

emphasis

The Magazine

2024 | Germany



A Place to Learn and Grow

Our Structured Bilingual Day School Experience

Nurturing Minds, Building Futures

SIS

Swiss
International
School

A Place to Learn and Grow

Liebe Leserinnen und Leser,

Zweisprachigkeit und Sprache im Allgemeinen benötigen Raum und Zeit. Durch die Schaffung geeigneter Sprachräume bieten wir unseren Schülerinnen und Schülern einen Rahmen, den sie zum Erlernen und Weiterentwickeln beider Schulsprachen benötigen. Doch diese Räume erfordern auch eine entsprechende Zeitausstattung. Aus diesem Grund ist eine ganztägige Schulgemeinschaft ein wesentlicher Aspekt unseres Bildungskonzeptes.

Ohne den Ganzttag wäre die Umsetzung unseres immersiven zweisprachigen Konzepts in dieser Form nicht möglich. Denn Kinder und Jugendliche müssen sich im Rahmen der Immersion auf eine Sprache einstellen und einlassen können. Dies geschieht während Betreuungs- und Pausenzeiten, im Unterricht, aber auch bei außerunterrichtlichen Angeboten am Nachmittag. Die aktuelle emphaSIS setzt den Fokus genau auf dieses Thema: Der Ganzttag in unseren Schulen – ein Raum zum Lernen und zur Weiterentwicklung.

Unsere Schülerinnen und Schüler verbringen einen großen Teil des Tages an unseren Schulen. Deshalb ist es uns auch wichtig, dass wir in allen Phasen des Tages Impulse geben und abwechslungsreiche Angebote schaffen. Deshalb freut es uns sehr, Ihnen in dieser Ausgabe einen Einblick in die vielfältigen Themen und Angebote des Ganztages bieten zu können.

Dr. Stephan Kielblock vom DIPF Leibniz-Institut für Bildungsforschung und Bildungsinformation geht in seinem Gastbeitrag auf die wesentlichen Aspekte des Ganztags in Schulen ein. In der Kategorie "In Focus" erhalten Sie weitere Einblicke in die Übergänge zwischen den Stufen, die Bedeutung des Lernorts und der sozialen Fähigkeiten im Kontext der Schulgemeinschaft, aber auch in die Studierzeit (Study Time) und verschiedene Ausgestaltungsmöglichkeiten ebendieser.

In den weiteren Berichten von den Schulstandorten erhalten Sie Informationen zu unseren Ganztagsprogrammen. So berichtet die SIS Ingolstadt zum Beispiel über den Baking Club und wertvolle Lektionen für das eigene Leben. Die SIS Berlin führt hingegen aus, welche positiven Kräfte die soziale Interaktion in der Schulgemeinschaft auszulösen vermag, während die SIS Kassel darauf eingeht, wie wichtig, die abwechslungsreiche Gestaltung der Lernzeiten ist, zum Beispiel durch die Umsetzung einer Lernzeit als Ruhezeit, in der die Schülerinnen und Schüler selbstorganisiert und ruhig arbeiten.

Im Namen der SIS Deutschland wünsche ich Ihnen eine angenehme und abwechslungsreiche Lektüre und freue mich, Ihnen mit dieser Ausgabe der emphaSIS einen kleinen Einblick in den Ganzttag an unseren Schulstandorten bieten zu können.

Mit freundlichen Grüßen

Tim Kaboth
CEO SIS Swiss International School Deutschland



Tim Kaboth
CEO

Design Concept
dezember und juli gmbh

Layout and Setting
Bernadette Zederbauer,
bildtextform

Project Management
Corina Martin

Editing
Corina Martin, Rachel Meister

Photos
Stefan Reeh, Petra Homeier,
Teams at SIS schools

Printing
Bechtel Druck

Circulation
2.450

July 2024



natureOffice.com/DE-592-NJ2FXER

SUMMARY

Bilingualism and language in general require space and time. By creating suitable language rooms, we offer our students the framework they need to learn and develop both school languages. However, these spaces also require a corresponding amount of time. For this reason, an all-day school community is an essential aspect of our educational concept. Find out more in this year's edition of emphaSIS.

2024 | Germany

In Focus

- 4 Vorteile und Voraussetzungen guter Ganztagschulen
- 6 Seamless Transition: From Kindergarten to Year 1
- 7 A Lively School Community in a Spacious and Serene Environment
- 8 Social Development, Communication, and Life Skills
- 9 Study Time – an Integral Tool of the All-Day Provision



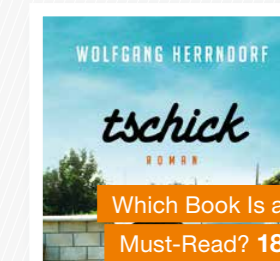
From the Schools

- SIS Berlin**
10 The Power of Social Interaction: Getting the Team Together
- SIS Frankfurt**
11 Navigating Conflict: On a Journey Towards Peaceful Resolution
- SIS Friedrichshafen**
12 Vielfältige Nachmittagsbetreuung für eine ganzheitliche Förderung
- SIS Ingolstadt**
13 What A Baking Club Can Teach Us About Life
- SIS Kassel**
14 Sinnvolle Nutzung der Ruhezeit als Lernzeit
- SIS Regensburg**
15 Bringing Learning to Life: Thematic Approaches in Kindergarten
- SIS Stuttgart-Fellbach**
16 Enhancing Education Through Practical Learning



This and That

- 17 A Day with Richard Lord – Principal at SIS Friedrichshafen
- 18 Which Book Is a Must-Read?
- 19 How Do You Experience the Community in Your School?





