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Editorial

The Traidhos Quarterly magazine is published by the Traidhos Three-Generation Community for Learning and the Prem Tinsulanonda International School.

Leadership is the theme for this edition and many of the articles explore what it means to be a good leader. Leaders are not always obvious: of course, a school principal is an obvious choice, but the student who is organising a music event or helping a peer learn a new skill is less obvious, but an equally important leader in her or his own right.

President Obama recently visited Myanmar and addressed a gathering of students pointing out that they are the leaders of tomorrow:

About two-thirds of Southeast Asia’s population is under 35 years old. So this region of growing economies and emerging democracies, (with) a vibrant diversity that includes oceans and islands, and jungles and cities, and peoples of different races and religions and beliefs - this region will shape the 21st century.

It is good to know that tomorrow’s leaders – whether they are adults, young adults or students – are ready to seize the challenge.

The Three-Generation Community is a unique educational centre. It offers an international boarding school, several sporting academies, a dynamic Visiting Schools Program, the exciting Traidhos Camps, an artists’ residency programme, an educational farm, and a converted rice barge used for environmental educational studies of the Chao Phraya River in and around Bangkok.

Prem is an internationally accredited boarding and day school, and the first in Thailand to offer all four programmes of the acclaimed International Baccalaureate. It has an innovative boarding curriculum and purpose-built facilities on its 100-acre campus, located in scenic foothills north of Chiang Mai.

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Leadership in a Changing World

I would argue that in schools around the world it is unquestionably the case today that the standards to which schools must perform and the accountability required of effective management raise expectations regarding school leadership to an unprecedented level.

A delicate balancing act

It appears that the quest for accountability is unremitting, even though new initiatives and new expectations are added to our schools on a yearly basis. The remit for school leaders increases in terms of complexity and range; yet the needs of individual students ring as stridently as ever, and must still be met. How can so many apparently disparate needs be met?

Years ago it was broadly acceptable for school leaders to indicate their preferred leadership style: authoritative, bureaucratic or charismatic, amongst other styles. To meet the educational needs of international schools in the 21st Century schools must reconsider what effective leadership looks like.

Research indicates that effective leaders in this new era of almost constant change must be prepared to change their leadership style frequently, depending upon the situation and the outcome that is desired. As Robert J Marzano and his co-authors indicate in their book School Leadership that Works, it may not depend entirely upon any particular style; indeed, there may be more than twenty responsibilities that the modern day school leader has to manifest on a regular basis if she or he is to be effective.

These responsibilities are predicated on the fact that leadership is about direction and influence. To be effective, school leaders must, amongst other responsibilities, affirm the work of others while also recognising failures, they must provide clarity and consistency in direction, build strong lines of communication to foster school culture, help to stimulate a learning culture, be aware of dissent, provide a forum for review and be highly visible so that his or her views and beliefs become known.

This may well be a daunting list of responsibilities, and yet if those responsibilities are to be effective in international schools today, one significantly important circumstance must be considered. Most international schools have acknowledged (through their choice of curriculum or their decision about accreditation) that they will adhere to the United Nations Declaration of Human Rights.

Let the voices be heard

This alignment must, as a matter of philosophy, imply that schools adopt a more consultative approach than the previously commonly accepted top-down approach that relied on the dictum of rules and regulations to generate outcomes.

The voices of teachers, parents and students need to be heard and considered whenever decisions are to be made. Indeed there are some opportunities for decisions to be taken that do not involve the school leadership, but which dovetail with philosophical tenets that have been endorsed by school leadership or are enshrined in the Mission Statement.

Let us be clear. I am not advocating anarchy or even weak leadership: good leadership, strong leadership depends upon the leader and everybody in the school community working together to meet the developing needs of the school. This is too important a strategic vision for it to be held exclusively in the hands of one person: that “one person” must challenge others to follow, must affirm them and must support them so that they become leaders in their own right, inviting others in turn to follow them.

In a school where these challenges are met, the leadership model becomes more than mere rhetoric, and the concept of development all the more possible as it is predicated on commonly accepted beliefs as well as hopes. If a school is going to meet the needs of the young people in its community it has to be grounded in that community and capable of responding to meet the needs of all of its students. For that to happen, leadership at all levels must be collaborative, it must continually evolve and it must keep the needs and interests of the community firmly in its sights.

Prem Grade 12 Student

Known to peers as Joseph, Gang Min Seok transferred to Prem from an international school in China seeking rigorous academics and to complete the International Baccalaureate Diploma Programme (IBDP). Born in Korea, he has attended schools in the Philippines, China and Thailand. An avid learner, Joseph was a leader in the Prem delegation to the Chiang Mai Model United Nations (CMMUN) and this year he was Chairman of the Human Rights Committee.

“MUN gives me the opportunity to learn about global issues, other countries, governance and to have the chance to do public speaking. When I was appointed to the Human Rights Committee I felt so proud because after years of participation I am now recognised as a leader.”

