Salsa, Chili Salsa, Tomato Salsa, Sour Cream, Avocado Guacamole Cheese Sauce, Coriander & Chili Pesto
<b>Soup</b> Spicy Corn & Crab Chowder	<b>Dessert</b> Flan (Mexican Cream Custard)	

ISB  
INTERNATIONAL SCHOOL OF BUSAN  
Est. 1993

### CIS Accreditation Update

This week ISB submitted a draft report for early feedback to the [Council of International Schools \(CIS\)](#), which is a significant milestone in our accreditation journey to become a member of this community. Our early report included community data, financial reporting, analysis of last year's community survey results, and evidence supporting the effectiveness of ISB's purpose and direction. We have already received positive feedback on this draft, which will motivate and inform our efforts as we work towards submission of the full and final report in early summer. Achieving CIS International Accreditation would be further evidence that ISB provides high-quality international education as an effective and agile learning organization.



CIS's mission is "to lead a collaborative global membership community of schools and higher education institutions, exploring and developing effective practices to foster healthy, interculturally competent global citizens. We connect ideas and cultures across the world developing socially responsible leadership through international education."

Ashraf Dean

CIS/WASC Accreditation Coordinator

## Strategic Planning

Over the past few months, we have been working together as a community to develop new strategic initiatives to align with the next cycle of accreditation (2025-2029). Students, parents, staff, faculty, and board members have all been included in this process. Based on survey responses, feedback from focus groups, and strategic planning workshops, we have now produced the [first draft of the 2025-2029 Strategic Plan](#). We would now like your feedback. Please take a moment to complete the strategic planning survey that was emailed to you this week. The main six strategic initiatives are outlined below.



Simon McCloskey

 <p><b>IDENTITY PURPOSE AND DIRECTION</b></p>	<p><b>Strategic Initiative One: Strengthening ISB’s Identity, Impact, and Engagement</b></p> <p>ISB will ensure that its mission is effectively enacted and assessed, fostering global citizenship and sustainability through learning, operations, and community engagement. By clearly communicating its identity, purpose, and direction, ISB will engage local, national, and international stakeholders while upholding accountability and transparency. This initiative will embed ISB’s values across all aspects of the school, ensuring its impact is visible, measurable, and aligned with its guiding statements.</p>
 <p><b>GOVERNANCE LEADERSHIP AND FINANCIAL STEWARDSHIP</b></p>	<p><b>Strategic Initiative Two: Strengthening Governance, Leadership, and Financial Sustainability</b></p> <p>ISB will align Board policies with international best practices while ensuring transparency, accountability, and long-term financial stability through sound financial management and risk mitigation. Planned, purposeful training will enhance Board effectiveness in governance and strategic oversight. ISB will also invest in developing middle leaders, equipping them with the skills and knowledge to drive school-wide improvement, foster a positive school culture, strengthen collaboration, and enhance teaching and learning.</p>
 <p><b>LEARNING AND TEACHING</b></p>	<p><b>Strategic Initiative Three: Enhancing Learning and Teaching for a Future-Ready Education</b></p> <p>ISB will strengthen the quality, coherence, and impact of learning and teaching by embedding a transdisciplinary approach to outdoor and experiential education. It will further develop a continuum of learning across all IB programmes and ensure that clear, consistent, and accessible curriculum documentation enhances transparency and alignment with ISB’s educational philosophy. Through ethical AI integration and a commitment to high-quality teaching practices, ISB will equip students with the knowledge, skills, and values needed for success in a rapidly evolving world. This initiative will support innovative pedagogy, enhance IB assessment outcomes, and ensure that learning at ISB remains engaging, relevant, and future-focused.</p>



INCLUSION  
SUPPORT AND  
WELLBEING

#### Strategic Initiative Four: Fostering Inclusion, Well-being, and a Strong Sense of Belonging

ISB will cultivate an inclusive and supportive environment where all students and staff feel valued, respected, and connected. The school will enhance access to health, fitness, and sports facilities, strengthen well-being initiatives, and ensure that policies and programmes promote a culture of belonging. Through a commitment to diversity, equity, and intercultural understanding, ISB will celebrate the languages, cultures, and traditions of its community while equipping students and staff with the skills to navigate an increasingly global society. This initiative will reinforce ISB's dedication to holistic development, ensuring that well-being, inclusion, and cross-cultural competencies are embedded in all aspects of school life.



