

Taipei Municipal Chengyuan High School

Reciprocal Mechanism with Foreign Sister School Proposal

It is with pleasure that I submit this formal proposal of interest for the Sister School Project made by the Ministry of Education, Taiwan, R.O.C, in order to collaborate with English-Speaking countries for the purpose of international education.

This Sister School Proposal for English-Speaking Countries consists of the overview of the CYHS demographics, school profile, course features, and the ultimate prospective of signing Memorandum of Understanding (MOU).

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A. School Profile

Our school was established in 1897 and has a history of 126 years. It is a complete secondary school located next to the MRT Minquan West Road Station in the heart of Taipei City. It serves as a convergence point for old and new cultures, rich in historical, artistic, cultural, and natural community educational resources. Our school provides a diverse learning environment that encourages students to venture beyond the campus and engage in self-directed exploration and learning within the community. As a result, our school possesses significant advantages in both international online communication and sister school exchange programs, enabling students to understand the cultural background of the school's surroundings, integrate local characteristics, and introduce the cultural uniqueness of Cheng Yuan to international partners.

" Dadao-cheng Cultivation and Heritage " is a distinctive feature of our school's community service program. Each year, we collaborate with the community to organize various activities and cultural celebrations. High school students take on the role of mentors, guiding their junior high counterparts in hands-on learning experiences, thus promoting service learning. In addition to cultivating activities within the campus, we actively seek external resources, establishing cooperative relationships with alumni associations, community groups, parent organizations, universities, and industries. We place a strong emphasis on the school's social image and performance responsibilities.

B.School Feature

1.School-based Specialized Curriculum

(1) Taiwan-Canada Dual Curriculum System: Our school's dual curriculum system follows a 2+1 model. In the first and second years of high school, students take all required courses at Taiwan's Cheng Yuan High School and prepare for the IELTS test. In the third year of high school, students attend UMC High School in Toronto, Canada, to complete their specialized field of study and earn credits for Grade 12 courses. To qualify, students must pass their exams and meet the requirements of the Canadian province. Upon successful completion, students receive both Taiwanese and Canadian high school diplomas.

(2) Preparatory Program with German Sister School: This program involves regular visits to and from our German sister school. It enables exchange students to gain an understanding of the local customs and popular topics in the Berlin region, fostering meaningful conversations with German students.

(3) Bloomberg Project: Starting from the 105th academic year, our school has participated in the Bloomberg Project organized by the Bloomberg Philanthropies.

This initiative aims to connect students aged 10 to 13 worldwide through an online platform. Through web-based courses, students collaboratively explore global and international issues, enhancing opportunities for cross-cultural exchange and interaction with students from around the world. The project aims to broaden international perspectives and cultivate global awareness.

(4) International Pen Pal Program: During the 109th and 110th academic years, we engaged in online exchange and interaction with schools in Malaysia and Israel, allowing us to explore the cultures of various countries and expand our international outlook.

(5) English Corner and Guest Teacher Program: Each semester, we host a two-week English Corner program with foreign teachers, as well as theme-based classes conducted by guest teachers. Students actively participate in the guest teacher sessions by signing up for them each semester. This program enhances students' oral communication skills and provides them with opportunities to practice speaking with native English speakers.

2. Distinctive Clubs in the Junior High Division

(1) This club originated from the English Language Excellence Class and now recruits students from the eighth grade classes who possess an international perspective, a concern for global issues, excellent English language abilities, and a strong interest in English.

(2) Since the 105th academic year, this club has been participating in the Taipei City Department of Education's Global Scholars Project. It designs a year-long curriculum and activities centered around themes related to the Sustainable Development Goals (SDGs).

(3) Through online courses and international topics, opportunities for exchange and interaction with students from different nationalities are enhanced. Every year, the Global Scholars Foundation arranges diverse international student partnerships, forming small learning communities. Sharing and communication take place through online platforms, and the countries involved so far include Kazakhstan, the United States, South Korea, Spain, and Indonesia.

3. Teachers Possess International Education Competencies

(1) Advancing the Community through the Taiwan-Canada Dual Curriculum Initiative: Providing students with opportunities to engage in internationally-oriented learning and connect with the global community, thereby expanding their international perspectives.