Gastbeitrag

Vorteile und Voraussetzungen guter Ganztagschulen

Dr. Stephan Kielblock, DIPF Leibniz-Institut für Bildungsforschung und Bildungsinformation, Frankfurt a. M.

Die mit der Ganztagschule verknüpften Hoffnungen sind groß – sie soll chancengerechter sein und Lernen auf eine Art ermöglichen, die näher an der Lebenswelt der Schülerinnen und Schüler dran ist. Aber bietet die Ganztagschule überhaupt Vorteile? Und wenn ja, welche Voraussetzungen sind nötig, damit Ganztagschule gut ist. Diesen Fragen widmet sich der vorliegende Gastbeitrag.

Seit gut 20 Jahren werden in Deutschland Ganztagschulen flächendeckend etabliert. Ganztagschule meint, dass an mindestens drei Tagen pro Woche Mittagessen sowie schulische Ganztagsangebote bereitgestellt werden. Die Angebote sind mit dem Unterricht konzeptionell verknüpft und werden von der Schulleitung (mit-)verantwortet.

Die Forschung zur Ganztagschule belegt, welche Vorteile Ganztagschulen bieten können. Im Folgenden wird beschrieben, was die Forschung zu den Vorteilen herausgefunden hat.

Welche Vorteile bringt die Ganztagschule?

Schülerinnen und Schüler profitieren vom Besuch schulischer Ganztagsangebote mit Blick auf ihre schulischen Leistungen. Auch die Noten entwickeln sich positiver, wenn die Schülerinnen und Schüler am Ganztagsbetrieb teilnehmen.

Der Ganztagsbetrieb kann zudem positive Bildungsverläufe an den schulischen Übergängen unterstützen. Das Risiko einer Klassenwiederholung ist geringer, wenn an schulischen Ganztagsangeboten teilgenommen wird.

Bestimmte Eigenschaften der Schülerinnen und Schülern gelten als Voraussetzung dafür, gut zu lernen. Hierzu gehört die Lernzielorientierung (ob es einer Schülerin bzw. einem Schüler wichtig ist, etwas zu lernen), das Selbstkonzept (wie die Schüler bzw. der Schüler die eigenen Fähigkeiten einschätzt) und das Kompetenzerleben (das Gefühl einer Schülerin bzw. eines Schülers, kompetent zu sein). Für all diese Merkmale ist es positiv, wenn Schülerinnen und Schüler an schulischen Ganztagsangeboten teilnehmen.

Der Besuch schulischer Ganztagsangebote beeinflusst die Entwicklung des Sozialverhaltens der Schülerinnen und Schüler in positiver Weise. Dies meint eine Stärkung prosozialen Verhaltens sowie ein Rückgang problematischen Verhaltens. Die Teilnahme am schulischen Ganztagsangebot bringt für die Schülerinnen und Schüler zudem mehr Wohlbefinden, einen höheren Selbstwert sowie ein geringeres Belastungserleben.

Schulische Ganztagsangebote haben das besondere Potenzial, die Schülerinnen und Schüler außerhalb des Unterrichts auf eine andere Art und Weise kennenzulernen.

All die bislang beschriebenen positiven Wirkungen stellen sich aber nicht pauschal und in jedem Fall ein, nur weil eine Schule sich selbst als Ganztagschule bezeichnet. Studien belegen, dass die Schülerinnen und Schüler das Ganztagsangebot gut finden müssen, damit sich positive Wirkungen zeigen. Besonders wichtig ist, dass die Schülerinnen und Schüler die Durchführung der Angebote (sog. Prozessqualität) und die sozialen Beziehungen in den Angeboten positiv bewerten. Auch ist wichtig, dass sich Schülerinnen und Schüler für außerunterrichtliche Angebote entscheiden können. Die Teilnahme an Angeboten mit spezifischer inhaltlicher Ausrichtung (z. B. ein lese-spezifisches Angebot) ermöglicht Leistungszuwächse vordergründig in den mit dem Angebot adressierten Kompetenzbereichen (z. B. Lesekompetenz). Zudem bringen schulische Ganztagsangebote den Schülerinnen und Schülern insbesondere dann etwas, wenn sie intensiv und dauerhaft – sprich: über Jahre hinweg – teilnehmen.

Dies lenkt den Blick auf die Voraussetzungen dafür, dass sich positive Effekte für die Schülerinnen und Schüler einstellen. Wie die Vorteile der Ganztagschule ausgeschöpft werden können, wird im Folgenden genauer beschrieben.

Welche Voraussetzungen muss die Ganztagschule erfüllen?

Eine gute Steuerung und Zusammenarbeit sind das Fundament für eine gewinnbringende Entwicklung des Ganztagsbetriebs. Es benötigt eine Steuerungsgruppe für den Ganztagsbetrieb, die eine Übersicht über die komplexe Personal- und Institutionen-Konstellation hat und die Weichen für eine professions- und institutionenübergreifende Zusammenarbeit stellt.

Im Ganztagskonzept wird eine gemeinsame Vision gebündelt und Ziele des Ganztagsbetriebs werden klar benannt. Verantwortlichkeiten werden festgelegt und es werden klare Aussagen zur Angebotsstruktur getroffen. Bei der Entwicklung und Weiterentwicklung des Ganztagskonzepts ist auch das Feedback der Eltern sowie Schülerinnen und Schüler wichtig.