DEVELOPMENT  
OF HUMAN  
RESOURCES

#### Strategic Initiative Five: Fostering a Culture of Purposeful Feedback and Continuous Improvement

ISB will ensure that all staff, both academic and non-academic, receive meaningful feedback and professional development that supports their growth and effectiveness. A clear and purposeful appraisal system will provide opportunities for reflection, collaboration, and continuous improvement across all roles. Professional learning will be intentional, planned and evaluated to ensure it has a lasting impact on student learning, school operations, and overall development. By benchmarking practices against other schools and refining recruitment and retention strategies, ISB will continue to attract, support, and retain excellent staff who are aligned with the school's mission and values.



INFRASTRUCTURE  
AND OPERATIONS

#### Strategic Initiative Six: Enhancing Learning Spaces, Sustainability, and Technology

ISB will develop learning environments that align with its Guiding Statements, ensuring spaces are flexible, inclusive, and student-centered. The school will implement sustainable practices to reduce its environmental footprint and integrate sustainability into operations and learning experiences. Additionally, ISB will continue to invest in technology infrastructure and digital resources to maintain a technology-rich environment that prepares students for the future. ISB will also prioritize the highest standards of safety, ensuring that risk management, health, and safeguarding measures are effectively integrated into all aspects of school operations and activities. This initiative will ensure that ISB's facilities, resources, and operations support its educational vision, long-term sustainability, and community well-being.

### Parent Workshop: Wellbeing, Safeguarding, and Child Protection

The well-being and safety of our students are our top priorities. Learn about ISB's comprehensive Wellbeing Programme and our robust safeguarding and child protection measures at the upcoming Parent Workshop. This session will provide insights into how we create a safe, supportive, and nurturing environment for all our students.



This workshop is followed by a PTA coffee morning networking event. [Register here!](#)

## From the Elementary Principal

This week was a good example of the active, experiential, and hands-on learning which regularly takes place in the Elementary school. Grade 3 visited the Science Museum, exploring forces, motion, and simple machines through interactive exhibits. Grade 5 delved into measurement and volume through hands-on activities and real-world applications. Grade 2 focused on creative writing, developing their storytelling skills. Grade 1 scientists experimented with light, exploring transparent, translucent, and opaque materials and shadow movement. Early Years 1 and 2 visited the fire station, learning about community helpers and experiencing a real emergency response!



Kevin Smith

These experiences provide our students with opportunities to inquire, create, and apply their knowledge in meaningful ways. We are proud of their curiosity and enthusiasm for learning.

## Elementary Learning Focus

### Grade 3 Visit the Science Museum

Grade 3 had an exciting trip to the Busan National Science Museum to deepen their understanding of forces, motion, and simple machines. Students explored hands-on exhibits that brought science to life, making connections to what they've learned in class.



One highlight was the Dynamic Slide, where students experienced motion and gravity in action. They also explored the Automobile and Space Hall, discovering how forces and energy play a role in vehicles and space travel. To put their learning into practice, students made and tested paper airplanes, experimenting with thrust, lift, and air resistance.

This interactive experience sparked curiosity and made learning fun!



## Grade 5 Inquiry into Measurement and Volume

Grade 5 students have been exploring measurement and volume through hands-on activities and real-world applications. They have been working on challenges that require them to measure, calculate, and think critically about how space is used efficiently. Through these tasks, they are developing a deeper understanding of how volume, capacity, and measurement relate to everyday situations. We look forward to seeing how they apply these skills in new contexts.



## Grade 2 Creative Writing

In Grade 2 this week we have been working hard on developing our creative writing skills. Our 'How We Express Ourselves' inquiry into Storytelling has given us lots of ideas and confidence so that we can create our own settings, characters, and storylines. We are excited about creating some different stories to edit, improve, and then share with our families in our class assembly.



## Grade 1 Investigate Light

Grade 1 scientists have been busy experimenting this week about light. Students have been learning about transparent, translucent, and opaque materials by experimenting with how much light shines through them. Our scientists have also inquired into how shadows move especially when an object like a tree or statue doesn't move. Their first thought was that the sun moved but we discovered that scientists have discovered that the Earth is moving even though we say sunrise and sunset.