Joseph is also an innovator. He introduced ‘Tricking’ to Prem students and started his own Exploria club to discover and learn this new martial arts movement. They hope to demonstrate their skills in an all school assembly next year.

Joseph plans to go to university in Hong Kong and pursue a career in international business. His passion is to be a teacher. “The best part about Prem is the teachers. They care, they take time for students, and they teach rigorous academics to help us be good thinkers.”

Alun Cooper

Alun Cooper is the Head of School at Prem in August 2014. Alun is a highly regarded international school educator with over twenty-eight years of leading schools worldwide. He has worked with the IB curriculum in the Americas, Asia and Europe, and also has extensive boarding school experience.
Lessons from our Feathered Friends

Have you ever watched a flock of guinea fowl? The birds, natives of Africa, are clumsily shaped creatures, incredibly vocal at certain times of the year, but if you forgive them for this, and pause to watch them for ten or twenty minutes, you see something quite amazing. Without ever attending a leadership course or reading a self-help book they instinctively act as a functioning group.

- Stick together
- Look out for each other
- Give constant encouragement
- Trust your peers
- Don’t go it alone

A flock of fifteen or so birds will always have one or two leaders slightly apart from the others, and while the flock scratch and peck at grubs in the leaf litter, the two on look-out will be constantly alert uttering a regular, soft call as if in reassurance. Communication is important to them. If danger looms, the lookouts change the tone of their call, feeding stops and the birds move from a flock to a line, as they leave the danger area.

When a serious threat such as an approaching snake appears, the birds know that their survival or the survival of their eggs and chicks depends on them working collaboratively. Under the directions of the leader, the birds line up and systematically attack the intruder. They have clearly learnt that there is safety in numbers and that success can be reached by working together.

When it is time to move on to a new feeding place or to ruffle their feathers in the sunshine, the birds communicate with a different cackle, regroup and head off to the designated place. You never go it alone if you are a guinea fowl.

Have you ever watched a group of children? They can be noisy at times but if you forgive them for that and pause to watch them for ten to twenty minutes, you will see something quite amazing. When they are involved in collaborative free-play they too stick together and look out for each other, giving verbal communications and relying on each other.

Leadership, followers, team players ... instinctively there is an inert knowledge of what is important. Nature teaches us the importance of working together and supporting each other yet how often in our everyday lives we appear to have forgotten how to function effectively in a group. Perhaps we need to take time out from our business and our academic readings ... to learn from a flock of guinea fowl!

Lynda Rolph

Lynda Rolph is President of the Traidhos Three-Generation Community for Learning and has been working with the company for over fifteen years. She is a highly respected environmental educator, with teaching experience in United Kingdom and Thailand. She is former Director of the Three-Generation Barge Program.
Leadership and Global Citizenship

“The best way to predict your future is to create it,” Abraham Lincoln said one hundred and fifty years ago. His words remain relevant today. As we chart the future of the 21st Century, we should take time to reflect on the meaning of leadership and global citizenship.

Karl Fisch is a teacher and school IT director who has become famous for his education technology blog and videos questioning the education system and grappling with technological learning in 21st century. In *Shift Happens* he shows that children today will have careers that cannot yet be imagined because the technology does not yet exist. He points out that that the top ten jobs in demand in 2010 did not exist in 2004. As we reflect on how to prepare our children as global citizens in this unknown future, let us take a look at the elements of leadership.

Outstanding leaders have a set of skills that include intelligence and adaptability in complex systems. A leader empowers individuals to act in their sphere of influence with a sense of confidence and responsibility. Those who are connected, reflective, caring and principled in their risk-taking are able to be change agents who responsibly act with authority.

Traidhos provides many opportunities to empower individual leadership in global citizenship. The International Award builds skills in service and adventure to Prem Grade 10 students. The Traidhos Barge Program works with students of all ages to use systems thinking challenging them to protect their environment. The Visiting Schools Program (VSP) aims to enable students to be active Global Citizens through challenging experiential learning and inspiring sustainable futures.

Different challenges

Michael Cumes, Head of the Visiting School Program, explains, “When we consider leadership, we provide each child with a string of challenges that gives them a chance to be a leader in the team. So that they know what it’s like to be a team member and a leader.” Team building is preferred over conventional leadership training. The idea of being a leader is one who cares for the success of the team.

The Duke of Edinburgh’s International Award builds leadership with confidence and independence. Youth are challenged to work in teams and take on different roles. Challenging through an adventurous journey, youth are in different roles and sometimes the leader is the facilitator. Participants learn that a leader is someone who can lead a group with very little interference.

Is leadership necessary to be a global citizen? Last August, Michael Cumes and Mike Horrocks, VSP Programs Coordinator, attended the Global Citizenship Summit in Bangkok. Participants from throughout Asia were challenged with identifying what makes a global citizen. Mike believes that we must remember, “We can’t have a world only of leaders. Just because someone is not a leader they can still be Global Citizens.”

