



**LE RÉGENT**  
INTERNATIONAL SCHOOL  
CRANS-MONTANA SWITZERLAND

# SHAPING THE FUTURE

LES NOUVELLES DU RÉGENT 2022







## Editorial

“Prediction is very difficult, especially if it’s about the future!”

– Nils Bohr, Danish physicist

Parents have forever handed down wisdom to their children to prepare them for what lies ahead. By the same token, schools have always tried to make students “future-ready”. Yet, the future is a moving target, never more so than today in the face of the massive shifts brought about by increased digital connectivity, climate change, new industries, the COVID-19 pandemic, and much, much more.

Should we be worried or excited? At Le Régent, we prefer “excited”. The time is ripe for profound change and the young have a unique opportunity today to shape tomorrow, instead of passively accepting a world created by preceding generations, because this is an era where people should not be afraid of debunking false beliefs, of challenging their own biases and those of others.

Why is a boarding school like Le Régent a key agent of change? Because living and learning in an international community high in the

mountains is a unique character-building experience. It fosters courage and resilience, creativity and risk-taking, teamwork and camaraderie. And Le Régent equips its students well. We constantly review our curricula, then we make the most of modern technology to ensure our teaching resonates with young people. And although academic rigour is not forgotten, we give as much importance to the “soft skills”. Our students learn to be effective communicators and critical thinkers with the courage to drive change and shape their future.

Because, in the end, shaping a better future will depend not only on innovation but as much –or more– on the character of young people and the quality of their education.

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## University Admissions: Oxford... and New Horizons

This year Oxbridge success continued with admission to St John's College and this was complemented by admissions to King's London, UCL, Geneva University, the Lausanne Hotel School, Leiden, Amsterdam, and Royal Holloway.

Most striking is the range of university destinations. The UK leads the field – just! But the push made by universities in the Netherlands has met with success. This year, the pick of Dutch universities was Leiden, founded in 1575, which with its 16 Nobel Prizes is one of Europe's traditional leaders. Also continuing its rise is Spain's very fashionable and highly rated IE University in Segovia and Madrid.

Le Régent's graduating class came from a dozen nations including South Africa, Syria, Japan, Russia and the USA as well as Switzerland. But diversity went further than national origins and extended to academic ambitions and university destinations.

There were, of course, the classic applications for UK courses like Law, Engineering, Business and Medicine but there was also interest in the Hospitality sector, Fashion and Graphic Design.

And what of the USA? There were pleasing admissions to top liberal arts school Claremont McKenna and Lynn University in Florida, but applications were definitely down. Was this the result of the pandemic reaching its height and of what appeared political turmoil? Only time will tell.

### Admissions in 2020-2021 included:

- Oxford (three students)
- Cambridge
- UCL (University College London)
- Imperial College London
- Royal Holloway, University of London
  
- NYU (New York)
- Claremont McKenna College (California)
- Lynn University Miami (with scholarship)
- NYU Abu Dhabi (on a full scholarship)
  
- University of Utrecht
- University of Amsterdam
- University of Leiden
- IE University (Madrid & Segovia)
  
- University of Geneva
- EHL (Ecole Hôtelière de Lausanne)



### Régent Alumna Wins Oxford University Prize

Hats off to alumna Weronika who graduated from Le Régent in 2020 to begin as an undergraduate Biology student at Oxford University. Her college site reports that Weronika has been awarded laboratory space and business support with the BioEscalator for 3 months, as a prize for winning the Oxford Biotechnology Society Biohackathon 2021. A tribute to Weronika, of course, but also to her school!