Die außerunterrichtlichen Angebote müssen gut konzipiert und gut durchgeführt werden. Im Angebotskonzept wird das Ziel, das mit dem jeweiligen Angebot verfolgt wird, festgelegt. Zudem werden Materialien und Ausstattung, die für die Durchführung nötig sind, im Angebotskonzept beschrieben.

Die Methoden und Inhalte der Angebote orientieren sich am Alltag, an der Lebenswelt und an den Wünschen der Kinder bzw. Jugendlichen. Bei der Angebotsdurchführung werden zudem Regeln mit den Schülerinnen und Schülern gemeinsam aufgestellt und diese werden durchgesetzt.

Zu einem guten Ganztagsbetrieb gehören positive soziale Beziehungen. Alle Erwachsenen haben zunächst einmal eine Vorbildfunktion – sie sollten die Beziehungen innerhalb des gesamten Teams positiv gestalten. Zudem ist der Alltag so zu gestalten, dass sich alle sozial eingebunden fühlen und dass Anerkennung und Vertrauen das soziale Klima prägen. Eine Nulltoleranz gegenüber Gewalt, Mobbing etc. wird rigoros umgesetzt. Schulische Ganztagsangebote haben das besondere Potenzial, die Schülerinnen und Schüler außerhalb des Unterrichts auf eine andere Art und Weise kennenzulernen.

Ausblick

Im vorliegenden Gastbeitrag wurden die Vorteile guter Ganztagschulen deutlich. Es wurde unterstrichen, dass die Ganztagschule in dieser Weise aber nur wirkt, wenn bestimmte Voraussetzungen gegeben sind: Hierzu gehört eine gute Steuerung und Zusammenarbeit, klare Ziele, eine professionelle Durchführung der Angebote sowie positive soziale Beziehungen. Ist dies gegeben, lassen sich die Potenziale der Ganztagschule ausschöpfen. *

Quellen:

www.dipf.de/de/qualitaetsdialog

www.dipf.de/de/gts-bilanz

SUMMARY

There are now all-day schools almost everywhere in Germany. This guest article explains why these schools are good and what they need to function well. Research shows that students can benefit from attending all-day programmes. But this only works if certain conditions are met. It is important that the students like the programmes. Good organisation, clear goals, professionally designed programmes and positive relationships are important in order to exploit the full potential of an all-day school.

Seamless Transition: From Kindergarten to Year 1

Mayla da Silva, Head of Kindergarten, Lucie Räder and Anthony O’Riordan, Primary School Teachers, SIS Stuttgart-Fellbach

At kindergarten, children are encouraged to develop independence, motor coordination and social skills and are introduced to daily tasks and learning routines. It is at this time in their lives that many transitions happen, such as gaining independence, making friends, learning new things and obeying rules.

Every transition, whether at school or in life in general, is more solid and enjoyable if it is well prepared and organised. The construction of knowledge must be done little by little and the new reality must be introduced in a playful, structured and welcoming way. Thinking about the transition from kindergarten to school is extremely important when we understand that the routine is changed in a very significant way, so how can we do this in the best possible way?

At SIS Stuttgart-Fellbach, the kindergarten’s cooperation with the primary school is carried out weekly. The children in the Maxi group (kindergarten) have weekly meetings with one of the teachers from Years 1/2 or 3/4 to familiarise themselves with the school and classroom environment. Every week, primary school activities are introduced to kindergarten children and this teacher also brings them to the library so that contact with reading can begin.

Over the years, it has become clear to us that this type of integration directly reflects in the students’ adaptation to Year 1; the classroom environment is already known to them,

the faces and names of many teachers are already memorised, and the structure of the activities is already assimilated. As a result, when students make the transition they only need a few days to understand the new routine and can focus on learning and socialising with new peers.

In general, the social benefits are numerous. However, the *Maxitreff* programme not only benefits children in adaptability but also in learning. Many students arrive at school with prior knowledge of subjects, for example, letters and numbers. This makes the initial process of literacy and numeracy much more engaging, as the initial interest in these subjects has already been aroused during the integration classes between kindergarten children and teachers.

The beginning of the school year can bring many challenges, but in the transition from kindergarten to Year 1, many of these challenges are easily dealt with or simply non-existent. *



A Lively School Community in a Spacious and Serene Environment

Marc Corner, Principal, SIS Berlin

While SIS Berlin stands out for its emphasis on local and international bilingual education, it is equally committed to nurturing a vibrant school community within the embrace of nature’s tranquillity. Situated within peaceful and spacious school grounds, SIS Berlin offers a unique blend of academic excellence and holistic learning while providing an ideal setting for students to thrive academically, socially and emotionally.

The school is located on the outskirts of Berlin in the Hahneberg area, a space that is characterised by its historical military background, beautiful, wooded landscape with an abundance of wildlife, and tranquil environment. The school campus, additionally surrounded by gardens and vast green playing fields, offers students a serene yet adventurous educational experience. The school surroundings not only offer a conducive atmosphere for learning but also serve as a source of inspiration and rejuvenation for both students and staff alike.

Our wooded campus offers more than just a picturesque and adventurous location; it serves as an integral part of the learning experience. With ample outdoor spaces for exploration and recreation, students have the opportunity to connect with nature and develop a sense of stewardship of the environment. From outdoor classrooms to nature trails, our campus provides endless opportunities for hands-on learning, discovery and appreciation of environmental sustainability.