## Coming Soon....PYP Art Exhibition

Preparations are underway for our annual PYP Art Exhibition, and our artists have been working hard! This year's theme, *Inspired By...*, showcases student artwork influenced by famous artists from around the world. Each grade level is exploring different artistic styles, techniques, and ideas to create unique pieces that reflect their learning and creativity. We hope to see you there to celebrate our students' artistic achievements.



## Early Years 1 and 2 Visit Gijang Fire Station

As part of our unit How We Organize Ourselves, we took a trip to the fire station in Gijang to learn more about community helpers. The EY 1 and EY 2 children got to hold a real fire hose with a firefighter and pretend to put out a fire! Just as we were exploring, a real emergency happened, and the firefighters had to rush off to help - what a rich experience to see their important job in action! The children also got to step inside an ambulance and check out all the equipment used to help people.



We also learned how to greet like a firefighter by saluting and saying '안전 (Ahn-jun),' which means "safety." To make our visit even more special, the firefighters gave each child a firefighter umbrella as a gift! A big thank you to the amazing firefighters for keeping our community safe and for such a fun and memorable experience!

## From the Secondary Principal

Another incredible week in the Secondary School! I would like to begin by congratulating our Grade 10 students on a fantastic Personal Project Exhibition. The diversity of projects showcased was truly impressive, ranging from architecture and modeling to game design, creative makeup, films, skateboarding, and novel writing. It was a testament to the students' creativity, hard work, and dedication. I would also like to thank our parent community for attending the exhibition and supporting our students. Your presence means a lot to them. A special thank you to Ms Joola, our Personal Project Coordinator, for her tireless efforts in coordinating the exhibition.



Gilles Buck

Your hard work and dedication are greatly appreciated. I would also like to acknowledge Ms Solène, our MYP Coordinator, and all the teacher supervisors for their support and guidance throughout the Personal Project process. Finally, I would like to wish our Middle School Volleyball teams the best of luck as they travel to Japan for their EASIAC tournament. We are all cheering for you!

Please read on to learn about specific learning going on in our language acquisition department and the announcement of the sonnet winner from Grade 9 English Language and Literature.

## Secondary News

### From the Language Acquisition department

We're thrilled to share the engaging learning experiences our students are diving into in their journey of learning Korean and Spanish. With boundless enthusiasm, we're committed to making language learning both effective and joyful for everyone.

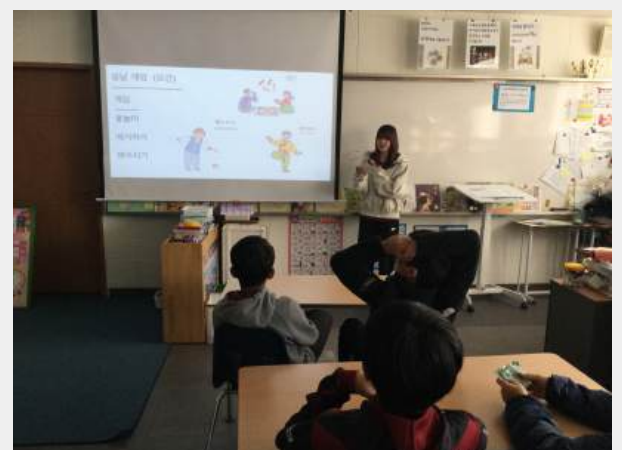
In this edition of our ISB newsletter, we're spotlighting some of the most exciting activities and initiatives we've been working on. From interactive projects to immersive cultural experiences, our students are not just learning a new language—they're embracing a new way of seeing the world. Join us in celebrating the incredible journey of language discovery! Happy reading!



### Grade 6 & 7 Korean B – 'Eating with Family' & Seollal Exploration

Building on our unit 'Eating with Family,' we extended our learning to celebrate the Korean Lunar New Year (Seollal) by exploring the traditional significance of sharing meals during the holiday. Students learned about Seollal foods, key vocabulary, and hands-on cultural activities.

Phase 3 students had the valuable opportunity to create and present slides about Seollal to Phase 1 and 2 students.



