TEST THE TASTE
“RAW FOOD” DISHES
AT THE PAVANA CHIANG MAI RESORT
(FRESH VEGGIES FROM THE PAVANA ORGANIC GARDEN)

15% discount
Special offer for Prem Tinsulanonda International School customers
Spa, Food and Beverages (Alcohol not included)
Treat yourself to a massage or other healing modality at our Bamboo Spa. We offer private spa rooms, an infrared sauna, herbal steam, a beauty salon and an open-air massage sala, surrounded by the refreshing greenery of bamboo trees.

Discover the whole wellness connection between body and soul! We recommend the signature massage of The Pavana Chiang Mai Resort “ABDOMINAL RELEASE MASSAGE”

Special offer for Prem Tinsulanonda International School customers
Spa, Food and Beverages (Alcohol not included)

15% discount
Editorial

I recently saw a catching graphic: Viewers were exhorted to “Think outside the box” as this creative Tic Tac Toe player had done. When scientists or teachers or aid workers “think outside the box” they often make exciting discoveries which can lead on to innovative practices in all walks of life as they are not hampered or hindered by the confines of whatever is customary.

“But we’ve always done it like that!” is perhaps the most frightening statement possible. Trying something new, putting a new slant on an old practice, devising a new way to solve old problems: these are what innovators do and their catch phrase might be, “We’ve never done this before – so let’s see where it leads us!”

The Traidhos Three-Generation Community for Learning is innovative in so many ways. There are few if any other centres in Thailand or SE Asia which – thanks to the foresight and “thinking outside the box” by its founder, ML Tridhosuth Devakul – combines an international school, professional sporting academies, a hotel, several restaurants, an antique rice barge used for environmental science classes and a chemical-free farm.

In this edition writers look at new ways of learning and teaching (page 10 and page 17, a new way of respecting each other (page 5), and a new use for an old barge (page 22): everything old is indeed new again. Cover image from www.blog.fastandfresh.fr

The Three-Generation Community is a unique educational centre. It offers Prem Tinsulanonda International School (an IB World day and 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.

Contact us

Editor: Christopher Hall christopherh@ptis.ac.th

Advertising: Ramlah Jafri ram.pc@chiangmaiheritage.com

Prem School: www.ptis.ac.th facebook.com/PTISschool

Admissions: melaniet@ptis.ac.th

Traidhos: www.threegeneration.org vsp.threegeneration.org barge.threegeneration.org

http://camps.threegeneration.org

A great opportunity for young people to have fun and to develop confidence and interests in a safe environment during school breaks

<table>
<thead>
<tr>
<th>Residential Camps*</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 Mar - 9 Apr Songkran Activity Camp and English Camp</td>
<td>9 - 13</td>
</tr>
<tr>
<td>4-8 Apr Intensive Tennis Camp</td>
<td>8 - 18</td>
</tr>
<tr>
<td>19 Jun - 23 Jul Summer Activity Camp</td>
<td>9 - 13</td>
</tr>
<tr>
<td>20 - 24 Jun Summer Tennis Camp</td>
<td>8 - 18</td>
</tr>
<tr>
<td>27 Jun - 1 Jul Summer Golf Camp**</td>
<td>10 - 18</td>
</tr>
<tr>
<td>24 Jul - 27 Aug Summer English Camp</td>
<td>9 - 13</td>
</tr>
<tr>
<td>2 - 15 Oct October Activity and English Camp</td>
<td>9 - 13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day Camps</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr Junior Songkran Camp</td>
<td>5 - 8</td>
</tr>
<tr>
<td>20 Jun - 12 Aug Junior Summer Camp</td>
<td>5 - 8</td>
</tr>
<tr>
<td>27 Jun - 1 Jul Summer Golf Camp</td>
<td>10 - 18</td>
</tr>
</tbody>
</table>

*For residential camps, price starting at THB 18,900 per week
**Day camp also available

For price and details please contact:
Email: jaytanat@threegeneration.org
Tel. +66 (0)53 301 500
www.facebook.com/CampTraidhos
Standing up against bullying!

I remember being bullied. It was painful, embarrassing, and even traumatic. Sometimes, it made me want to hide. It made me want to change who I was. At times, it led me to be mean back. I felt powerless.

This term, all students in Grades 6, 7, and 8 at Prem Tinsulanonda International School in Chiang Mai have had an innovative three-day workshop intended to help identify bullying, recognise the harm it causes, and discuss strategies to stop bullying when it happens.

At the start of the workshop, students watched a powerful video. Grade 6 students watched a short student project about bullying to the soundtrack of Christina Aguilera’s I am Beautiful. Grade 7 and 8 students watched the renowned To This Day graphic poem created by Shane Koyczan, who remembers having been bullied at school. He speaks out:

I’m not the only kid who grew up this way. Surrounded by people who used to say that rhyme about sticks and stones. As if broken bones hurt more than the names we got called, and we got called them all. So we grew up believing no one would ever fall in love with us. That we’d be lonely forever. Don’t tell me that hurts less than a broken bone.

All the students were asked to think about what they would say to bullies if they had no fear, and they wrote these in speech bubbles. These “Words to the bully” have been displayed, along with other materials on bullying, over the last few weeks outside the library.

We are powerless no more!