(2) Participation in the Global Scholars Project: Organized by the Bloomberg Philanthropies in the United States, this project aims to connect students aged 10 to 13 worldwide through an online platform. Through web-based courses, students

collaboratively explore global and international issues, enhancing opportunities for cross-cultural exchange and interaction with students from around the world. The project aims to broaden international perspectives and cultivate global awareness.

(3) Promoting Pen Pal Program: Allowing students to engage in thematic and cultural exchanges with students of similar ages from around the world through written letters or online communication. This fosters the development of communication skills required for their future lives and lays the foundation for establishing sister school relationships with foreign schools in the city.

(4) Teacher Participation in Internal Master Lectures and International Sharing Sessions.

(5) Conducting English Learning Corners and Guest Teacher Theme Classes each semester, providing teachers and students with opportunities to interact with foreign teachers and enhancing English speaking abilities.

C. Sister-School Matching Needs

The school has engaged in exchanges with foreign schools but has not yet established sister school relationships. For the 112th academic year, there are plans for an exchange with beaufort middle school in sabah Malaysia. Our school independently seeks cooperation with foreign schools using its own resources and does not require assistance in matchmaking.

D. Expected Collaboration Module

1. Curriculum Planning

(1) Anticipated Participant Group: International Education Society students, Estimated Number of Participants: 35-40 individuals.

(2) Online Communication/Teaching Period: Flexible class/club activity time

(3) Online Synchronous Communication Sessions: Planned for 4 times per semester, a total of 8 times per academic year. Asynchronous Communication: Text-based exchanges and online community platform sharing at any time, without time constraints.

Total Number of Communication Instances and Duration: At least one synchronous and asynchronous exchange per week, approximately 14 instances and 14 hours per semester, totaling 28 instances and 28 hours per academic year.

2. Online Cultural Exchange Content Planning:

(1) Domestic and International Teacher Exchange Plan

A. This project will facilitate the establishment of interdisciplinary cultural exchange communities, engaging teachers from both sides, to collaboratively discuss the implementation of online cultural exchange, topic selection, integration of relevant

SDGs themes, global citizenship education, cultural integration of both countries, curriculum progression, assessment planning, and student learning outcomes.

B. Beyond lesson planning, through sharing teaching materials and conducting interviews with students, understanding diverse teaching methods, cultural nuances, and student learning styles can foster mutual learning opportunities.

C. Community discussion sessions can be held after class hours, utilizing real-time interaction platforms within the community and online conferencing tools. In cases where online video conferencing is not feasible, discussion and lesson preparation can occur through email correspondence.

(2) Cultural Exchange Plan

A. Theme Planning (Concepts for Designing Online Cultural Exchange Topics)

Our school students will explore Taipei City through the "Walking Tour of Taipei City," focusing on its history, culture, natural ecology, environmental issues, and local care. This exploration aims to showcase the historical and cultural aspects of Taipei City, incorporating themes related to the Sustainable Development Goals (SDGs). We intend to promote Taipei City's urban charm and tourism to the teachers and students of Malaysia's Sabah Pauh Jaya Middle School. Additionally, this initiative aims to cultivate the concept and actions of creating a resilient and sustainable city among our own students.

Students from Sabah beaufort Middle School in Malaysia will introduce the "Exploring Sabah State" approach, focusing on history, culture, natural ecology, environmental issues, and local engagement. Through this, our school's teachers and students will explore and gain insights into the natural paradise of Sabah. Known as the "Land Below the Wind," Sabah boasts pristine landscapes beyond its capital city of Kota Kinabalu (KK), with much of its territory retaining its original forested appearance. Sabah is home to 32 ethnic groups, each with 80 dialects.

E. Special Requirements

Facilitating Interactive Learning Activities

1. Online Synchronous Communication: Utilize Google Meet for online discussions, group discussions, and student presentations.
2. Asynchronous Communication: Utilize an online platform to construct an asynchronous platform that connects with Malaysia Pauh Jaya Middle School, allowing students to communicate through text, images, videos, and other mediums.
3. The following computer equipment is required: webcam, headphone with microphone, notebook, and a tracking camera to support online communication.

F. Contact Window

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G. Website References

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