While the campus grounds are inspiring, a strong school community is an essential component of our ethos at SIS Berlin. With a belief in the value of cooperation between parents, teachers, students and administration, the parent council plays an active role in promoting a culture of collaboration and partnership and is responsible for organising key events at school. The parent council works in partnership with the

teachers to ensure that events such as the Winter Festival, Lantern Festival, cultural and religious festivals and the Summer Festival are engaging, enjoyable and open to all members of the school community. The proactive, multifaceted nature of the council strengthens the school community and encourages parents to play an active role in their children’s education, which in turn creates opportunities for meaningful engagement and mutual respect among the school community.

The combination of community-led events and spacious school grounds ensure that when events are organised, the opportunity to celebrate together is not lost. Good use of the school grounds and facilities are made to ensure a range of community events are enjoyable and inclusive. Events such as the Winter and Summer Festival allow for many outdoor and indoor stalls and activities, encouraging community spirit and good use of nature. Moreover, the active participation of the school community, including the parents, fosters collaborative engagement, communication and coordination. This proactive approach to parent involvement strengthens trust, promotes transparency, and contributes to a vibrant and inclusive school community at SIS Berlin. *



Social Development, Communication, and Life Skills

Danette Brink, Principal, SIS Regensburg

Learning is what one does in a school, but it cannot be limited only to academic development. As a day school, SIS Regensburg places an emphasis not only on supporting the students in achieving their academic goals but also on developing on a social level. Respect, not only for each other but also the environment, together with honesty, appreciation, personal responsibility, and commitment, make up the core values of our school.

At the beginning of the school year, as part of the integration project, each class created posters for the school about our core values. The posters showcase different interpretations of the values and how we, as a school, can live them out on a daily basis. Through their work, the students know the values and strive to ensure that they embody them to the best of their ability.



Our student council and the class representatives ensure that the student body has a voice and actively participate in creating room for social development through a variety of events. Important events at SIS Regensburg are Mother Tongue Day and the Day of Cultural Variety, as the students learn to enquire about and understand different cultures and opinions and that, even if we do not have the same opinion about certain topics, we can still be friends.



As part of our school life and lessons, our students engage with nature and the environment, going outside the classroom to achieve their learning goals. Strong student communication and group work play an important role in this – a valuable life skill for the future.

As part of our social development, the students practice gratefulness for what they receive and try to give back to the local community as much as they can. The donations from our charity run this year went to *Strohalm*, a charity organisation which helps to support the homeless in Regensburg. Through a presentation, the students could see where the donation was going and what a huge amount of support a little effort can bring to someone in need.

Students are also encouraged to live out their passions by creating and organising clubs – this helps them develop the responsibility for making their vision and passion come to life. A good example of this is the chess club that a Year 12 student, Antoni Maros, has been managing with the support of his teachers.

A school is a child's home away from home. At SIS Regensburg, we work together as a school community to create an environment in which our students are supported not only academically, but also socially, ensuring that they are passionate about life and learning. *

Every day, as a school, we work on communication. Not only whilst presenting our work in class, but also whilst articulating our thoughts to friends, to classmates and in discussions between students and teachers. In primary school, our buddy system within the year groups strengthens the bond between the students as well as between the different classes.



Study Time – an Integral Tool of the All-Day Provision

Shahid Ehsan, Vice Principal, SIS Ingolstadt

Study time is an essential part of the all-day programme at SIS Ingolstadt. Study time provides students with the opportunity to hone their skills, check their understanding and practise.

Study time activities vary significantly, particularly between younger and older students, and they may include home reading activities, longer projects or essays, or more directed and focused work such as revision for tests. In all cases, a teacher is on hand for support. However, we encourage students to become increasingly independent in order to equip them with a skill set for lifelong learning. Being able to be resourceful and organise yourself is a learned habit that will come in handy at university as much as in everyday life.

To maximise the impact of learning in a classroom, study time builds on lesson contents and provides extension work to support and challenge the students. Additionally, it allows them to reflect upon their work, identifying their own strengths and weaknesses.

The independent work accomplished during study time boosts students' motivation and confidence, thus improving their performance.

During study time at SIS, students have access to a number of resources, i.e. tablets, laptops, the library, and a teacher. But not only students benefit from study time. The work produced during study time provides their teachers with an insight into students' understanding and enables them to adapt their teaching and to provide differentiated learning material.

It is quite astonishing to visit classrooms during study time and see motivated students working in a calm fashion, enabling every single person in the room to make the most of the last session of the day.

As our students learn in an all-day school setting, they should be able to enjoy family life when they leave school after study time. This is an aspect both parents and children enjoy. *



"I am impressed by how much my child has improved her reading skills with extra support during study time under the supervision of a teacher."
(Parent of a Year 2 Student)

"I appreciate that I can ask a teacher for help when I get stuck with homework. There is always somebody there to support me."
(Student at Secondary School)

"My best friend and I sit next to each other so we can do our homework together."
(Year 3 Student)

SIS Berlin

The Power of Social Interaction: Getting the Team Together

Maria Codina, Head of Secondary School, SIS Berlin

Before Christmas, the whole team from SIS Berlin had the opportunity to gather together and enjoy dinner in a restaurant near the school. We conversed, made jokes and established connections with each other while sitting around a table in a relaxing atmosphere. The power of social interaction comes to my mind when I think about that day.