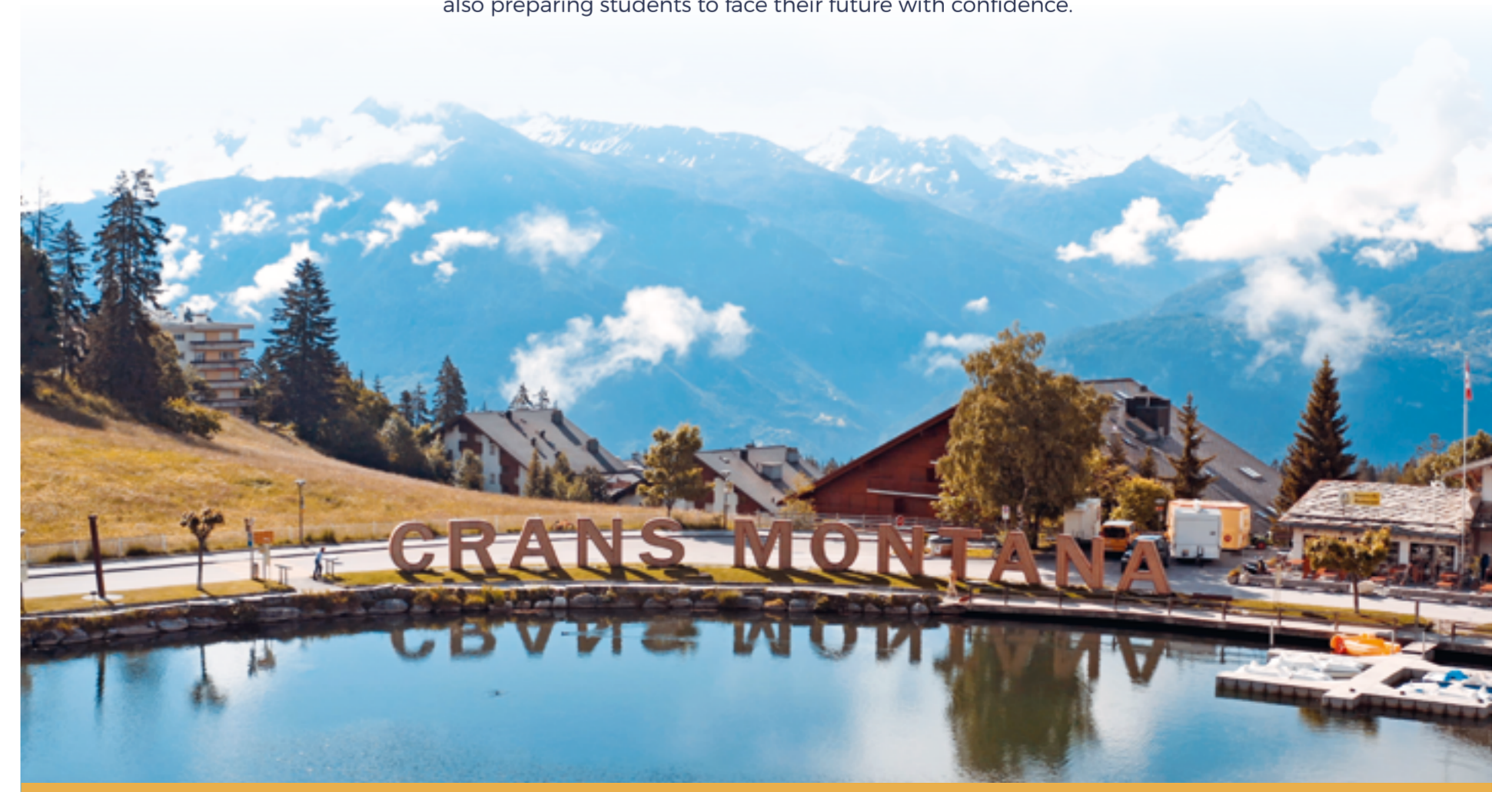


## A Gift of Tongues

Crans-Montana is on the face of it a small town in the Swiss Alps, but walk down the street any day and you hear French, Italian, German, English, Spanish, Chinese, Japanese, Russian and more. And this will be the norm in the world our students will inhabit and the roles they will assume.

The Modern Foreign Languages (MFL) department plays a key role in preparing students to shape the future. Indeed, our pupils come from all over the world, speaking many different languages and from hugely varying cultures. Learning "foreign" languages opens many opportunities to experience different cultures as well as being aware of their traditions. What is more, language learning helps students to become creative thinkers. Being able to communicate in different languages makes our students competitive, intellectually curious and active members of society.

Our teachers share their experiences in classrooms as they too come from different backgrounds and cultures. Le Régent provides a unique way of learning languages in a multicultural environment, providing the linguistic skills and tools necessary to become truly global citizens but also preparing students to face their future with confidence.