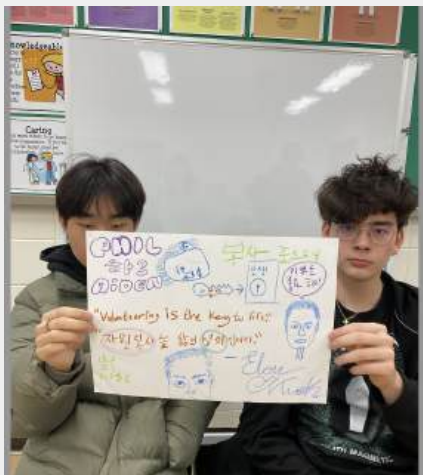


This experience not only allowed them to share their knowledge but also fostered meaningful interactions and an engaging learning environment for all. Additionally, Phase 1 and 2 students participated in these Google Slide presentations as part of their reading and listening assessment, providing exposure to more advanced language input. The unit deepened students' understanding of Korean customs and was particularly enjoyable as they made 떡지(ddakji) ate 가래떡 (rice cake), and played 제기차기 (jegichagi) and 팽이치기 (pengichigi).



### Grade 11 DP Korean B

Under the theme of “Social Organization, Community, and Volunteering,” DP Korean B students studied the role of the individual in the community. In particular, they learned about two of the most famous winter volunteer activities in Korean society: 연탄 distribution and 김치kimchi distribution. They were able to learn about the traditional Korean culture of community and helping each other. DP Korean B students also researched quotes about volunteerism and discussed the values and perspectives behind them.



## Grade 6 MYP Spanish ¡Hola from Grade 6 Spanish!

¡Saludos padres y familias! Our grade 6 Spanish students have been busy this term, diving headfirst into the exciting world of the Spanish language. We've been exploring all sorts of useful phrases, from expressing our likes and dislikes to talking about our classes at school. Students can now tell you what their favorite subject is and why in Spanish. Beyond discussing preferences and school schedules, students also tackled the tricky topic of telling time in Spanish.

But learning Spanish isn't just about grammar and vocabulary; it's also about having fun! And that's exactly what we did with our recent music project. Students were challenged to rewrite the lyrics of a song we learned in class and then perform their new versions in groups. The results were... well, let's just say they were memorable! We witnessed some truly beautiful singing voices emerge, and even those who were a bit shy brought their own unique comedic flair to the stage. The performances were a cross between hilarious and heartwarming!

If your child studies Spanish in grade 6, they might be a little hesitant at first to share the song with you, but with a little encouragement, they might just give you a private concert! It's a wonderful way for them to share what they've learned and showcase their creativity. (This is a link to the [original song](#) in case you want to hear it!)

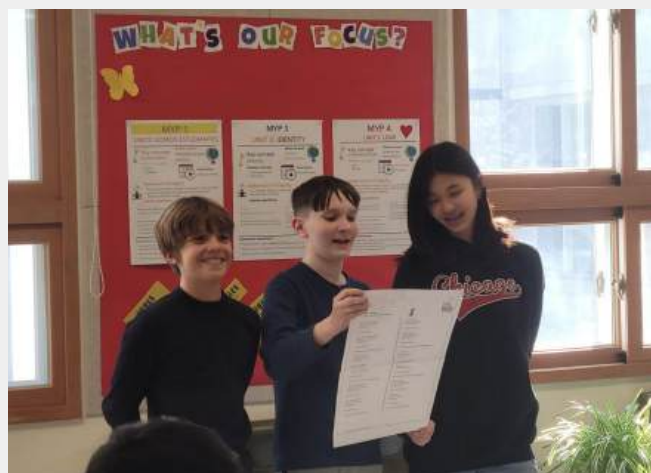
We're incredibly proud of all the hard work and enthusiasm our 6th graders have shown this term. They are making great strides in their Spanish language journey, and we can't wait to see what they accomplish next!

¡Hasta luego!

## Grade 7 MYP Spanish Cultural Project: La Quinceañera

Our Grade 7 MYP Spanish students embarked on an enriching cultural project exploring **La Quinceañera** in Mexico. Through this project, students:

- **Cultural Component:** Researched and practiced traditions related to La Quinceañera.
- **Key Vocabulary:** Learned vocabulary related to family, age, expressing possessions, giving dates, making comparisons, and the celebration itself.
- **Key Grammar:** Focused on possessive adjectives, comparatives, and the verb "to have."
- **Collaborative Skills:** Enhanced skills like giving feedback, being open-minded, listening attentively, and showing empathy.
- **AI Skills:** Developed critical thinking and image-finding skills.
- **Google Slides:** Created effective and engaging presentations.
- **Public Speaking:** Practiced body language, eye contact, content knowledge, and correct pronunciation.