At Traidhos we encourage people to be Global Citizens who are Leaders in their community of influence. A community can be a group of like-minded people, a school, a village or those engaged in global issues. Leaders fill many roles as together we create a sustainable future.

Lara Siree Johnson

Lara is Traidhos Projects and Development Manager. She joins Traidhos with over twenty years’ experience in social entrepreneurship, sustainability, human rights and public health. She was Southeast Asia Regional Coordinator for the Open Society Foundations and Senior Research Coordinator for Johns Hopkins University. She holds a Master of Public Health degree and a bachelor’s degree in environmental conservation.
Music Leadership

A swan gliding gracefully over a scenic lake is the quintessential image of calm serenity ... yet if we dive beneath the surface and see the frantic movement of the bird’s feet, all sense of dignity is shattered.

Similarly, when the conductor walks to his podium and strikes the downbeat for the orchestra’s first note, the quiet dignity hides the fact that behind the scenes there have been weeks of energetic rehearsals and numerous people arranging chairs, ordering vans and buses, making sure that there is enough food to feed all performers, cleaning the bathrooms ... and the list goes on.

At Prem there is the Music Leadership team – a group of fifteen students from Grade 9 to Grade 12 – and these are the workers who toil to make sure that the musical events at the school go smoothly – almost swan-like. In the weeks leading to the publication of this edition of the magazine, the students have organised – with a little bit of assistance from their teacher – the International Schools of Chiang Mai Concert Band Music Festival, an end-of-semester school concert, and the annual visit to Hope House, a local orphanage.

Yoon, a Grade 10 student from Korea, joined the group for the first time this year, as she was keen to gain more experience in organising large events. She joins old hands Sara and Emma (Grade 9) and Sven and Howard (Grade 12) who have been with the team for several years. Yoon can now look back on the challenges that she and the others welcomed – and solved. These have included arranging fund-raising events, advertising the different events, liaising with teachers and students from other schools (this was occasionally the most difficult of tasks!), acting as backstage crew and as Stage Managers, designing PowerPoint presentations to give audience members details of the concert programme and even producing a recorder workbook to help the children at Hope House learn to play recorders.

It’s all about balance ...

“Although we are very keen on many sports,” Emma and Sara said, “Music Leadership gives us a balance and we are able to help in a different part of the school community.” Balance is important in another area as well. Sven said that as a trumpet player, he was able to see potential problems from the musicians’ perspective, and that balancing his commitment to Music Leadership and his work in the classroom for music and all his other subjects was a good challenge.

Challenges of a different sort face the children at Hope House, many of whom are orphans or have been abandoned by their parents. Hope House provides a safe shelter for them and the teachers at the centre provide an essential education that was not available to the children and young adults – ranging from five to twenty-two – in their home villages. Prem music students perform a mini-concert at the orphanage each year, and last year in addition to the performance, presented the centre with sixty recorders.

“The students in music leadership show a lot of initiative in their planning and action. They are independent and able to easily work together as a team. I think that they see the value they do in helping others and supporting events. It is a joy to work with,” Gina Ryan commented.

Gina Ryan is Prem Senior School Music Teachers. She holds a PhD in music education and a master’s degree in percussion performance. She has performed as a soloist and chamber musician in Canada, the United States, France, China and Japan. She is a recipient of the Conseil des Arts et des Lettres du Quebec and was percussionist for the Aspen Contemporary Ensemble as a Susan and Ford Schumann Fellow.

Sven added, “The really enriching part of the day was giving the kids the recorders and then working with them and teaching them.”

In a school that places great importance on student-initiated activities and student-led activities, it is rewarding to see that the students of the Music Leadership team have clear-cut goals for the future, and a history of success in the past, and that by their efforts they are not only bringing joy to many at the huge combined schools concert band performances, they are also bringing hope to the lives of others less fortunate.

Staff writers
Leading From Clarity, Strength and Stability

It has become evident recently that leadership is an essential focal point in the worlds of personal development, education and business. Why is that? Leadership is often misunderstood across cultures, and yet it seems important today for all of us to develop qualities that make an effective leader. The world has a serious need for leaders with minds that are clear, stable and strong.

In order to meet the needs of increasingly stressful environments, a powerful direction in leadership today is applied mindfulness-awareness. In the business world, meditation is no longer an exotic fringe movement; it has now moved into the mainstream and may be at the forefront of leadership development. The initial impulse was a search for effective ways to address rising stress. What business and other communities then discovered is that there is much more to it.

Numerous studies demonstrate that mindfulness-awareness practice increases neuroplasticity – the brain’s ability to change structurally and functionally. Over time meditation enhances attention, mood and memory. It increases emotional intelligence – highly correlated with effective leadership. Advanced mindfulness-awareness practice results in freedom from fixed minds and creates space for increased innovation - a critical factor in business today. The practice of mindfulness-awareness leads to the development of human qualities that make a great leader: selflessness, a positive attitude, integrity and contentment.