Lastly, Grade 7 and 8 students disclosed times when they have bullied someone and wrote a pledge letter as a promise to make key changes in how they respond to peers. All responses were sensitive and many were quite profound:

- I will never make someone feel sad or irrelevant
- I promise to use my words to cheer people up, not to make them feel bad
- I am not proud of my past words and actions and from today onwards, I will promise that my words will only be used for happiness and kindness
- I will be more responsible with the power of my words

We identified that bullying is not always saying mean words; it can be more subtle. It can involve excluding someone or spreading unkind rumours for example. Subtle bullying is just as damaging as outright bullying though. So now the students are empowered! They know that bullying will not be tolerated in our community and that they can easily report it to their teachers, or other adults by sending an email or taking a screenshot of the interaction if it happens online. The students have had the opportunity to reflect on the power of their words and how important it is to use that power for kindness.

We are here to build others up and to stand up for one another. Always.

Amandine Lecesne

Amandine Lecesne is the Whole-School Counsellor at Prem Tinsulanonda International School. She has worked in the United States, France and Thailand and holds a Master’s Degree in Counselling Psychology.
Innovation

It is possible that whenever somebody uses the word “innovation” or “innovator” most people today would immediately think of Steve Jobs – and with some good reason. Steve Jobs did not start out with inherited wealth yet he became one of the world’s richest men, not because he was a talented engineer but because he had vision and was able to “see” how his product could change the face of business in that sector. And time has proven that he was right.

His design aesthetic was heavily influenced by the modernist architectural style of Joseph Eichler, by the industrial designs of Braun’s Dieter Rams and by Buddhism.

At the time of his death, Steve Jobs was listed as either primary inventor or co-inventor in three hundred and forty-six United States patents or patent applications related to a range of technologies from actual computer and portable devices to user interfaces (including touch-based), speakers, keyboards, power adapters, staircases, clasps, sleeves, lanyards and packages.

For most of us he was the “public face” of Apple, emerging each year with another revolutionary innovation that would soon be on sale in stores around the world as well as being available for purchase on-line.

Indeed, I wonder how many of us who are reading this article do not own or have used one or more of the innovations that Steve Jobs introduced to us: perhaps an iMac computer, or an iPad, an iPod or an iPhone, or possibly you store your music on iTunes or your photographs are on iPhotos. Suffice it to state that the annual financial returns from Apple indicate that the products continue to sell incredibly strongly and Apple is a global company that touches the lives of millions of people daily.

Yet innovation need not be so closely associated with the successful sales of a new commercial product. Innovation can also affect the lives of people in a social context. To highlight this view I would like to recount an incident from the time when I lived and worked in Liberia.

Turning a new leaf

Liberia was established by the United States of America with no consideration for the pre-existing tribal boundaries, and is one of the world’s poorest countries. Away from the capital city, most people live in villages where access to sanitation, clean water and electricity is limited. Most families continue to engage in subsistence farming or subsistence fishing and rely on small market towns to exchange or barter any surplus commodities. The local culture is based on tribal heritage that influences every aspect of daily life – and none more so than with birthing rituals.

Despite the fact that one in twelve women died in childbirth when they gave birth in their own community, most pregnant women chose to face this risk rather than tackle the long and often difficult journey to a small clinic where they would receive some of the benefits associated with a sterile environment and access to trained doctors. These unnecessary deaths were usually caused by the spread of colonized bacteria causing post-birth infection and aggravated by the fact that many women may also have been carrying a malarial infection as well. Giving birth at home, where the witch doctor maintained the traditions of the tribe, also meant that many children died in the first three months of life and that one in nine children died before they reached five years of age.

A group of nurses and midwives from Save the Children came to my district in Liberia to teach the women how to use modern disinfectants and to create a sterile environment before birth commenced. However, the women refused to accept the advice and the witch doctors were incensed that these strangers were operating with complete disregard of the tribal customs and the local culture.

It appeared that the nurses would have to return home defeated, but in a small yet life-changing moment after a short rainstorm, one of the visiting nurses noticed that while the upper surface of the banana leaves were wet and rather dirty – the upper surface had been coated with dirt and contaminants – the under surface was relatively clean.
The nurses therefore suggested that when the women were about to give birth in a clearing, as custom demanded, they turn the banana leaf over and lie on the under surface instead of the upper surface, as had been previously the case. The witch doctors did not disagree and the outcome was that infection rates in women dropped significantly and the newborn children were stronger, giving hope that the rate of child mortality would decrease.

This example of innovation lacks the sophistication of that personified by Steve Jobs, but is more akin to the genre of innovation that is likely to happen in schools.

**What’s new in schools?**

Schools are political communities where culture and “the past” are powerful motivators in preserving the status quo and aided by teachers who are carers rather than commercially driven adults.

Despite this, innovation is evident in most schools as teachers take risks and offer an inquiry-based education where nothing is certain. Schools that follow the IBO curriculum list a number of learner profiles, one of which is the Risk Taker.

A ‘risk-taking’ teacher or student is challenged to “approach uncertainty with forethought and determination ... to work independently and cooperatively to explore new ideas and innovative strategies.”

As this style of education may be remote and different from what children’s parents remember of their own school days, modern classroom practice may challenge some parents who do not understand the opportunities that their children have been offered.

Yet if schools follow the easy path and preserve the status quo they will be denying students access to creativity. If schools do not foster innovation they will be stifling resilience and determination which is modelled by their teachers when they are acting as innovators.