# Truly Swiss, Truly International

## From a Motto to Reality

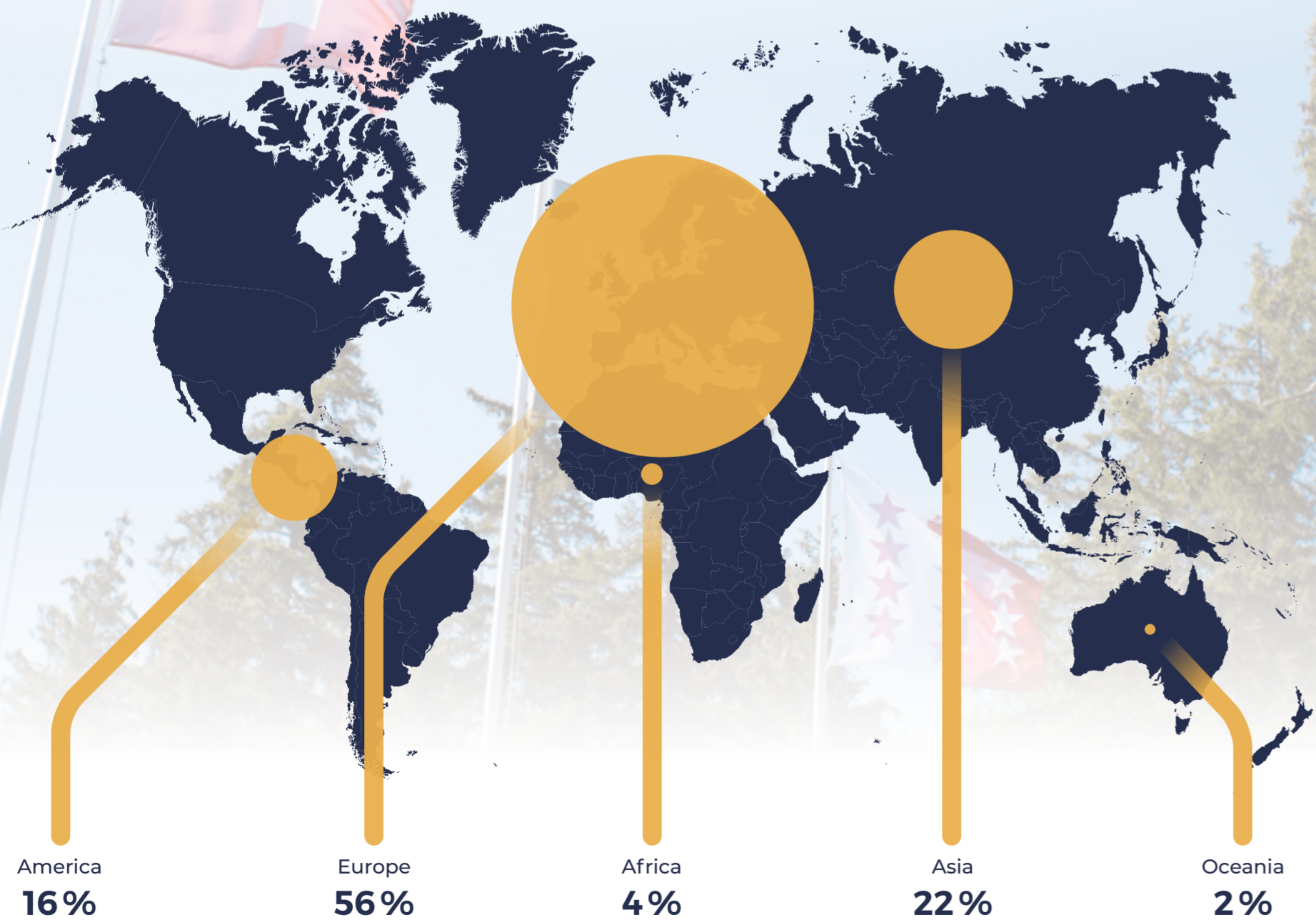
2021 will be remembered as the year when Le Régent's motto, *Truly Swiss, Truly International*, became reality. Of course, the school has been Swiss from the outset since Le Régent was created by local political will and local visionaries. But now its community programmes and activities have become enduring and important connections with the local community have been established. The signature Outdoor Education programme, the local biodiversity programme and the Wednesday clubs – all strengthen our "Swissness".

At the same time, the school's international identity and mindset are stronger than ever. With a student body comprising 40 nationalities and a staff body comprising nearly 20, Le Régent can fairly claim to be truly international. In fact, a cornerstone of school policy is to recruit teachers from all over the world who are ideally able to speak more than one language.

This internationalism means enhanced student learning as teachers bring a plethora of invaluable resources and diverse approaches to the classroom. Second, it creates a rich multicultural and multilingual experience, deepening our understanding of other cultures and ourselves.

This openness to others and their differences is surely the foundation of a better future, echoing as it happens one of the foundational ideals of Le Régent's sister school Le Rosey. The credo of its great Director-general of the 50s and 60s, Louis Johannot, was *Mieux connaître pour mieux comprendre, pour mieux aimer*: Know better so as to understand better and hence to love.