Meditation prepares better leaders

Mindfulness-awareness practice trains attention and awareness and therefore greater self-direction of cognition. Educational leaders, as well as students, benefit through an increased ability to concentrate, and increased levels of calmness and clarity.

The capacity to think about thinking is known to be a strength that supports learning. Educators trained in meditation are better prepared for leadership since meditation promotes this metacognitive awareness (ability to think about thinking). With practice, anxiety decreases and there is an increased ability to direct thinking. It seems to me that a core issue for the future of education and its leadership is this issue of how to focus attention while dealing with distraction.

Simply put, we now realise that leaders need to look within, and meditation is the method to do that. The world is rediscovering that our wisdom traditions have tools for revealing our potential. In all kinds of settings we are now seeing successful dissemination of meditation practices derived from these traditions.

Experientially, how does meditation develop these qualities? In brief, mindfulness-awareness practice tames our minds and softens our hearts. Through practice, we discover wisdom and compassion inherent in our own mind and being. Having experienced this, we can then move through life with courage, intelligence and compassion. We are no longer afraid to look at our own minds.

There is a need for flexible and dynamic leaders who are in touch with their own values. Through my work as a life and business coach, helping people connect with their values, I’ve come to understand that leadership extends to all areas of life. This means being a leader within family and community, or being a leader with friends. Whether it's a mother, a school principal or a social worker, mindful leadership recognises that leadership is service to others. It's about developing self-awareness and compassion, and leading in a way that inspires others.

In a sense, mindfulness-awareness practice creates conditions where we can discover innate confidence. We no longer need to hide from life or the world. We become leaders who are steady and straightforward in a difficult and aggressive world.

Peter Seidler

Peter Seidler, a Prem parent, has provided leadership for projects in the US, Europe and Asia. In addition to being a business innovator and leader, Peter is an accomplished artist whose work is included in public and private collections. A student of Buddhism for more than twenty-five years, Peter has taught meditation since 2003. He holds a Master of Fine Arts and completed post-graduate studies at Witney Museum and Harvard University. He is recipient of several leadership awards and recognised as one of the ‘Ten New Yorkers Who Make a Difference’. He is founder of peterseidlercoaching.com
YOUNG FASHION DESIGNERS POP-UP STORE

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Prem hosted the inaugural Young Chefs Thailand Competition, the brainchild of David Buck, Head of Boys’ Boarding. David is a gourmet chef himself, and for three years has been leading Young Chefs from Prem through the intricacies of international cooking. The competition offered young people all over Thailand an opportunity to demonstrate their skills – and their nerves – by presenting three dishes prepared under competition conditions to a discerning judging panel.

Judges for this year’s competition were Filippo Morelli (Executive Chef at Le Meridien Hotel Chiang Mai), Pim Kemasingki (CityLife and Spoon and Fork magazines Director and Managing Editor), Noppaklao Kengkoompol (award-winning Executive Chef of Rimping Supermarket Chiang Mai) and Vinder Balbir (Restaurateur, Cooking School owner and star of the National TV cooking show Bangkok Spice).

Advancing through the various stages of the competition required a well-planned menu – and competitors had to pay particular attention to presentation and innovation when creating a menu that offered maximum flavour, texture, balance and style.

All twenty-four competitors - boys and girls aged from 12 – 18 and including a four-chef team who flew in from the Philippines for the event - delighted the audience and judges with their remarkably professional, tantalising and creative dishes. The students – some of whom are boarders at Prem - came from Bhutan, Canada, Chiang Rai, Rayong, Bangkok, Lampang, Chiang Mai and the Philippines. Each chef was allowed a maximum budget of THB 1000 to create three dishes (appetiser, main and dessert) and one hour to create each dish.

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And the winner is ...

After three courses and seventy-two exotic and tasty dishes, the top-scoring three chefs then faced a “cook-off” using their selections from an identical assortment of meat and vegetables – all supplied by Rimping Supermarket. They were allowed thirty minutes to create a new main course ... and the winner was a unanimous choice: Jinipha Pick.

Jinipha, from Regina Coeli College in Chiang Mai, proved her worth by winning the Young Chefs Thailand Competition 2014 title. She impressed the judging panel with her menu – a starter of grilled pork with a herb and pomelo salad, a main course featuring grilled fish in a peanut butter curry sauce, and a dessert of a Black Forest crepe.

In second place was Josephine Minoch, also of Regina Coeli College in Chiang Mai, and in third place was Chanpichai Wangchayangkoon from Chiang Mai Vocational College.