If schools do not think creatively and turn over real or metaphorical banana leaves they restrict their students and curtail any real possibility of helping them to become the entrepreneurs of the future or at the very least, adults who will be brave enough to dare to fail.

Steve Jobs said, “Sometimes when you innovate, you make mistakes. It is best to admit them quickly, and get on with improving your other innovations.” Think of new – and better – ways of doing the same thing.

Dare to fail. Find a different solution to an old problem – and whether you are in a classroom, an African village or in the head office of a global company, the true innovator will succeed.

---

**Alun Cooper**

Alun Cooper became the Head of School at Prem in August 2014. He 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.

*Images from commons.wikimedia.org , marybuchan.com
Other data from Save the Children, UK and from the International Baccalaureate Organisation*
reduction in physical activity, family units break down and traditional lifestyles disappear. Fast food is being enthusiastically devoured, as McDonalds and KFC become ever-more fashionable food options. Traditional activities such as Muay Thai and playing outside are being swapped for indoor computer games.

One of the core tasks of our age is to create meaningful connections for children with the ‘real world’. Being innovative is about looking beyond what we already do well, identifying the great ideas of tomorrow and putting them into practice. As educators it is our role to provide relevant and appropriate learning of our children. If we want our children to be confident and responsible global citizens we need to provide them with the tools necessary for an ever-changing future. Integrating classroom learning into experiences outside the classroom wherever possible is key.

Many urban children have little practical experience with the food chain or with knowledge of our relationship with nature. The Traidhos Farm is on the same campus as Prem International School and is an important and innovative part of children’s education.

Four million years ago during our hunter-gatherer days, we foraged for food, tools, clothing and shelter. We were completely dependent on nature for our survival. We were healthy and not afflicted with the chronic diseases of modern civilisation - diabetes, obesity, dental decay, coronary heart disease and high blood pressure. As hunter-gatherers we lived sustainable lifestyles very different from today.

About ten thousand years ago we domesticated our animals, and plant irrigation, crop rotation, application of fertilisers and pesticides became common. Historians and anthropologists have long argued that by controlling and containing our food source civilisation was possible. However many argue it may be our demise: the impact of farming and food in our everyday lives and ecosystems is massive, with key players including habitat loss, bioaccumulation of toxins of pesticides in the food chain, soil erosion, eutrophication through use of pesticides, slash and burn techniques and the effects of climate.

Creating meaningful connections

But perhaps the biggest problem is our children’s disconnection from nature, something that is particularly evident in Thailand. There is a huge shift of people moving from rural areas to the cities, and with this comes a
The Grade 3 students at Prem enjoy weekly sessions on the Traidhos Farm, learning about food, farming and sustainability. Students were taken on an experiential journey of where their food comes from. Students were able to explore the farm, interact with nature and make real farm-to-fork connections. The activities involved discussions on what food we could grow on our farm, seeing for ourselves where the waste from the farm goes, and learning why we have built our buildings from natural materials.

Students were able to compare our sustainable farm to their own lives. They were asked why fresh, home-grown, home-made fruit smoothies were better than bottles of orange juice bought from the shop. Once students identified the differences they were able to start thinking how they could make positives changes in their own lifestyles. The final step was to implement these changes. Students set themselves pledges that were to be reviewed each week. The pledges included having three-minute showers and only using the PlayStation for one hour a day.

We wanted to instil a love of nature to ensure that when these students are adults they could continue being nature lovers. Were we successful? Well, our after-school farm club now is at maximum capacity and all day every day students heckle me for their next farm session.

Where do fresh fruit and vegetables come from? The farm! The farm!

Sarah Mills
Farm Education Manager

Sarah Mills is the Farm Education Manager at Traidhos Three-Generation Farm. She is originally from the UK but grew up in South Africa. Sarah has been delivering outdoor education for eight years and holds a degree in Environmental Science. She is also a qualified forestschools leader.
Innovation in the Classroom

While there are many innovative things happening around schools, two forms of innovation at Prem are the focus of this article: students taking initiative with their learning progression, and the utilisation of technology to enrich processes. Ultimately, innovation becomes the process of analysing why a situation has occurred and improving it in a new or unique way. Having our students willing to approach their learning confidently and willing to introduce their own innovative ideas is a significant step forward.

Many classroom activities are designed to allow students the freedom to select topics they are personally interested in, while still developing the requisite learning skills and knowledge. I have witnessed innovation cultivated through project-based learning in a variety of situations including the Language Acquisition class, Digital Design classes and the CAS programme.

In the Grade 6/7 Language Acquisition class, students are developing presentations based on a social issue they are concerned about. Ultimately, innovation is raising awareness of the social issue and introducing possible solutions differently from the ways used currently. Ideally, their audience will leave the student presentations equally impassioned to instigate a positive change, whether the issue is substance abuse, deforestation, air pollution, the effects of pollution on animals, animal over-population in urban areas or coping as a child of a single parent. The innovative ideas of the presenters may inspire further innovation from the audience.

In Grade 8 Digital Design classes, students are using technological innovation in two ways. The first use of technology is to develop spreadsheets with practical purposes for younger teens and the second is to create online games that inspire and encourage players to want to continue playing. Students identified a need that is not being satisfied currently and then followed a structured system, the Design Cycle, to design and build innovative products. They also justified how their products are different after researching what is already available.