Distribution of Students by Continent



The Most Prevalent Nationalities by Continent

### EUROPE

- United Kingdom
- Belgium
- France
- Switzerland
- Italy
- Spain

### AMERICA

- Canada
- United States of America
- Mexico

### ASIA

- Russia
- China
- Japan
- Turkey

### Other Nationalities



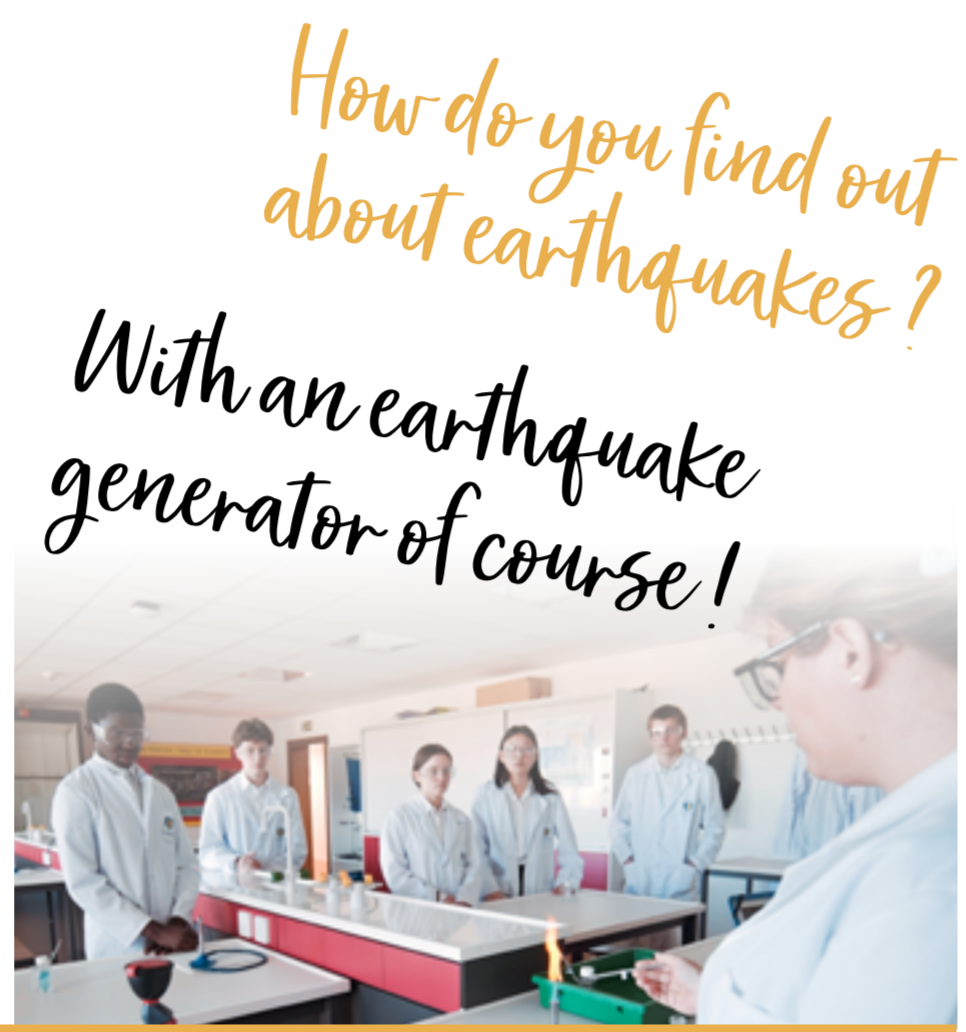


## Can Anyone Lend Me an Earthquake Generator?

The IB Diploma is primarily a pre-university programme. Not only do students acquire knowledge, they also develop the skills they will need at college. Key to this is the 4000-word "Extended Essay" which all IB students must write on a subject of their choice. Although it seems daunting at the start of their IB, they get plenty of support - and ultimately great satisfaction from the research they undertake and a sense of independent study.

Students choose a dizzyingly wide range of topics, from aspects of the American Civil Rights movement to the role of Artificial Intelligence within society; from business strategies during the Coronavirus pandemic to representations of racial discrimination in literature. One fascinating challenge students face can be to collect the data they require. Take the case of Mariko, who for her Physics Extended Essay, arranged to borrow an earthquake generator from a University in Japan. For her, this was the best way to investigate the impact of earthquakes on the structural integrity of buildings.

Many students recognize that the Extended Essay provides excellent preparation for university. The process of producing a dissertation requires students to develop a wide range of skills. These include developing a research question, carrying out research, planning and producing the essay, as well as referencing it.



## Performing and Creative Arts

Creativity is one of Le Régent's 4 Cs, and the Performing and Creative Arts have blossomed over the past year at Le Régent. But - some might ask - in a world dominated by technology, what use do they have?

The Arts offer a world where there is often no right or wrong answer, where there is collaboration and the chance to work as an individual, which is holistic and yet singular, and which can allow you to escape and yet find yourself. This world is unique but available to all. Ultimately, we all need this chance to reconnect with our creative side and explore the endless possibilities, ideas and concepts that we may be separated from in our "normal" life.