This project not only deepened their understanding of Mexican culture but also honed essential language and presentation skills. Well done to our Grade 7 students for their dedication and hard work!



### 8th Grade MYP Spanish Class: Skits and Technology Integration

Our 8th Grade MYP Spanish students have been actively engaged in performing skits to practice and showcase their language skills (picture 1) . Through these skits, students have:

- **Implemented Proper Vocabulary and Grammar:** Emphasizing correct usage in context.
- **Enhanced Pronunciation and Tone of Voice:** Practicing clear and effective communication.
- **Developed Acting Skills:** Using body language and expressions to bring their skits to life.
- **Included Required Concepts and Content:** Covering essential topics and themes.

In addition, students have leveraged technology to further their learning. As shown in Picture 2, they:

- **Reviewed Vocabulary with Their Teacher:** Using digital tools to reinforce language skills.
- **Used Adjectives to Describe:** Practicing descriptive language.
- **Used Technology Ethically:** Promoting responsible and appropriate use.
- **Enhanced Critical Thinking and Creativity:** Through interactive and engaging activities and the use of AI tools.

These initiatives have not only deepened their understanding of the Spanish language but also fostered collaboration, creativity, and critical thinking skills. Great job, 8th graders!



### Grade 9 Spanish MYP: Technology and AI in Language Learning

Our Grade 9 Spanish MYP students have been making strides by incorporating technology and AI tools in team-based activities to enhance their language skills. In this innovative project, students have:

- **Practiced Vocabulary, Language Concepts, and Grammar:** Leveraging AI tools to solidify their understanding of key language structures and themes.
- **Prepared for Summative Tasks:** Utilizing technology to review for listening, reading, speaking, and writing assessments.
- **Developed Collaborative Skills:** Working together effectively to ensure success in team lesson reviews.

- **Adhered to Technology and AI User Agreement:** Learning to use AI tools appropriately and ethically, in line with school policies.
- **Enhanced Feedback, Learning, Critical Thinking, and Creativity:** Using AI to provide valuable feedback and foster a creative learning environment.

This approach not only reinforces essential language skills but also prepares students for a tech-savvy future, combining traditional learning with modern technological advancements. Kudos to our Grade 9 students for embracing this innovative learning method!

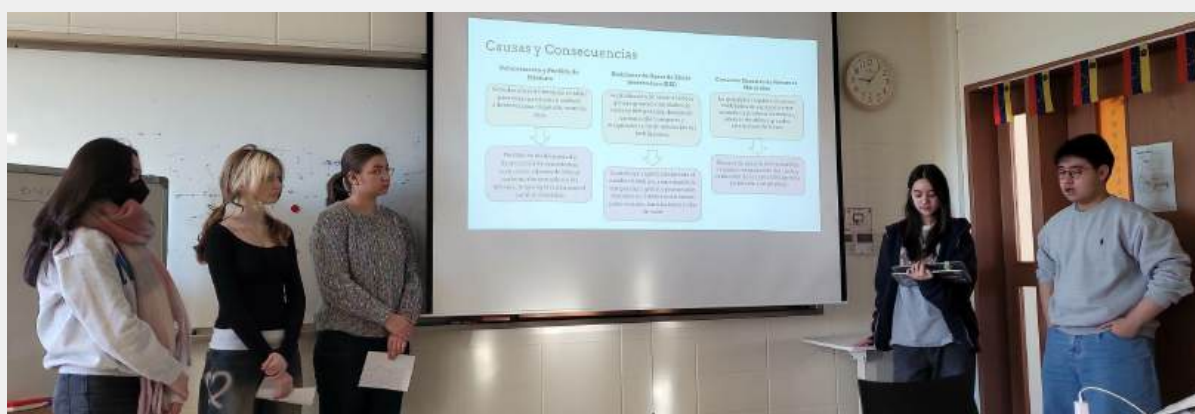


### Grade 12 Spanish DP: Global Warming Research Project

Our Grade 12 Spanish DP students recently undertook an impressive research project on global warming, showcasing their dedication and collaborative spirit. Here's a glimpse into the learning journey:

- **Collaborative Work:** Students worked together seamlessly, applying their collaborative skills to ensure a cohesive group effort.
- **Research and Note-Taking:** They honed their research skills by gathering and analyzing information on global warming, while practicing effective note-taking techniques.
- **Visual and Verbal Presentation:** Utilizing Google Slides, students displayed their findings through visually appealing presentations. They applied best practices for visual presentations and excelled in verbal communication by using appropriate vocabulary, grammar, and language structures.
- **Up-to-Date Concepts:** The project included a review of key and current concepts related to global warming, ensuring their content was both accurate and relevant.
- **Ethical Use of Technology:** Students adhered to the school's Technology and AI user agreement, using digital tools responsibly to enhance their learning experience.