In Grade 9/10 Digital Design, students continue to use the Design Cycle to develop innovative websites based on personally selected topics from within the common theme of Life at Prem. Students use innovative practices to design and create websites to showcase an aspect of the school, including boarding life, service learning opportunities, music productions, sport teams, tech and other on-campus support services, and sustainable practices.

They are also creating documentary videos to raise awareness of aspects of student life, including local issues such as swimming pool safety, environmental safety and safety precautions in the Junior School, as well as more global concerns including bullying, nutritional habits, teen drug use and social media safety.

Grade 11 and 12 International Baccalaureate Diploma students participate in the CAS programme, where student innovation is paramount. Each student is responsible for ensuring that, for eighteen months, he or she is involved in experiential learning activities, many of which include an aspect of leadership and initiative. Collectively, students are involved in over 300 activities each week, including creativity, activity and service-based experiences ranging from learning new skills and developing a fitness regime to changing the lives of others.

Students should be given opportunities to develop the confidence to think differently, take initiative and use technology as a tool for developing innovative ideas. Who better to lead innovation than our students, the next generation of change agents?

Steve Service

Steve Service is CAS Coordinator and a Digital Design and Language Acquisition teacher in the Senior School at Prem. He has taught in Canada, Indonesia, Egypt, Brunei Darussalam and Thailand. He has degrees in English Literature and Education.
We aim to make car buying an easy process where you can have peace of mind, whether that be through the ease of communication in English, our comprehensive inspection process and written warranty, handling the paperwork for you, or our after-sales service for the life of your car. We are here to serve you. Let us help you find a car that is right for you.

“EXPAT AUTO TOOK ALL THE STRESS, WORRY, AND HASSLE OUT OF BUYING A CAR.”

Jim Brechin
The Challenge of Innovation

Researchers have identified that any new innovation anywhere in the world, be it the latest technology device or a new way of thinking, follows a fairly similar path to being accepted by the majority of society. This innovation adoption theory passes a number of stages.

At first, the initial idea, presented by the innovator, may seem unnecessary, strange or even crazy, and only a few people buy into it, and accept it. The majority of people are cautious, or just do not know about this new thing.

The innovator needs the help of change-agents, people who are willing to trial the idea and who encourage others to do the same. Slowly these people and transformers, facilitate more and more people knowing about or trusting the innovation by making it visible, and it reaches a wide level of acceptance amongst a wide audience and saturation level, where nearly everyone who is going to adopt the innovation has done so.

It Takes Time

How often do innovators face this barrage of misunderstanding when they present their new ideas? What personal strength and courage the innovator must have to persevere often against popular opinion. What must be done to enable their innovations to be adopted?

What do the Lady Nelson and a hundred-year-old rice barge have in common? They are both floating classrooms, and providers of a special form of education that is reflected by other floating classrooms on Cayuga Lake in the USA, the Grand Union Canal in Britain and Halong Bay in Vietnam.

In Thailand, this hundred-year-old teak barge, affectionately known as the Barge, has become synonymous with learning about the Chao Phraya River and considering sustainability, as participants young and old, observe the Chao Phraya as it joins with Pasak River in Ayutthaya and flows on southwards, the final stretch of its 372 kilometre journey to Paknam at the Gulf of Thailand. Hundreds of learners from around the world have experienced time on the Chao Phraya thanks to the Barge Program, but such an innovative platform for learning was not originally understood or trusted.

In the original rationale, ML Tridhosyuth Devakul, the creative innovator owner and designer who transformed an old, disused rice barge into a floating classroom, wrote in 1994, “I have initiated Chao Phraya Barge Programs on our newly renovated rice barge, to offer programs to families, school students and organisations to raise consciousness and understanding about the issues of the Chao Phraya specifically but of country, region and planet as well.”

But people did not understand. Why would schools send children to learn on a river? How would their children be kept safe? What would they do all day? Wouldn’t it be boring after the first dozen wooden houses on stilts had been passed?

Innovation

Adoption of Innovation

Take-off

Saturation

Innovator
The person who invented, discovered or fell in love with the idea.

Time

Compass Education

12 | The Traidhos Quarterly
We have all seen cartoons of the mad inventor in the garden shed spending hours over an invention that no one understands. Throughout history innovators have had a hard time as their forward thinking and their different way of viewing the world separated them from fitting easily into popular culture. From Faraday operating his dynamo converting motion into electricity to the housewife Melitte Bentz experimenting with blotting paper to create coffee filters, different ideas that challenge the common way of thinking are often marginalised or misunderstood.

Many of the experiential learning materials used on the Barge were originally drawn from the world of environmental education in Canada and the USA, and were more advanced than much of the educational scene in Bangkok twenty years ago. It is not surprising that with a unique learning platform as well as an alternative curriculum it took a few years for the Program to reach take off … and then a few more years to reach acceptance and appreciation.

A Community for Learning

However, the vision for the Barge was just one part of a much larger innovative idea. Far away, near the headwaters of the Chao Phraya watershed, in Chiang Mai, another seed was germinating. ML Tri was developing what has become known as Traidhos Three-Generation Community for Learning. He began to envision a community for living and learning for the entire family that provided a healthy lifestyle and opportunities for continuing education.