I believe that the complex system of education relies on teachers' collaborative efforts to create a vibrant and effective learning environment. As educators, we understand the significant impact that collaboration has on shaping educational experiences for our students. As Head of Secondary, I recognise the power of teachers working together on one project, like we did last year to prepare the DP self-evaluation process ending with the DP online visit last September. In these moments, I am aware of the profound impact that social interaction can have on fostering a cohesive and supportive team.

Collaboration is essential to ensure a holistic development of our students. When teachers work together, they have the opportunity to share ideas, exchange points of view and leverage on each other's strengths to create enriching learning experiences. By collaborating, we are able to adapt our teaching methods to meet the different needs of our students and guarantee that every student receives the support they require to excel.

Furthermore, collaboration develops a culture of learning and professional growth. By embarking on discussions and collaborative planning, we have the opportunity, as educators, to refine our pedagogical practices, explore new ones and continue our research in the latest educational trends. These

collaborations have an impact in the overall quality of education that we provide.

However, fostering effective collaboration among teachers is not without its challenges. Common time for collaborative meetings, different teaching philosophies, and interpersonal dynamics can be a barrier. This is where events like the last Christmas dinner provide valuable opportunities for teachers to come together in a relaxed and informal setting. We have the chance to connect on a personal level, share stories, build trust and strengthen friendship. These social interactions help to break barriers and develop a sense of unity. Hence, we then feel more comfortable collaborating with one another and seeking support when needed.

In addition, social interaction outside the classroom fosters a sense of community. When teachers feel valued and supported by their colleagues, they are more engaged, motivated and committed. This has a positive impact on teacher morale, job satisfaction and ultimately, on student outcomes.

In conclusion, by working together, teachers can create a synergistic learning environment where students have the opportunity to flourish. Events like the Winterbreak Dinner before the holidays play a crucial role in fostering social interaction and strengthening bonds among our staff. As Head of Secondary, I am committed to nurturing a culture of collaboration and support among our staff because I firmly believe that when we work together, the possibilities of success and professional growth are endless. ✨



SIS Frankfurt

Navigating Conflict: On a Journey Towards Peaceful Resolution

Aurelio Reyes-Alcántara, Principal, SIS Frankfurt

In the bustling corridors and vibrant classrooms of our school, conflicts can sometimes arise, testing the bonds of our community. From disagreements over group projects to misunderstandings among friends, navigating these challenges is a shared journey that requires patience, empathy, and skillful guidance. At our school, we believe in fostering a culture of respect, understanding, and peaceful resolution.

At the heart of conflict resolution lies the belief that every conflict presents an opportunity for growth and learning. Rather than shying away from disagreements, we encourage open dialogue and constructive communication. Through initiatives such as peer mediation programmes, students are empowered to take an active role in resolving conflicts, learning valuable skills in negotiation, empathy, and problem-solving along the way.

Peer mediation is not just about resolving conflicts; it's about fostering understanding and building bridges between individuals. Trained student mediators serve as impartial facilitators, guiding their peers through structured discussions aimed at finding mutually acceptable solutions. By empowering students to take ownership of their conflicts and work together towards resolution, we create a culture of collaboration and respect that extends far beyond the confines of the mediation room.

But conflict resolution doesn't end with mediation; it's a continuous process that requires ongoing support and reinforcement. Restorative justice practices play a crucial role in repairing harm and restoring relationships in the aftermath

of conflicts. Through restorative circles and community-building activities, students have the opportunity to reflect on their actions, take responsibility for their behaviour, and make amends with those they've harmed. These restorative practices foster a sense of accountability and empathy among students, laying the foundation for a more compassionate and inclusive school community.

Creating a positive school climate conducive to conflict resolution requires the collective effort of students, educators, and administrators alike. That's why we want to integrate conflict resolution education into the day-to-day of our school, ensuring that every student has the opportunity to learn essential skills for navigating conflicts peacefully. Through interactive workshops, role-playing activities, and discussions on empathy and communication, we want to equip students with the tools they need to handle conflicts constructively and promote a culture of harmony within our halls.

As we embark on our journey towards peaceful resolution, we must acknowledge that conflicts will inevitably arise, but it's how we choose to address them that defines us as a community. We are striving to build a school where conflicts are seen not as obstacles but as opportunities for growth, connection, and transformation. Together, we want to embrace conflicts as instructive moments and work towards a future where understanding and empathy are the baseline, where differences are celebrated, conflicts are resolved peacefully, and every individual has the opportunity to thrive. ✨



SIS Friedrichshafen

Vielfältige Nachmittagsbetreuung für eine ganzheitliche Förderung

Chantal Kollmar, Mitarbeiterin im Schulbüro, SIS Friedrichshafen

Die offene Ganztagschule der SIS Friedrichshafen bietet eine Fülle von Möglichkeiten für eine vielfältige Nachmittagsbetreuung, die weit über den reinen Unterricht hinausgeht. Wir tragen Verantwortung für die Umsetzung der bildungspolitischen und gesellschaftlichen Anforderungen unserer Zeit. Denn diese Form der Betreuung hat zahlreiche Vorteile für Schülerinnen, Schüler, Eltern und die gesamte Schulgemeinschaft:

1. Individuelle Förderung: Eine vielfältige Nachmittagsbetreuung ermöglicht, individuelle Bedürfnisse und Interessen der Schülerinnen und Schüler zu berücksichtigen. Durch unterschiedliche Angebote wie Förderkurse in Englisch (EAL) oder Deutsch (DAZ), Arbeitsgemeinschaften oder kreative Workshops können die Kinder und Jugendlichen ihre Stärken entdecken und weiterentwickeln. Um nur einige der Angebote zu nennen: das spielerische Erlernen der chinesischen Sprache, der Einstieg in das Klarinettenspiel oder künstlerisches Ausleben in der Farbspiel-AG.