Jinipha was presented with a perpetual trophy (hers to hold for one year), an individual trophy, a weekend for her family at Le Meridien Chiang Mai, internships with the Executive Chefs at Le Meridien and the Four Seasons Hotel Chiang Mai and other awards.

The competition director, David Buck, said at the end of the long day’s cooking competition, “Although it has been a lot of hard work, the community involvement with scores of volunteers toiling backstage, the feeling of excitement on the day and the sense of great achievement of all competitors – not just the top three – made it all worth while. We look forward to seeing some of these Young Chefs in the future as more and more children discover the joys of being creative in the kitchens of the world.”

As aprons were folded, favourite sharp kitchen knives returned to their wrappers, and chef’s hats rolled and popped into pockets, the young chefs and their parents and supporters turned their backs on the gas burners and the scorched saucepans and headed home – ready to try out new recipes, new ideas, new combinations of taste and texture – and to return next year to challenge once again for the title and honour of being Young Chef Thailand 2015.

Joy Huss

Joy Huss has had many roles within the Traidhos Community, from public relations, golf academy administrator, to former Director of the Cooking Academy. After graduating from the University of Nebraska-Lincoln with a BA in Fine Arts, she left the USA to discover the world and has lived abroad ever since. An avid dog lover, Joy is the founder of the Hand to Paw Temple Dog Outreach program providing care and assistance to the temple dogs and monks in her community.
English at the End of a Rope

- What is the breaking strain of this length of rope?
- How far down is it?
- But what if ...?
- Heeelp!

An English lesson may not be the usual location for these sorts of questions – or for such an anguished call for assistance – but there really is no such thing as a “usual” English lesson in many classrooms today. It is still important for those in the English-speaking world to develop a love of the classics and to know why Hamlet may have pondered, “To be or not to be …” and to know why so much depended upon the red wheelbarrow in William Carlos Williams’ elegant, challenging and miniature poem The Red Wheelbarrow. But it is increasingly important for students in English classes to learn how to use the language – how to put it into its best form, how to use the right words, how to use the right register and how to write for a particular purpose and for a particular audience.

Students in Ulrike Jones’ Grade 11 English class at Prem were recently challenged through an innovative exercise that demonstrated that learning by doing is often the best way to develop new skills – not only in the classroom, but also through what was for most students the exciting new sport of abseiling.

As part of the Language B course, students are required to study language in a variety of everyday genres. Leisure was one of these topics and it seemed only natural that Extreme Sports should be investigated and put to the test: students were required to create an informative article for a sports magazine. Chiang Mai offers numerous extreme sports such as bungee jumping, Zorb-balling, mountain biking and off-road mud buggies, all of which provide all the adrenaline-thumping excitement anyone could ask for. Students at Prem are fortunate to have access to the expertise of the Visiting Schools Program instructors, who were only too keen to get the students strapped up and safely prepared for their first venture into the world of abseiling.

But how does it feel?

An old conundrum that is often posed is, “How do you describe the colour yellow to a person who is blind?” You cannot say it is the same colour as a banana – the blind person has never seen a banana. You cannot say it is like an egg yolk – the blind person has never seen an egg yolk. Similarly, how does an eighteen-year-old student write about the feelings of a person hanging on the end of a length of rope over a five-hundred-foot drop, if that student has never experienced anything quite like it?

The International Baccalaureate Diploma Programme pursued by students at Prem requires them to be caring people, good communicators – and risk takers.

Jones led her risk-taking charges to the fourth-floor roof of the school’s library, where the outdoors education experts waited with helmets, harnesses, carabiners, ropes – and lots of helpful advice and encouragement.

Students were shown how to wear the safety harnesses and helmets, and the use of the carabiner – to slow down or to accelerate – was demonstrated. The first intrepid volunteer was clipped on to a safety line and crossed the narrow walk-way to the start point for the abseil down to a waiting assistant at ground level. Screams of delight and fear and excitement and exhilaration soon drew interested spectators to every window of the library as all students – and Jones herself – jumped off the ledge and either flew or crawled down the rope.

The final articles produced by the students highlighted the thrills of abseiling, train surfing, parkour, extreme kayaking and wing suit flying, to mention just a few. This lesson was one that gave the students a first-hand experience of trying something new, of being a little frightened and of feeling that sense of achievement when a new challenge has been met and a fear conquered. The emotion-charged written work back in the classroom in subsequent days clearly showed that the students had learned important lessons in the classroom – and at the end of a rope.

Christopher Hall

Christopher Hall has experience teaching in Australia, the UK and Thailand and is editor of the Traidhos Quarterly. He holds a degree in Arts from the University of Queensland, teaching certificates from Cambridge University and the Queensland University of Technology, and is an Associate of Trinity College London.
Student Leadership

Prem School is a pilot of the Compass School network. As a member of this network, we asked Daniel Um to reflect on student leadership and global citizenship. Daniel is a graduate of the International School of Manila and is a Compass Education intern during his gap year before entering Harvard University.