But people did not understand. It is perhaps not surprising, that this innovative idea has also puzzled and confused people. How can an international school be part of a larger community? Why would visiting students from other schools and places become part of campus life during their fieldwork trips? What are we doing running mindfulness courses for parents and people in Chiang Mai?

But being part of an innovative workplace is also exciting. The rules and understandings have to be rethought. Because conventional rules do not fit an innovative model, there is a freedom to try new things and to experiment. Perhaps Traidhos as a concept was far ahead of its time and it is only now, as the ideas of 21st century learning become mainstreamed, and people start to talk about authentic learning, developing creativity, collaborative partnerships and global citizenship that the possibilities of an international school as part of a community of all-age learners, with business outlets, sports facilities that are accessible throughout the year, and natural learning spaces starts to open up a myriad of valuable possibilities.

The exciting challenge for the decision makers dealing with the reality of making an innovative idea work well, be it a floating classroom or an integrated community, is to remain on the cutting edge while providing a relevant service to the current customers. To hold onto the vision while allowing it to flourish and develop and to build resilience in the next generation of innovators who are getting ready to shock or to puzzle us with that invention or idea that will lead us further into the future.

Lynda Rolph

Lynda Rolph is Head of Community at 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 Traidhos Three-Generation Barge Program.

Sources: threegeneration.org/about, villains.wikia.com, Compass Education

More information: http://barge.threegeneration.org and www.threegeneration.org
“Pretty much anything that you can think of can be built here,” Nati Sang explains casually. He’s just finished giving me the grand tour of his open-planned Makerspace office near Thaepae Gate. The space is something crossed between a workshop and a science lab, a place where you can bang on something with a hammer to your heart’s content or research gyroscope physics.

“These are our Ultimaker open-source 3D printers,” Nati explains as we peruse three mysterious boxes. “They’re made right here in Thailand and they print in two different types of plastic.”

Nati inserts a memory card into one of the machines and a computer begins to load 3D data for the bunny we are going to print. A tiny pointed stylus begins to manoeuvre across a glass plate. It swiftly deposits a trail of white material that begins to build upon itself. The machine is nearly silent apart from the tiny buzzing of motors accepting the coordinates from the computer and moving the stylus into place. As the machine works, Nati shows off some of the prototypes on display. “Basically, you take twenty-six photos of something and the software creates a 3D model automatically.” Nati shows me an actual cup topper and the printed-out version that is almost an exact replica.

Nati’s vision expands beyond the 3D printers, a CNC machine, a high-powered laser cutter, a fully equipped wood shop and a microelectronics lab. “I want to democratise the ability to access these tools,” proclaims Nati, “but I don’t really want to make money from them.” Access to Makerspace is membership-based and members pick how frequently they want to access the workshop and choose a plan with packages starting at 1500 baht per month.

This “open source” idea is present not only in the technology used at Makerspace, but is embodied by the members themselves. This method of sharing knowledge creates a community that can improve itself, fix itself, and be constantly innovating new ways of thinking and creating.

Nati is a sure exemplar of the open source mentality, sharing his skills and knowledge of technology and sharing his own projects excitedly. He is an inventor, an entrepreneur and a successful businessman who could have created a workshop all his own, but instead has capitalised on the immense value of community sharing.

Chiang Mai has an international reputation for being a city that fosters creativity and recently the creative community of do-it-yourselfers, designers, tech geeks and hobbyists have embraced the “Maker” movement and put Chiang Mai on the international map of innovation. Nati has a few special innovative projects including one that will revolutionise treatment for a medical ailment, and another that Nati calls “The Internet of the Air, or IOTA.” The device is a hyper-local sensor and transmitter that constantly tweets data about the surrounding air quality. One is already active and tweeting around Nimmanheamin.

“With this device you can just log on and see what the air quality is like. You can use it to check up on the neighbourhood you’re going to send your kids for school, or you can check up on a park where you go jogging.” Nati adds, “If I have an idea I can come in here. I can print it out, I can cut it with a laser or I can carve it out of wood with the CNC machine. I really think the next iPhone is going to come out of somebody’s basement!”

The printer comes to a halt. Our bunny is complete. Nati plucks it from the pane of glass and places it in my palm, “hot off the press” as they say. Yes – it’s a little plastic bunny, but one that is sending us down quite a progressive rabbit hole.

Dustin Covert
Deputy Editor, Citylife Chiang Mai

This article first appeared in Citylife Chiang Mai and is adapted and reprinted with permission. Photographs courtesy of Citylife Chiang Mai.
New Chefs on the Chopping Block

Good food, good wine and good cheer: these are important in the life of David Buck, Director of the exciting new Young Chefs Thailand competition, recently held at the Prem auditorium.

The competition, now in its second year, was Buck’s brainchild and draws not only on the three years of running an innovative after-school programme for enthusiastic students who wanted to explore their passion for culinary masterpieces, but also on his own experience as sommelier for British Airways. David Buck flew with the company for fifteen years, matching foods and wines served in the various cabin classes to the routes being flown and the passengers being served. Following the high life, he and his wife bought The Old Vicarage Hotel in Hampshire, UK, where for twelve years he assisted the resident chef or took over the cooking for the hotel’s guests.

Now a Chiang Mai resident, David continues to share his passion with budding chefs through the exciting Young Chefs Thailand competition.