The Le Régent Theatre Company, for example, develops the wider knowledge, enthusiasm and interest of our students. There have been Creative Arts days, links with local and international artists, weekend activities, work with the local theatre in Sierre and visits to see live performances.

The visual arts, music and theatre allow young people to develop as rounded individuals. After all, self-awareness, empathy, creative thinking, critical thinking, problem solving, decision-making, coping with stress and emotions - these are qualities that our students will need in a life beyond the classroom.



## Le Régent et Le Rosey Une collaboration intense

Français

English

La collaboration entre Le Rosey et Le Régent n'a cessé de s'approfondir depuis 2019 et va encore monter en puissance au cours des prochaines années; les deux entités se présentent désormais dans leurs publications et leur communication comme des écoles sœurs, c'est à dire indépendantes mais liées par un *Commonwealth* qui offre des visions d'avenir de l'éducation, des programmes de développement, une solidarité et une promotion commune entre Le Rosey, Le Rosey-Abantara au Mali, John-F. Kennedy school à Saanen, Le Régent à Lens ainsi que les camps d'été de ces écoles et le Chyulu Wilderness Camp au Kenya.

En outre, les équipes de direction travaillent ensemble pour partager cet esprit roséen très particulier d'école suisse à vocation internationale qui implique une conception assez latine des relations humaines, le respect des différences qui sont autant de chances d'enrichissement mutuel, le développement de tous les talents des enfants qui nous sont confiés et une belle implication dans la culture valaisanne.

Parallèlement, nous poursuivons les travaux d'amélioration du campus du Régent: après l'ouverture du Café Campus et la colonisation de la moitié du parking pour installer des équipements sportifs, nous préparons un programme destiné à améliorer les aménagements de tous les espaces communs des deux bâtiments pour les rendre plus chaleureux et conviviaux. Dans cet esprit, nous travaillons avec les autorités de la commune de Lens pour explorer toutes les pistes qui permettront d'augmenter la capacité de travail et d'accueil du Régent: à noter que ces autorités manifestent à notre endroit une disponibilité et une compréhension vis à vis de nos requêtes exceptionnelles, ce dont nous les remercions très vivement.

The relationship between Le Rosey and Le Régent has continued to develop since 2019 and is set to become even stronger over the coming years; both schools, in their publications and communications, will now speak of the other as a "sister school" - independent, but both members of a sort of "Commonwealth". With a focus on the future of education, development programmes and a humanitarian vision, this larger grouping brings together Le Rosey, Le Rosey-Abantara in Mali, the John-F. Kennedy school in Saanen and Le Régent as well as these schools' summer camps and the Chyulu Wilderness Camp in Kenya.

This means that the management of Le Régent shares Le Rosey's special vision of a Swiss school with an international vocation, bringing with it a "Latin" concept of human relationships, a respect for differences and the mutual enrichment that this brings. It is also committed to developing the talents of all the children entrusted to it and a true engagement with Valais culture.

At the same time, we are working to improve the Régent campus. Following on from the opening of the Campus Café and taking over half of the parking space to create sports facilities, we are now preparing to improve the social spaces of the two principal buildings, making them both welcoming and convivial. In the same spirit, we are working with the Lens commune to expand and improve our work spaces and facilities. We are immensely grateful to them for their support and responsiveness in the face of our constant and ambitious requests and suggestions!







# AMAZING STAFF

Le Régent prides itself on the values and ideals of members of staff. Their initiatives - similar to much of the work undertaken by Régent students - serve to underline how the best schools teach more than subjects and ideas: they open minds to the challenges facing the world and encourage the sort of qualities needed to face them.

Each week we work with approximately 600 young people around the world as well as providing kit and equipment and, in exceptional cases, educational training to enable them to give back to their communities.



## KEVIN - KENYA ... Football Action



I am Chairman and Trustee of a small charity called Football Action. The charity's aim is to use football to inspire children and encourage education in developing countries.

We run projects in Ethiopia, Kenya, Honduras, and Guatemala, where we pay for local coaches in poor communities to deliver regular football sessions to underprivileged children as a way of getting the children into and/or keeping them in education.

Each project is different. For example, in Kenya, we work with children who live on or near an abandoned dumpsite whereas in Guatemala we are partnered with a charity which works with victims of sexual trafficking and violence to allow them to use football as part of a much bigger rehabilitation programme.



## YUAN - CHINA 🇨🇳 Teaching in Rural Areas

As a city girl, I was humbled to see a part of my country I had never seen before. Long journeys across the mountainous countryside in buses, vans and trucks, and conversations I had with farmers (sometimes with chickens and ducks as "fellow passengers"), are vivid memories of those times.