2. Ausgleich von Bildungsungleichheiten: Eine offene Ganztagschule bietet Chancengleichheit für alle Schülerinnen und Schüler, unabhängig von ihrem sozialen Hintergrund oder ihren familiären Verhältnissen. Durch zusätzliche Betreuungsangebote und Fördermaßnahmen können Bildungsungleichheiten reduziert und der Bildungserfolg verbessert werden.

3. Soziales Lernen: Die Schülerinnen und Schüler haben die Möglichkeit, in verschiedenen sozialen Kontexten zu interagieren und zu kooperieren. Sie lernen, Konflikte zu lösen, Verantwortung zu übernehmen und respektvoll miteinander umzugehen – wichtige Kompetenzen für das spätere Leben. Die Schülermitverantwortung (SMV), die Gruppe Sustainibility, genauso wie das CAS-Diplom-Programm (Certificate of Advanced Studies) bieten unseren Schülerinnen und Schülern eine Plattform sich für ihre Schule zu engagieren.

4. Entlastung für berufstätige Eltern: Die flexible Betreuung am Nachmittag ermöglicht es berufstätigen Eltern, Familie und Beruf besser miteinander zu vereinbaren. Sie müssen sich weniger Sorgen um die Betreuung ihrer Kinder

machen und können ihre Arbeitszeit flexibler gestalten. Unsere Schule ist stets bemüht das gesamte Spektrum der elterlichen Anforderungen an unsere Bildungseinrichtung zu erfüllen. Dazu gehört neben dem Auftrag der akademischen Bildung auch das Freizeitangebot. Speziell für unsere Grundschülerinnen und -schüler bieten wir einen Outdoor-Club an, bei dem die Kinder mit einer Lehrkraft die Umgebung unserer Schule entdecken.

5. Förderung von Gesundheit und Wohlbefinden: Eine vielfältige Nachmittagsbetreuung kann auch dazu beitragen, die Gesundheit und das Wohlbefinden der Schülerinnen und Schüler zu fördern. Sport- und Bewegungsangebote sowie gesunde Mahlzeiten tragen zur körperlichen Fitness bei, während Entspannungs- und Kreativitätsangebote das seelische Wohlbefinden stärken. Die Ballspiel/Sport-AG steht hoch im Kurs, da sich die Schülerinnen und Schüler in der großzügigen und außerordentlich gut ausgestatteten Sporthalle austoben oder in kleinen Gruppen unter Anleitung einer gezielten Sportart, wie z.B. Volleyball oder Basketball nachgehen können.

6. Einbindung der lokalen Gemeinschaft: Durch die Zusammenarbeit mit Vereinen, Verbänden, Unternehmen und anderen Institutionen können vielfältige Bildungs- und Freizeitangebote geschaffen werden, von denen nicht nur die Schülerinnen und Schüler, sondern die gesamte Gemeinschaft profitiert. Dazu zählen interessante Praktikumsplätze für die Schülerinnen und Schüler, die ein einwöchiges BOGY (Berufsorientiertes Praktikum im Gymnasium) in Klasse 9 absolvieren müssen. Die Kontakte zu den ansässigen Unternehmen sind daher sehr hilfreich.

Insgesamt trägt eine vielfältige Nachmittagsbetreuung im Rahmen einer offenen Ganztagschule zur individuellen Förderung, Chancengleichheit, sozialen Integration, Vereinbarkeit von Familie und Beruf, Gesundheit und lokalen Gemeinschaft bei und leistet damit einen wichtigen Beitrag zur ganzheitlichen Bildung und Entwicklung der Kinder und Jugendlichen. ★



SIS Ingolstadt

What A Baking Club Can Teach Us About Life

Pamela Bradley-Höllering, Head of Secondary School, SIS Ingolstadt

What's not to love about baking? At SIS Ingolstadt, the baking club actually started before coronavirus hit our schools. We took a couple of years off because of it but started again this year with a lot of enthusiasm and excitement. What I've come to realise is that the primary and secondary students and I have gotten better at it, and that baking has taught them and me a lot of worthwhile lessons about life:

Things tend to get messy

At the beginning of every club session, we talk about cleaning up after ourselves, reading recipes carefully and listening to instructions. We learned that no matter how careful you are or how well you plan everything for a baking session, the cocoa powder gets spilt, the eggs get broken and someone in your crew of three might forget to start the mixer on low, which causes the batter to explode everywhere. What you can expect in baking, and in life, is that you can't always control things that go wrong, but you can learn from them.

Some accidents are the good kind

In one of the baking sessions, the recipe wasn't followed properly and students ended up combining the chocolate with the batter instead of separating it into two parts, which led to a chocolate cheesecake instead of a zebra cheesecake. When the students figured it out, they weren't too pleased, but it ended up tasting just as delicious. We learned that when something unexpected or accidental happens, something good can still come out of it. We read more carefully now. Lesson learned!

Little mistakes will blow over

Baking forgives. If someone accidentally forgets to add the baking soda because they thought someone else in the group did it, odds are that nobody will be able to tell that much of a difference in taste, but it may look a bit different. We have a tendency to beat ourselves up over little things and may even blame others for a mistake, but in the end, it's just a waste of time. The students figured out that ticking off the ingredient list can help us make sure that no ingredient is forgotten.