In the 2015 competition, twenty students from schools across the Kingdom were joined by four competitors from the Philippines who were keen to demonstrate their skills in an effort to seize the trophy and take it home. An outstanding panel of chefs and gourmets, including the Executive Chefs from the Four Seasons Resort Chiang Mai and Le Meridien Hotel Chiang Mai, judged this year’s competition.

At the end of the three rounds, the top three chefs were Sersang (Prem), Josephine (Regina Coeli College) and Jinnipa (Regina Coeli College). In an exciting “cook-off”, the students were challenged with a new twist to the competition, as they were invited to select one of three mystery boxes, each with different contents. Once the selected boxes were opened each chef had to decide how to use the ingredients revealed to create the dish they hoped would tempt the judges’ taste buds and eyes … and see them declared the overall winner. Sersang, from Bhutan, was excited to be declared the winner, as part of the prize is an internship offered by Le Meridien hotel, giving her an opportunity to work with and learn from the professionals.

She said, “I was completely shocked and amazed when I heard my name read out! I have been cooking – mainly baking – since I was about nine years of age, and although I still have many years to decide, I am thinking about the possibility of becoming a professional chef. That is why the opportunity to do my internship at Le Meridien hotel is so important as it will give me an opportunity to learn from real-life chefs, and experience being part of the whole group that works in a professional kitchen.”

David Buck said that the judges were extremely happy to be invited to join the panel, and that several of them were looking forward to trying some of the students’ exciting recipes.

David Buck is already thinking about the 2016 competition, where he hopes to introduce another new element: an opportunity for the winning Young Chef to compete in Singapore’s Master Chef Asia competition. In the meantime – keep an eye out for some sizzling dishes served with aplomb by the chefs of tomorrow.

Staff writers
A 1:1 laptop programme has been in place in many schools and at Prem Senior School across all grades for several years now. This means that all students and all teachers use laptops daily in their classrooms for preparing and submitting work. But how does that look and how does that work? Teachers were asked to share information about what they do in their classrooms and how they get their students engaged in their learning with the addition of technology innovations. The responses have been varied across the different departments and ranged from computer technology to additional technology tools, apps and software that teachers are using to supplement learning.

The most common technology tools used on a daily basis are the free services that Google offers all educators: Google sites, Google documents and Google classroom. Although teachers feel that these are everyday things, and not overly exciting, these systems allow for the organisation and structuring of the learning for the students with a common, recognisable and free tool that everyone has access to. These tools allow for immediate sharing opportunities of instructional materials, as well as the ability for students and teachers to collaborate online through the shared documents they develop in word processing documents, spreadsheets, presentations, drawings, and forms.

Extensive Range of Applications

Beyond the Google platform, items teachers also use technology to motivate and engage learners with a variety of hardware, software, apps, games and websites. At Prem, Google Classroom is used by the visual arts, language acquisition, humanities and mathematics teachers. Other technology including Noteflight (noteflight.com) is used in music lessons, while Arduino software and hardware allow students to create interactive electronic objects.

The students programme the software and then get their puppets to move, flash or make sounds in the Grade 6 Design and Technology classes. In the Grade 9 and 10 Design and Technology class students are involved in a sustainable lighting project. They have been asked to design a light or lighting system using sustainable materials, preferably re-used or recycled.

One product created by students thinking outside the box is to use the box itself. A stylish table lamp has been created from MacBook computer packaging inserts. The material has already been recycled and it has now been recycled again to create a light. The inserts were obtained from the school IT department and would have been thrown out, had the students not asked to re-use them.

Many of the students are making lights and lamp shades from old drinks bottles, disposable cups, jam jars, wine bottles and other items that would usually be classed as garbage. There are many innovative designs that are in the manufacturing stage.

A long way from re-cycled boxes are Quizlet (quizlet.com), Kahoots (getkahoot.com) and 1-speech (a Chrome extension), which are extensively used in English and the Language Acquisition classes, as is Green screen technology and IMovie to create films. In the Physics classes, a Canon IXUS camera is used to record super slow motion to analyse moving objects and Vernier Logger Pro software plots graphs of the motion, determining velocity and acceleration. Students in the Environmental Systems and Societies classes use an Air Quality Index measuring instrument to monitor particulate matters in the Chiang Mai air, and also use digital probes to measure pH levels and other aspects of the water in the campus waterways.

Fifty years ago a school was considered fortunate if it owned one computer – a huge machine usually stored in a specially air-conditioned room. Twenty years ago mobile phones were the size of a pair of house bricks and only “geeks” were seen lugging them around. Today, modern students have access to so much new technology and their mobile telephones are part of their lives using applications that older people – and parents – can barely begin to understand.

Gita Gemuts

Gita Gemuts is International Baccalaureate Diploma Programme Coordinator and Psychology teacher in the Senior School at Prem. She has taught in the US, Latvia, Uzbekistan, Malaysia and Thailand. She has a BA in History and two MAs in Education.
School-based artist residencies are becoming more common place and it certainly isn't unusual to find practising artists being given studio space in a classroom, in return for delivering workshops or serving as technical support advisors to students and art teachers. When Traidhos Three-Generation and Prem International School set about exploring ways to develop the arts and education for creativity in their organisations, they did so with an aspiration to produce a model that could serve as an example of international ‘best practice’. Senior management teams agreed that whatever direction the approach would take, it had to provide not only an invaluable, collaborative resource to all of the departments across the organisation, but also have a commitment to meaningful, professional nurturing for participating artists and practitioners.