Growing up in urban China, I was fortunate to be able to attend some of the best educational institutions in the world. Yet, while 80% of Chinese students from cities can attend university, fewer than 10% of their counterparts from rural areas have the same opportunity.

In 2013, I joined the non-profit organization called Teach For China (TFC). I left a comfortable NYC home to join like-minded teachers and young professionals from China and the US. We set out to work in hundreds of little remote villages scattered across the provinces of Yunnan and Guangdong. In three and a half years, I visited more than 170 schools, observed teachers and liaised with local principals and officials.

Through our work, we were able to create libraries for the local communities, teach local teachers how to use facilities and take children for their first field trips to the capital city and universities. More importantly, our children could change their mindset from "No, I cannot" to "Yes, I can!".

Sometimes I felt powerless to change a situation far more complicated than I expected. But the empowering effect of education on our student cohorts was clear. And hearing, sometimes years later, that some were able to make it to the university we took them to visit, or that they were inspired to return to teach in their hometown, is its own reward.

Most of us who served in TFC back then are still working in education around the world, while the organization continues to plant the seeds for better educational outcomes in rural China. More and more like-minded people are joining the initiative, and shaping the future today.



## CAMILLE - PERU Protecting People and Places



My love of Peru began 20 years ago, when I volunteered at a home for women and children living with HIV in the capital, Lima. With no antiretroviral medication then available in Peru, some children became sick and needlessly died. And their HIV status meant they were prevented from attending school. So I became their first teacher, with one class for all ages.

This was a motivating experience, and In 2009, I moved back to Peru with the hope of supporting the home's residents in their transition to adulthood, now made possible by the arrival of antiretroviral medication.

For a decade, I supported the home's former residents to become independent adults and young parents, and this has continued through "Funds for Food"; an initiative to support low-income, Peruvian families through the COVID-19 pandemic.

In parallel, I have worked to protect Peru's mega-biodiverse environment, through A Rocha Peru, a Christian conservation organisation restoring "dry forest", one of the most endangered ecosystems in the world.

A key advantage is to bring real-world experience to the classroom, and encourage Le Régent students to care deeply and act diligently to protect our world's most vulnerable people and places.

I set up a UK non-profit that sent over 500 volunteers to work in orphanages, schools and other community projects in 20 low-income countries around the world.







## Navigating the COVID Storms

As COVID-19 morphed into "COVID-20" then "COVID-21", and 2022 variants followed hot on each other's heels, how did Le Régent cope with wave after wave of infections in the outside world? And what are the lessons learned?

There have been cases in school, of course - but very few. Swiss regulations obliged us to close, but for only three weeks in two years. The sports programme was curtailed but not for long. Exams went ahead as normal and the atmosphere around school has been remarkably relaxed yet disciplined.

Three things have worked in our favour. First, Le Régent is one of only two Apple Distinguished Schools in Switzerland, meaning that staff and students were able to switch to online and hybrid learning very quickly and efficiently.

Perhaps more important than the technical aspects of this change, however, was our understanding from the start of the limits of technology, the challenge of attention spans, screen fatigue and complex schedules for a worldwide classroom. (Some of our students followed classes from Japan, and some from California!) Our Head of IT and Digital Learning - like many of our Apple Distinguished Teachers - is technically knowledgeable and gifted but he is also an educator, aware of the human dimension of the learning experience.

Also on our side are the Swiss authorities. Never prone to panic, always available and ready to give us advice and to help students who need tests and certificates to travel, the Valais cantonal authorities have been a model of helvetic efficiency and collaboration.

Perhaps the key feature of our success has been the support of the Régent community. Of course, the lockdowns, mask-wearing, extra rules, vaccinations and testing have been uncomfortable and occasionally disheartening but parents, students and staff have maintained their calm and good humour and genuinely pulled together.

So what do we know now that might help in the future? Most conclusions are obvious but that does not make them any less valuable.

Technology is a wonderful tool for learning. We have all seen just how powerful it can be but also that it is an aid to learning and not the process itself.

Learning is a profoundly human activity. The presence of teachers and other students really does make a difference. Education is more than learning: it is living together. Remain courteous, compassionate and collaborative in dealings with each other and with the broader community - in short, "Keep calm and carry on".



## Information Technology

Will we colonize Mars? Will we survive to the age of 200? Will nanorobots live inside us? Will our homes and cars be autonomized? Will the digital world and the real world become entwined in ways we can hardly imagine?

Some thinkers say that the arrival of Artificial Intelligence (AI) is the biggest change in human history. Completely true or not, our students need to be ready. This is an exciting time to live, and an exciting time to study, but it is also a time of challenges. So how does Le Régent tackle these?