Risks are worth taking

Turning kids loose in a kitchen to bake every week can be a challenge. They have to take responsibility for each other in the group, share the tasks and remember that they only have 35 to 40 minutes to get everything oven-ready. In addition to that, each student has to be on a clean-up crew at least once and they have to bake with every member of the group at least once. Not all students are from the same class, so it can be a tricky business monitoring behaviour and cooperation among them, but, as in life, we need to remember that nothing is gained by not stepping out of our comfort zones. Shaking things up a bit can be positive!

You are also fine on your own

At school, baking is a small group activity, but it can just as easily be a solo gig. Students get the recipe after every baking session in the hope that they take it home and try it again on their own. Mixing sugar and butter and following the recipe completely independently from the other bakers helps students develop their independence and ability to do things on their own.

Sharing with others

Baking and eating the goodies for oneself is the best, of course. Our club has to be sustainable, though, and since it costs money to run our club, we have found a way to support ourselves. Once a month we set up a bake sale at school in order to raise money to offset the cost of our baking materials. Here, our bakers are polishing their social skills and getting a little maths practice in at the same time.



In total, around thirty students have been inducted into the club. We've worked hard and the rewards have been visible. We've learned about ourselves, working in a team, sharing responsibility, taking charge, making change and remembering to have fun. If this doesn't help us all along life's path, then what does? We're a popular club in the school. On Wednesdays, when smells of baking travel through the hallways causing mouths to water, we contemplate ways of promoting our club even more. The next step is getting our bakers involved in organising, planning and putting together a cookbook of all of our favourite recipes to share with the SIS school community. We'll keep everyone posted as we continue to bake it right. ★

SIS Kassel

Sinnvolle Nutzung der Ruhezeit als Lernzeit

Elke Zahab, Lehrkraft Grundschule, SIS Kassel

Die Ruhezeit ist ein zentraler Bestandteil unseres schulischen Alltags, fest verankert direkt nach der Mittagspause an jedem Schultag. In diesem Zeitfenster sind unsere Schülerinnen und Schüler angehalten, eigenständig und ruhig Aufgaben zu bearbeiten, wobei ihre individuellen Lernbedürfnisse und -fähigkeiten berücksichtigt werden. Dieses Konzept der Ruhezeit zielt darauf ab, den Schülerinnen und Schülern eine Struktur zu bieten, die es ihnen ermöglicht, ihre Lernziele effektiv zu verfolgen und ihre Selbstständigkeit im Lernprozess zu stärken.

Um die Schülerinnen und Schüler auf diese eigenständige Arbeitsphase vorzubereiten, verfolgen wir einen schrittweisen Ansatz. Besonders der Übergang von der ersten zur zweiten Klasse stellt für einige Kinder eine Herausforderung dar, da sie dann an das Konzept von Klassenarbeiten herangeführt werden und eigenständiges Lernen an Bedeutung zunimmt. Daher legen wir in den ersten Wochen der Klasse besonderes Augenmerk auf das gemeinsame Erarbeiten und Etablieren von Regeln und Erwartungen in der Ruhezeit. Diese Regeln werden gut sichtbar aufgehängt, um den Schülerinnen und Schülern eine klare Orientierung zu bieten.

Die Erwartungen an die Schülerinnen und Schüler während der Ruhe- oder Lernzeit, wie wir sie mittlerweile nennen, sind klar definiert: Die Kinder sollen auf ihrem Platz sitzen bleiben, leise und eigenständig arbeiten und ihre Mitschülerinnen und Mitschüler nur dann ansprechen, wenn es unbedingt notwendig ist. Jedoch dürfen sie ihren Platz verlassen, um sich ein Buch zu holen, sofern sie zuvor kontrolliert haben, dass sie ihre Aufgaben abgeschlossen haben.

Um eine reibungslose Arbeitsweise zu gewährleisten befinden sich die Aufgaben in Sichtweite der Kinder, beispielsweise unter der Dokumentenkamera. Dabei spielt auch die Lehrkraft eine entscheidende Rolle. Sie beaufsichtigt und unterstützt die Schülerinnen und Schüler bei der Bearbeitung der Aufgaben. Zusätzlich stehen Hilfsmittel wie Kopfhörer, Sanduhren und Abtrenner zur Verfügung, um denen, die noch Probleme mit der Einhaltung der Regeln haben, ein Gefühl von einem eigenen Arbeitsraum und Privatsphäre zu vermitteln und damit den Fokus auf die Aufgaben zu stärken.

Ein wichtiger Aspekt der Lernzeit ist auch die Anpassung an die abwechselnden Hausaufgabentage "Deutsch" oder "Englisch". Diese vorgegebene Struktur gibt den Schülerinnen und Schülern eine klare Orientierung und ermöglicht es ihnen, sich gezielt auf die anstehenden Aufgaben vorzubereiten.

Nach und nach werden die Hausaufgaben zu Schulaufgaben, was wiederum bedeutet, dass die Zeit am Nachmittag für andere Aktivitäten, wie Sport, Musikunterricht oder spielen, genutzt werden kann – vorausgesetzt, die Schülerin oder der Schüler hat das Zeitfenster der Lernzeit sinnvoll genutzt.