For the arts to achieve their true potential in any community or organisation, they need to be embedded physically and philosophically at the foundation. Being a shiny "add-on", or token after-thought, nearly always strips them of their value and potential, and frequently the educational emphasis is misguidedly placed on the final product, rather than the learning that takes place during the creative process. Meaningful creative engagement takes time, collaboration, and a shared vision from all involved.

The end result of two years’ consultancy and project piloting was Artist Residency Thailand (ART). Now in its third year, it is currently the only IB-focused residency and training programme that specialises on integrating creative practitioners into a formal educational environment, and developing participants’ awareness of the philosophy and delivery approaches across the three main programmes of the International Baccalaureate.

To ensure that the residency was relevant and accessible to the widest cross-section of artists and creative educational practitioners, ART was modelled and offered as three distinct programmes.

**Empowering Teachers**

As well as studio space, meals and accommodation, the Engagement and Enhancement residencies offer participants who want to learn more about working in international education comprehensive mentoring and support. The annual Lotus residency has additional travel, subsistence and accommodation grants that allow highly experienced and internationally celebrated artists to invest their time working with young people and community groups, or developing new approaches to their own creative practice.

Over the last three years, students, teachers and members of the wider Traidhos community have benefited from engaging with dozens of international artists. The residency participants have brought engaging approaches and creative insight across the school, creating educational ‘agency’ in subject areas ranging from Visual Arts and English to Science, Humanities and Theatre Arts.

Prem’s Junior School Principal, Anita McCallum, says, “The artist residency programme at Prem is an integral element of ensuring our students have a multitude of opportunities to promote their curiosity and explore their creativity. By working with a range of different artists with their skills and expertise, teachers are empowered to achieve learning outcomes in innovative, exciting and memorable ways.”

The residency recently hosted Portuguese and German digital artists Pedro Ferreria and Assunta Alegiani. As developing practitioners with an interest in working with international communities, the artists said of their month-long residency, “It was inspiring and fun to work with different age groups throughout our residency. We were able to collaborate with teaching professionals to engage creatively with young people in the classroom, and had the opportunity to expose them to different ideas and new approaches. It was inspiring to see how our ideas and approaches to making art fired up the imaginations of the students here.”

If twenty-first century education needs to focus on producing problem-solvers and divergent thinkers, then it’s most certainly programmes such as Artist Residency Thailand that will help to achieve that goal.

**Alex Soulsby**

Arts and Creative Programmes Manager

Alex is the Traidhos Arts and Creative Programmes Manager and has over fifteen years of international arts education and strategic arts management experience. He has been a regional producer for the UK’s Royal National Theatre, project leader and chairman for the English National Youth Arts Network, and Creative Projects Manager for the UK’s Royal & Derngate theatres and arts centre.

For more information about all of the programmes offered by our residency programmes, please go to [www.artistresidencythailand.com](http://www.artistresidencythailand.com)
A New Driving Force

For the past two years Kevin, a Prem Grade 5 student and Three-Generation Golf Academy (TGGA) Team Elite player, has been studying the innovative and insightful works of Homer Kelley’s instruction system called The Golfing Machine (TGM). Kevin was eight years old when he joined the Team Elite. He is the winner of four first-place finishes and two second-place finishes in his last six tournaments this year. Kevin has embraced the principles of our instruction programme with all his heart and has seen his tournament scores drop from the 100s to the 70s, a truly remarkable achievement.

TGGA’s instruction programme is based in the science of geometry and physics, the “Mechanics” of a golf stroke, which produce the proper “Feel” of a precision golf stroke. Educated Hands is the source of this “Feel” that reproduces the Mechanics. These are not complex or complicated theories - just the laws of force and motion that we use in everyday life. Teachers use this information as an innovative tool for instruction while building students’ skills through small amounts of information at a time, along with drills and practical application.

Golf Lessons Help in the Classroom

This is called building a Belief System. The nucleus of this Belief System is Trust, Acquiring Knowledge and Managing Skill Development. This in turn builds great personal confidence. We have noticed that this enhanced ability to manage time and energy has a very positive effect on our students’ performance in their academic life, too.

Added to the TGGA instruction programme is its Titleist Performance Institute (TPI) physical training programme. The certified TPI instructor helps students develop explosive strength in their golf muscles and reach optimum levels of range of motion to perform at the highest level during competition. TGM and TPI go hand-in-hand to create innovative training programmes for young golfers like Kevin, and also for older players wishing to improve their game.

Golf is not only a game of power and precision: it is also one of judgment, creativity and finesse. There are many shots that have to be played during a round of golf which involve creative shot making. Through the step-by-step process of our Basic Motion, Acquired Motion and Total Motion Curriculum, Kevin and other Golf Academy students have been learning how to build structure to their golf swing and how to apply force to that structure developing a great sense of “Feel”. It is this higher level of personal understanding that allows them a stronger sense of judgment during the decision making process for creative shot making.

One of the most innovative parts of the process of applying the fundamentals of TGM is how the student can move from guessing to knowing. This process is set up for the communion of mind and body. This “knowing” is what increases their level of confidence and allows them to believe in themselves while on the golf course.