This project not only deepened their understanding of global warming but also sharpened their skills in research, collaboration, and effective communication. Kudos to our Grade 12 students for their outstanding work!



## Happy Valentine's Day From Grade 9

### Sonnet Showdown: Love, Heartbreak, and a Dash of Shakespearean Sass

If William Shakespeare were alive today, he might be both impressed and slightly alarmed by the poetic prowess of our Grade 9 students. This past week, they battled it out in the Sonnet Showdown, crafting fourteen-line masterpieces on the timeless themes of love and anti-love—because nothing says *romantic poetry* quite like a little bit of heartbreak and betrayal.

Armed with iambic pentameter and a healthy dose of teenage angst, students submitted their sonnets. After much deliberation - there were so many brilliant sonnets to choose from - Dorothy emerged victorious with her scathing and delightfully ruthless sonnet, *Goodbye To You*.

Dorothy's sonnet was the poetic equivalent of a mic drop. Shakespeare had "*parting is such sweet sorrow*"—Dorothy has "*may she betray you just as you did too.*" We can only assume the Bard himself would approve.

The Grade 9 students have truly mastered the art of love and heartbreak in verse, proving that while romance may come and go, a well-crafted sonnet lasts forever.

Well done to all participants, and a special congratulations to Dorothy for making literary heartbreak sound so beautifully savage! She has won two tickets to the cinema, so things are looking up for her!

#### *Goodbye To You*

Once friends, then couples — now but strangers cold,  
Your love so sweet lured me too deep, deep.  
You whispered wonders, promises untold,  
Yet it was all fake — not romance or love.

You greeted girls with smiles and light feelings,  
"WE ARE JUST FRIENDS, STOP OVER THINKING IT!"  
Ignored calls, my texts left alone: no reply.  
Red flags waving high — but late to realize.


I curse your name yet crave you at nighttime,  
The touch once mine now lost to someone new.  
My heart lies torn apart, yet I see light —  
May she betray you just as you did too.

My lover now laughs — he thanks you for your flight  
I hope your next one shatters you outright.



This week, we had the opportunity to sit down with Mrs. Vaughan, our amazing Eco Club teacher, who has been a driving force behind our school's beach clean-up initiative for many years. Her dedication to the environment and the local community has made a lasting impact on this program. Let's hear what she had to say about her experiences and the difference she's helped make!



 Ms. Vaughan (Eco Club Teacher)

### What inspired you to start organizing these beach clean-ups?

When Ms. Vaughan moved to Korea a decade ago, she was stunned by the pollution on the beaches. *"I couldn't believe how much trash washed up here after storms. I knew we needed to act."* What started as small annual clean-ups grew into a school-wide service initiative involving teachers, parents, and students.



### How do you connect the clean-up experience to student learning?

The clean-ups have become a valuable educational tool. *"Our students collect data on microplastics, and we incorporate it into math and science lessons,"* Ms. Vaughan explained. This hands-on learning approach fosters both environmental awareness and academic growth.

### What milestones have you reached through collaboration?

A major turning point was when local authorities reached out for help after a typhoon hit Songjeong Beach. *"That moment solidified our role as a trusted partner for the community,"* she said. The government now provides tools and supplies, and ISB's participation in global initiatives like Clean Swell has further amplified their impact.



### What motivates you to keep going after all these years?

Ms. Vaughan reflected, *"Seeing students grow into passionate advocates for the environment keeps me inspired. They give me hope for a cleaner future."*

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Whether you're a long-time participant or thinking about joining for the first time, every effort counts. Together, we can continue to make a difference in keeping our beaches clean and protecting our planet! If you're curious about the full details of her inspiring story, [click here](#) to read the entire interview.