This year I graduated from the International School of Manila (ISM). I attended an international school since primary school and have befriended students from seventy-five different countries and cultures. The exposure to such a wide variety of people has given me a taste of the larger, globalising world. As I transitioned into senior school, an increased emphasis was placed on the concepts of global citizenship and student leadership, traits that fall within the International Baccalaureate (IB) learner profile.

A common misconception is that Global Citizenship entails having lived in multiple countries. After attending the Global Citizenship Summit in Bangkok, I came to the conclusion that global citizenship is more to do with values and mind-sets than geographic experience.

A large focus of the conference was discussing Global Citizenship Education, brainstorming ways to instil altruistic values and broad mind-sets in students.

Educators suggested that students consider their existing service trips to evaluate how effective and reciprocal they are. I suggest that students should think more deeply about the overall impact of the service trips and take control of their own service learning rather than simply going through motions to fulfil curricular requirements.

An effective method for evaluating service projects is the Sustainability Compass used in the Compass Education model. By thinking about service and projects through the lenses of Nature, Economy, Society and Well-being, students are able to holistically evaluate service projects.

An innovative approach to learning

Another thing I would suggest is for students to create their own service learning initiatives. It should be emphasised that these service projects should be based on something students are passionate about - musicians could teach impoverished kids music, for example.

The Compass Education Pyramid Process helps students piece together and launch initiatives that draw on their personal strengths and passions. I have seen a group of students use the Pyramid to take advantage of their love of social media and start a recycling movement. International students are often in bubble-like atmospheres, attending schools in gated communities and rarely interacting with locals. It is essential that students be brought out to see rural conditions and interact with the less-fortunate. Although it may be uncomfortable for both the students and chaperones, the exposure will stay in the students’ subconscious and eventually be a factor when students are making decisions in the future.

Systems Maps help students understand the complexity and severity of issues and can be used to give students an understanding of why real world exposure is so important.

I believe it is the role of student leaders to help their peers grow and develop into global citizens.

Student leaders do not necessarily have to hold established leadership positions in the school; rather they must be vessels of positive change, influencing the students they interact with to develop altruistic mind-sets and values. In terms of educating students to be student leaders, a strong global citizenship education is a prerequisite. It is unlikely that students will influence others to think and act globally without doing so themselves.

I have noticed that the most effective student leaders don’t directly criticise or correct other students; instead they simply act positively and spread mind-sets organically. Sometimes, however, student leaders need to take a more active role in the promotion of global citizenship. This may be through organising service trips, launching initiatives or actively participating in global citizenship related conferences such as the recent Global Issues Network.

The Compass Education tools enable and empower students who aren’t as familiar with the inner workings of a situation to create high-impact, positive change. These tools teach students to leverage influencers when launching initiatives; it has the capability of bringing out the inner “student leader” in any passionate student.

Daniel Um

Daniel Um was active in Global Issues Network conferences and developed a Video for Life education project. Daniel is interning with Compass Education to develop a new Student Sustainability Leadership programme before commencing at Harvard University.
Authentic Swiss Cuisine, Bakery and Pastry in Doi Saket, Chiang Mai
Chiang Mai: Simply Sensational Flower Festival

Chiang Mai is often called “The Rose of the North” and at no time of the year is this ever more appropriate than in early February, when the streets and parks are full of flowers of all sorts – including roses – and it is all part of the sensational Chiang Mai Flower Festival.

Thawatchai Arunyik, Governor of TAT recently said, “Chiang Mai is a cultural and natural wonderland with ethnic diversity, a multitude of attractions and welcoming hospitality. The province lives up to its name with the annual Flower Festival that showcases beautiful and exotic flowers.”

The event is held at the start of February each year, when the weather is at its delightful coolest, and flowering trees are covered with blossoms of all colours. Jointly organised by the Tourism Authority of Thailand and Chiang Mai’s Provincial Administration, the annual festival is a real draw card for flower lovers as there are massed displays of tulips, marigolds, orchids, chrysanthemums and roses such as the Fa Mui and Uang Dok Lek as well as other local and exotic blooms.

A flotilla of floats

Dozens of gaily decorated floats featuring scenes from Thai and Hindu mythology as well as giant serpents, demons and even occasional floral portraits of HM the King participate in a procession that winds its way from Nawarat Bridge and Thapae Gate to Suan Buak Haad Park – the centre of the festival. The floats – organised by different communities and organisations in the Chiang Mai province, and featuring blossoms costing many thousands of baht – compete to present the most attractive display – and to win the trophy that is awarded to the best float in the procession.

One spectator commented, “I like the night-time floats at Loy Krathong, with all the lanterns and lights, but the day-time Flower Festival is more relaxing and more beautiful, with gorgeous craftsmanship displayed in every float. Ancient Lanna traditions and customs and handicrafts are turned into rolling works of art!”