Kevin’s growing insight into the power and precision of his golf swing has brought him to become the number one ranked player in Northern Thailand and jumped from last year’s ranking of number 21 to the 7th-ranked player in Thailand in the Boys D-Class age group. We see even greater achievements ahead for this young golfer, through his own dedication and through the exciting coaching programmes offered at the Traidhos Golf Academy.

Spike Collier

Mike “Spike” Collier has been a student of the golf swing for over thirty years. After studying with many coaches, Spike subsequently found Homer Kelley’s book, The Golfing Machine. It changed his life. Spike has taught golf all over the world and now lives in Chiang Mai with his wife Joy and their six dogs.
Thinking back to sports coaches you have witnessed in the past may conjure up images of the traditional authoritarian coach, who screams at his or her players, telling them what to do and when to do it. While there are examples of this type of coach who have had success, the question remains: What is the enduring impact on the athletes? Are they empowered to take on leadership roles and make key decisions? And, is this approach building the types of characteristics that we want to see in our athletes?

In contrast to the autocratic model is the idea of the player-centred model, which seeks to empower athletes by challenging them to think critically in training and game settings. By creating competitive situations in training sessions that force players themselves to come up with solutions, responsibility is given to them and ownership of the team’s learning can be developed. As Dr Michael Sheridan, author and editor of the *Journal of Coaching Education*, points out, the use of questioning to guide athlete reflection is essential here. Questions such as: What are we trying to achieve here? What did you find challenging? What could you do to overcome this challenge? Through this on-court or on-field reflection the athletes are encouraged to find solutions and achieve success through critical thinking and collaboration.

In the recent Rugby World Cup, former New Zealand coach Graham Henry, who won the World Cup title with the All Blacks in 2011, stated that young rugby coaches should not be attempting to imitate the style of the traditional giants such as New Zealand, South Africa or England - but they should look to the imaginative, accurate approach of Japan. By playing an original style which sought to maximise the potential of the individual skill-sets of his players, Japanese coach Eddie Jones achieved one of the greatest upsets of rugby history when the Cherry Blossoms toppled two-time world champions South Africa at this year’s World Cup.

These approaches to coaching share a common thread: they recognise the value of the individual, both in terms of their diverse needs and the potential that they offer. Like learning in classrooms, for coaches today the key to unlocking this potential is a cycle of building knowledge and skills in athletes, taking action on the court or in the pool and constantly reflecting on our successes and challenges.

Dan Foggo

Dan Foggo teaches Health and Physical Education and the BTEC Diploma of Sport at Prem and currently coaches the Junior Varsity Boys Football and Futsal teams.
Global Goals for all Global Citizens

In preparation for the year 2000, the United Nations developed the Millennium Development Goals (MDGs), a set of targets for the next fifteen years to help promote health and wellbeing throughout the world. But what happens when you reach the end of the fifteen-year timeline? Several of the goals were reached during the project, but instead of just being done with that, the UN revitalised the MDGs by changing them into SDGs – Sustainable Development Goals, or Global Goals. The next fifteen years have been set out, taking the global community through to 2030 with seventeen goals to tackle.

At the Traidhos Three-Generation Barge Program, we have been investigating these goals to gain a deeper understanding of what they mean, what they aim to achieve, and how we can help to educate the groups we work with about these UN efforts. A feature of all Barge Program trips is the sense of community, developing problem-solving and teamwork skills – attributes that everyone needs to be a global citizen.

The popular Spider’s Web game (see photo at right) can be seen as a metaphor for these global struggles that we face. The group must pass through a web, one person at a time – but once a hole has been used, it cannot be used again. The team must work together to create solutions and new ideas to complete the challenge. Just as we as members of the global community must find creative ways and innovations to promote sustainable development in our world.

The Barge Program already actively encourages many of these Global Goals, which are closely linked to the concepts of Education for Sustainable Development and their key competencies. We are here to help students, of all ages, have access to knowledge. To hear and discuss issues affecting the world, to develop skills that allow us to work with others and independently. We encourage students to form perspective, with respect to all viewpoints, and to form values, combining a network of resources to do so.

The Barge Program’s vision wants participants to “take active responsibility for a globally sustainable future,” and we are constantly developing ideas to carry out this mission. Creativity and problem solving go hand in hand, and in order to complete the UN Sustainable Development Goals, it is necessary to be proactive in our innovations. The previous Millennium Development Goals were more successful than expected. Let us join as a truly global community to get through all of the holes of the ‘Spider’s Web’ and create a sustainable future in the next fifteen years and beyond.

Erin (Stan) Stanley

Stan is Head of Barge Program and has been working with the program for eight years. She has a Bachelor of Applied Science in Environmental Management from the University of South Australia and has been involved with education since 2003.
The Oven

We have succeeded a “DIFFICULT TO ACHIEVE” step in the craft of baking.

THE TASTE OF 2 CENTURIES
INHERIT THE WORLD RECIPES
Today...at Rimping

กว่า 200 ปีที่สูตรขนมปัง
นี้สืบทอดต่อกันมา
มาถึงแล้ว...ที่ริมปิง

“Baguette de Tradition”
Promoting Creativity and Innovation in a Caring Learning Environment

Email: melaniet@ptis.ac.th  Tel: +66 (0)53 301 500
www.ptis.ac.th
Prem Tinsulanonda International School