In the classroom, students can learn to code, understand the impact of AI, Big Data, IOT (the "Internet of Things"), 5G and Robotics. In addition, we are finding ways to improve digital intelligence across the whole school. Students can study Computer Science and Digital Societies; they can take a deeper look at the impact of technology in business, economics, health, politics and the environment. They use their MacBooks across the curriculum.

We also continue to develop links with EPFL, one of the leading Science and Technology Universities in the world. Class 10 students are already using the EPFL's online learning platform, GRAASP; and other projects with Swiss universities are in the pipeline.

And being one of only two Apple Distinguished Schools in Switzerland we get access to a number of opportunities for staff. We want our teachers to be experts in using AR (Augmented Reality) as a tool for learning, to be experts in analysing data to inform their practice and experts at using technology to support problem solving, creativity, collaboration and critical thinking - the human skills that with the support of the latest technology, students will need to shape their future.



## A Mathophobia-Free Future?

In some subjects there can be endless debate about what to teach: the French Revolution or the Chinese Cultural Revolution? But in mathematics the debate is less on the what than the how. At Le Régent, the Mathematics department is committed to producing "future-ready" students by varying its approaches, fostering interest in the subject, and reducing "mathophobia".

Teachers come from radically different backgrounds: the travel industry, finance, the military and circumnavigating the globe by sea! Their experiences provide students with a rich selection of real-life mathematical examples. IB students learn about inflation and the value of an investment using real data from financial institutions; Class 8 learns how to use bearings for aviation; other classes study the mathematics of Crans-Montana.

Diverse backgrounds also lead to innovation: one approach is to review the way work is marked: students sometimes receive no grades, only verbal and written feedback which is then acted upon in the following lesson. The idea is to make students concentrate on what they need to do to improve.

Not everything is new of course. Traditional teaching, coupled with the selective use of technology, can embed knowledge and equip students with ways to present their ideas logically. And technology is not the answer to everything: for the majority of topics, students learn to solve problems with and without a calculator.

And to maintain a competitive spirit, World Maths Day competitions are organised in the Junior School and the department also uses Mathletics, an online programme enabling students to compete in a series of timed quizzes with students all over the world.

Do these things make a difference? The answer is "Yes". Progress tests demonstrate that a huge number of our mathematicians showed higher than expected progress. And success is the secret to overcoming mathematics anxiety.



## CAS: Learning Beyond the Classroom in the IB Diploma

The International Baccalaureate (IB) aims to develop "inquiring, knowledgeable and caring young people... to create a better and more peaceful world through intercultural understanding and respect". Ambitious and worthy goals - but they need more than classroom learning alone.

Bridging the divide between classroom and the real world, is CAS (Creativity, Activity and Service), where students learn by being creative and active and by serving others. Activities organised and carried out by the students themselves develop existing skills and create new ones, while collaborating with others with very different backgrounds.

At Le Régent, some activities have been bold and far-reaching - and some have been local. They include:

- Volunteering in a foster home in Mali, Africa, for a week, often overcoming communication barriers through body language.
- Helping at a refugee camp in Calais during school holidays.
- Helping a local paediatrician with her day-to-day work (this did not just benefit the local practice but also the student, who now wishes to study medicine).
- Various campus events including the sale of candy canes with personally dedicated messages to help the Samaritans and their work with underprivileged children.

Activities such as these have enriched not only students but the wider community. Each has a new skill that will undoubtedly help them (and hopefully many others) in the future. And more importantly, each has taken something from their experiences that they could not have learned in the classroom.



### A Student's Testimony

My name is Manon, I am 14 years old, and am currently in Class 9. I and three other members Natalie, Yanis and Shiho (IB1) make up Le Régent International School solidarity and humanitarian group, C-Sharp.

Since the beginning of this school year, we have hosted two events, a Staff Bake Sale and a box for students' spare change. We are beginners, but with these two events, we managed to raise 360 francs in less than 2 months. This was a very successful achievement for those of us beginning a School "Charity" or for some of us in our first term at Le Régent.

We may be newcomers but the club has been in existence for a number of years, and has been able to collect considerable funds by hosting a series of events throughout the school years. These include collaborations with the Junior School, celebrating our policy of Diversity and Inclusion, and many more.

In the Winter Term, C-Sharp plans many more events for both the Senior and Junior schools. To follow on from a seasonal Christmas Raffle, Christmas Bingo, and even a Yule Log and Christmas Card Sale.

The organisation we are supporting is *Les Enfants Du Monde*, a charity that supports children in rural areas who are in desperate need of basic necessities and education. Our aim for this year is to raise at least 1,000 francs.





## The Air We Breathe...

Le Régent has always prided itself on being situated in one of the most pristine environments in the Swiss Alps. Crans-Montana has long been known for its curative properties of clean air, hot springs and healthy living. Now we have a way to prove it.