The human side is not ignored in the festival, as several beauty competitions are held and visitors can inspect and buy new hybrids and bonsai trees and orchids from the stalls that flank the park and the southwest moat that surrounds Chiang Mai’s Old City. Huge and appreciative crowds enjoy the delights of the festival in the park and the surrounding roads that are closed to traffic during the event’s three days of excitement.

Leading the field

The Chiang Mai Flower Festival is an exciting visual treat and it is also an important showcase for the local horticultural industry - as one of Thailand’s major exports is fresh cut flowers and ornamental plants.

Further afield at this time of the year are numerous other floral attractions including the displays at the Royal Park Rajapreuk, the massed red lotus blossoms to be found at Udon Thani and the expansive sunflower-covered hills of Mae Hong Son. The flowering trees draw scores of migratory birds – and nearby Doi Inthanon is a popular bird-watching location.

The 2015 Chiang Mai Flower Festival – the thirty-ninth annual flower festival – has something for everyone: keen gardeners, photographers with an eye for the unusual or beautiful, designers who test their creative skills by creating mosaics of flowers, researchers seeking news of a latest hybrid rose and even those who simply enjoy the splendour of the beauties of nature. The old Chinese proverb is relevant at this time of the year: “When you only have two pennies left in the world, buy a loaf of bread with one – and a lily with the other.”

Staff writers
Pioneer in the study of leadership, Warren Bennis, said, “The most dangerous leadership myth is that leaders are born - that there is a genetic factor to leadership. That’s nonsense; in fact, the opposite is true. Leaders are made rather than born.”

Prem is a school committed to developing leaders and leadership skills in its students. It means that we can pursue the goal of everyone being a leader and teach the skills necessary for them to be so.

In the descriptions below we detail some ways in which we do just that. We focus on three programmes geared towards enriching students’ lives as well as allowing them to learn leadership skills from Grade 9 onwards. The students are guided in their actions, but on other occasions they are required to take the initiative and lead their own experiences - and magnificent learning opportunities often ensue.

**International Award**

The Senior School Leadership Programme starts in Grade 9 with all students participating in the Bronze level Duke of Edinburgh’s International Award. This is an opportunity for students to engage in fun and challenging adventures as well as to develop themselves in the areas of Skill, Service and Physical Recreation. Students use homeroom time to decide on their activities and produce goals to allow them to track their progress throughout the award.

Homeroom time is spent to let students plan their Adventurous Journeys, one of which is a two-day hike and the other a two-day kayaking trip. Students plan their adventures and provide their own food, navigate the route, sleep in hammocks and physically exert themselves. During these trips and activities, students are able to develop their leadership and team-building skills, as well as challenging themselves to take on new skills and develop old ones.

Students have engaged in a wide range of activities including archery, sign language, Muay Thai and making books to complete the International Award. So far this year students have carried out some basic training in preparation for the Adventurous Journeys and most are well on their way to completing other parts of their Award.

**Grade 10 leaders**

The Grade 10 Leadership Programme is a practical programme that provides opportunities for all students to develop personal, intellectual and practical leadership skills. They complete tasks during homeroom sessions and plan practical opportunities to take leadership roles in creativity, action, service, learning or work-based activities. The aim is to allow students opportunities to experience being a leader.

Students focus on four components of leadership: developing leadership skills, assisting a leader, being a leader and supporting a new leader. Students may join existing activities as assistant sporting coaches in order to practise their leadership skills. At least one of their chosen leadership opportunities must be at the higher level where they undertake and lead an activity on their own. The Grade 10 Leadership Programme is a follow-up to and extension of what students learned in the International Award, and a preparation of the CAS programme beginning in Grade 11.

**CAS programme**

Beginning Grade 11, the two-year CAS (Creativity, Action, Service) programme at Prem focuses on developing student leadership through a variety of activities. Many of these activities are student-initiated and student-led. Students also undertake a project that must be, at least in part, led by the student.

A recent discussion paper indicated that CAS activities take students away from “abstract academic work”, and immerse them in practical, real tasks and projects that educate the whole person. Educating the “whole person” includes developing the skillset required for an accomplished leader. According to many sources, good leaders set goals, plan with vision, strategize, manage, encourage teamwork, motivate and set challenges for themselves and others. These leadership skills are developed through the CAS programme.

Prem’s motto is, “Living and learning together for a sustainable future.” Through programmes such as the International Award, the Leadership Programme and the CAS programme, students develop a wide range of skills and are exposed to a variety of experiences that will prepare them as leaders, guiding the way to a life full of successful accomplishments.

**Prelle Maxwell, Emma Shaw and Steve Service**

Relle, Emma and Steve are Senior School teachers at Prem Tinsulanonda International School. Steve is the CAS Co-ordinator, Emma is Duke of Edinburgh’s International Award Bronze Award Co-ordinator and Relle is the Grade Level Leader for Grades 9 and 10.
Chiang Mai connected to the global community of Technology, Education and Design (TED) in November, joining over 400 global TEDx@Youth events. TEDx events are about people articulating good ideas based on personal experience and passion. The talks are broadcast online and aim to promote critical thinking and exchange of knowledge.

On a Sunday afternoon at Chiang Mai University over 500 people came together to learn from fourteen young people living in Chiang Mai and Bangkok, all of whom shared their passions, ideas and thoughts about life.

Prem student Qixiu Fu shared her story of a journey from a life-threatening illness as a young girl in China to a young adult pursuing the International Baccalaureate Diploma in Thailand. During her talk ‘Treasure and Understand’ she passionately told the audience, “... the best feeling is when someone else’s life is changed from your own efforts.” She has learned the power of friendship through “…treasuring those who are close to you and understanding those different from you.” She has learned to give to others through every-day kindness after receiving the care and kindness of others as a young child.

Chiang Mai University Demonstration School student, Onnalin Ketnirat, brought to our attention that “…parents have to stalk their children’s profile just to find out about their lives because kids these days are so engrossed in the virtual world it is the only place to find them.” She described her release from online addiction in Grade 6 to being a proponent of Mindfulness in Grade 11 discovering that the “…world is so much better when we remember to look into each other’s eyes.”

The Model United Nations provides students around the world with the opportunity to learn about international issues. Lucas Haitsma, in Grade 12 at CMIS, passionately told the audience the challenge to develop resolutions on pressing global issues. He feels that international students are able to “…look beyond nationality and focus on the issue at hand” putting them in a position to take leadership in solving the world’s problems.

Hold your breath

Fewer than twenty per cent of Thailand’s 13 million children know how to swim. This is an alarming statistic in a country that floods annually. One young man, Natthasak Thaw-Udom (Khru Payu), challenged the fact that children don’t know this life-saving skill. He has taken it upon himself to teach the country’s children - especially the blind and deaf - to swim, and launched his own charity to bring swimming pools to all communities.

See all fourteen talks at www.tedxchiangmai.com and talks from around the world at www.ted.com

There are many opportunities for youth to get involved in TED. TED-Ed Lessons Worth Sharing provide free short video courses on topics ranging from the brain of a cockroach to world history, while TED-Ed Clubs open space for youth to discuss, pursue and present big ideas.

Staff writers
Achievements and Awards

In a community as diverse as the Traidhos Three-Generation Community for Learning, leadership comes in many forms with individuals recognized for their achievements. Here we celebrate and recognize individuals and groups searching for a novel way of leading success using the facilities at hand in innovative and exciting ways.

Purchasing Manager Yongyuth “Keng” Yangyuen recently attended a presentation made by Kimberly-Clark Thailand to acknowledge Prem Tinsulanonda International School’s use of recycled products. The school’s commitment to using paper towels and toilet tissue made from recycled materials was rewarded with the presentation of a trophy – a trophy itself made from recycled card. It is estimated that by using the recycled tissue instead of other tissue types, Prem helped save over sixteen tons of trees, 25,878 litres of water and 97,655 watts of electricity. The programme reduced the use of chlorine by twenty kilograms and saved almost 400 litres of fuel.

Prem Grade 2 teacher Kathryn O’Connell won a LRNG Innovation Challenge inquiry grant to develop the Student Inquiry Leads to Knowledge (SILK) project and partnership in the United States National Writing Project.

The LRNG Innovation Challenge awards grants to teams of educators working to solve the challenges of expanding time and space for creative learning in their own context, and willing to share their solutions and lessons learned with others. Kathryn is the lead teacher for the SILK project that connects teachers as learners, and students as teachers, through exchanges that expand the classroom boundaries.

The classroom comes alive with a new depth of interest as students interact with teachers half a world away using creativity in the classroom and Internet technologies to connect. This innovative connectivity project will be developed as a web-based platform accessible to educators around the world.

Linking with others in a different arena is the work of Saowalak “Nai” Suwannaphak, a teacher of Thai language and culture at Prem. Nai has been a keen writer since she was a primary school student – a hobby she has kept up until today – although she does admit that for a few years while she worked on her master’s degree at Chiang Mai University, she did not work much on her novel.

Nai submitted a chapter from the novel she is working on – and hopes to complete in December – to Baan Arun Publisher in Bangkok. The novel is a mystery story based in a spirit house (saan phra phum). Nai was delighted to be awarded a chance to participate in a two-day writers’ workshop at Amarin Printing and Publishing Public Company in Bangkok, conducted by noted Thai writer Girati Chanan. Nai says that she was one of only fifty aspiring novelists selected for the workshop, and that her novel will be so much the better for the assistance she received from Ajarn Girati.

Watch the bookshops in 2015!
Wishing you a Happy Superplus Year in 2015 (and beyond!)

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Prem Delegation to Chiang Mai
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