Le Régent has recently installed two new air monitors - one outside and one inside the building. These devices measure the atmospheric conditions (temperature, humidity and so on) as well as the amount of particulates in the air.

Our indoor monitor has proven that our Minergie air system is working well - air quality indoors is in the "excellent" range. COVID, for example, is less likely to spread in our building as the air is well circulated.

The outdoor air quality is also excellent, often with 0 particulates - in comparison, a typical reading for London, Tokyo, or Geneva is often but not always below 50 ("good"), while in Milan it is often over 150 ("unhealthy")...

The data provided by these devices are used across the curriculum: seeing how different factors such as increased tourism in the winter affect air quality can be useful in multiple subjects.



## Ecoschools

Le Régent has embarked on a two-year project to become a certified "eco-school". We know that government intervention alone will not keep global temperatures from rising over 1.5 degrees. We are doing our part, in our own small way, making sure that the students are the driving force.

Our group of 8 students and 2 teachers has two current areas of focus: Biodiversity and Waste. Biodiversity is now a theme embedded in Science classes and during Forest School, identification boards placed by the stream help Infant and Junior school pupils to become adept at recognising local plants and animals.

And there are physical projects in the works. We are working with the local council to improve the biodiversity of several areas around the school. Ideas include wildflower areas for bees, fruit and nut trees to provide children with fresh, healthy snacks and local animals with the food they need to survive.

Students also consider how the school creates and deals with waste. We aim to increase the amount of food grown locally, eliminate single-use plastics and deal with our waste more efficiently. The next step is to implement our physical biodiversity projects, which parents as well as students have the opportunity to be involved in.





## Chyulu Wilderness Camp

One of the challenges of the future is to preserve the past and the world's diversity. In the 2021 October holiday, a group of Le Régent senior students enjoyed a fascinating adventure to the Chyulu Wilderness Camp. They met the other part of the team from Le Rosey at Zurich airport, made their way to Nairobi, and eventually the camp at the foot of Mt Kilimanjaro in Kenya.

From the moment they disembarked, they found themselves in another world. Greeted by the smiling faces of the local Maasai trackers and guides, they were driven by Jeep to the Eco Lodge which was to be their home for the next week. The week's activities were varied and exciting but students also realised that the future will bring a host of complex challenges.

Accommodated in Chyulu Eco Lodge's dorms, they spent their days in one of the world's most beautiful areas - but not just as tourists. They saw animals, of course, but they also learned how Maasai tribespeople related to their world and how they were able, for example, to deduce an enormous amount just from animal tracks. They enjoyed a sunrise walk to an al fresco breakfast, but with botanists, also learned about local fruits, herbs, medicines and trees.

The Chyulu camp has a special relationship with the Maasai. Students worked with villagers, saw their houses, learned about their jewellery, played football, and even joined in a spear-throwing competition. They learned that as well as helping the local people enjoy a better future, the Camp's mission is to preserve the Maasai people's culture as well as their extraordinary environment.



RÉGENT CAMPS

*absolutely Crans-Montana*

## Régent Summer Camps

Vive la différence!

They may have an academic slant, but Régent Camps are not your usual summer school. Rather, we want to give students the chance to consolidate their learning in a creative and empowering way.

Instead of focusing on revision and test preparation, we take a different path. By using a project-based pedagogical approach, the students have ownership of their learning, seeing an academic project through from start to finish.

From homemade toothpaste to poetry writing, podcasts and stop-motion video projects, the students who participate in Régent Camps New Heights work on a specific project during their stay while also getting to practise crucial skills in their chosen subject of English, French or Maths (or a combination of two). In the end, they have something tangible to be proud of and to present at the end-of-camp ceremony.

This is a summer school that adds something different to the school year, rather than just prolonging it. By applying what they have learnt during the year in a fun and creative group project, the students are able to see both how far they have come as well as where there is still room for improvement - a great way to take an active part in their learning experience, discover new approaches and prepare for the school year ahead.



[www.regentcamps.ch](http://www.regentcamps.ch)

### NEW HEIGHTS

8 - 15 years  
July - August  
2 weeks



### MY LESSONS

English - French - Maths

### MY PASSION

Golf - Mountain Sports - Digital Media

### PRE-UNIVERSITY

16 - 18 years  
July - August  
3 weeks



### MORNINGS

SAT® Prep Track  
University Applications Track  
CFA® Future in Finance Track

### AFTERNOONS

Golf - Mountain Sports - Digital Media  
Diverse Alpine Activities & Excursions





**LE RÉGENT**  
INTERNATIONAL SCHOOL  
CRANS-MONTANA SWITZERLAND