Insgesamt bietet die Ruhe- oder Lernzeit unseren Schülerinnen und Schülern einen strukturierten Rahmen, um ihre Selbstständigkeit und Konzentration zu fördern sowie ihre Lernziele effektiv zu erreichen. Durch die klaren Regeln, die Unterstützung der Lehrkraft und die gezielte Anpassung an die Bedürfnisse der Kinder ist die Lernzeit ein wichtiger Baustein in unserer pädagogischen Arbeit. ✨



SIS Regensburg

Bringing Learning to Life: Thematic Approaches in Kindergarten

Michelle Dos Santos Costa and Henriett Pamer, Kindergarten Teachers, SIS Regensburg

The method of thematic teaching involves choosing a theme or topic to teach one or more concepts. The theme chosen is then demonstrated using a variety of information and resources. Thematic teaching is based on the idea that kids learn best through holistic, real-life experiences. That is what makes this way of teaching and learning most unique! Instead of focusing on rote learning, kids can make better connections with explored concepts because of daily life examples and experiences.

To demonstrate this concept, the article will look at the November, December, and January themes in SIS Regensburg and how this supported the students' learning.

Throughout the month of **November** at SIS Regensburg's kindergarten, children became knights and princesses. Each day during circle time, they explored life in a castle. One of the teachers from SIS Regensburg dressed up as a knight; children were fascinated by how heavy the knight's clothing was. They were amazed at the head gear and the sword the knight had.



Then, during the days after seeing the knight with all his gear on, children transformed themselves into knights or princesses. If they chose to be a princess, they crafted a crown and if they chose to be knight, they crafted a knight's head gear. In these activities, the students worked on their fine motor skills, bringing their imaginations to life and using different materials in different ways.

The children developed their object and material skills by making their own castle collages and constructing them. Literacy activities connected with the theme expanded vocabulary, taught letters, and encouraged storytelling. Role play included a castle-themed fantasy area with dress-up outfits. The teachers read books on fairy tales and dragons to enhance understanding and vocabulary. Music and sports activities also reflected the theme to support the learning goals. As the festival of St. Martin takes place in November, this was a natural extension of the theme, with the children learning songs and creating their own lanterns.



In **December**, the kindergarten transformed into a Christmas market and of course St. Nicolas came to visit. To prepare for his visit, learning activities often had the goal of supporting the mathematical development of the students, for example measurement: children had to measure paper and tape and figure out how much was needed to cover different-sized boxes. To create Christmas decorations for their parents, they had to correctly measure different ingredients. Fine motor skills were further developed cutting Christmas socks and templates to create Christmas trees. The students had the chance to share which different Christmas traditions were followed at home. The Christmas songs helped the students to work on maintaining rhythms, singing in tune, and enjoy making music, all in classrooms where the theme was wonderfully brought to life by the teachers.

January was an icy experience at the SIS Regensburg kindergarten and children felt like they were in the Arctic. To support the learning environment and theme, the entrance of the kindergarten had all the arctic animals floating on ice bergs. In the classroom, they experienced even more. As part of the SIS Science Curriculum, children made fake snow and ice crystals during a science experiment. They observed how the material changed and were very curious to explore the process behind these changes. The theme also supported other objectives in the science curriculum, for example, the students explored the changes in the weather and learned about different animals and their natural habitats during their learning activities. Children also expanded on their research skills and, with the help of the teachers, searched for more information on the northern lights. This sparked the students' creativity, and they produced their own northern lights by learning how to mix colours and how these can change depending on the combination that you use.

Thematic teaching supports the learning goals of the students and anchors their learning in real-life examples and experiences. Bringing these themes to life in the kindergarten makes the learning activities more tangible, thereby helping to achieve the learning goals. ✨

SIS Stuttgart-Fellbach

Enhancing Education Through Practical Learning

Richard Williamson, Vice Principal, Anthony O'Riordan, Primary School Teacher, Laura Heyder, Kindergarten Teacher, Judy Raine, Administration, SIS Stuttgart-Fellbach

Being a full-day school gives us the time and opportunity to offer practical training during field trips at all year levels, from kindergarten to upper secondary school. In the realm of education, integrating practical learning and field trips into the curriculum enriches students' experiences and offers invaluable benefits. Field trips provide a break from routine, sparking enthusiasm and engagement among students.

As part of their biology course, Year 12 students visited the science centre *experimenta* in Heilbronn, where they engaged in a lab session instead of the usual exhibition tour. This enabled the students to use equipment not typically found in schools.

In the first scenario, students worked on finding the perpetrator of a robbery. They created and analysed genetic fingerprints based on blood left at the crime scene. Under the guidance of the biologist running the course, they employed various DNA techniques, such as PCR and gel electrophoresis, to create genetic fingerprints which allowed them to identify the guilty party.

For the second scenario, students analysed the DNA of bacteria from an outbreak of antibiotic-resistant bacteria in a local hospital. Their goal was to determine the source of the bacteria that caused the outbreak. They isolated the plasmids from the bacteria, amplified them with PCR, and analysed the results using gel electrophoresis.



Year 2 embarked on a thrilling field trip to Stuttgart airport. Donning visitor cards and jackets, students explored various airport sections, even passing through a private security check. A bus ride along the runway treated students to the sight of planes from around the world, and they relished the chance to wave at pilots and passengers as they taxied by. Excitement peaked as students observed the colossal fire engines, each valued at nearly one million euro.

Our kindergarten Maxi group took a trip to the museum *Forscherfabrik* in Schorndorf. There, they explored technical and scientific processes at over 70 stations. From the laser puzzle to the wind tunnel, from the floating ball to the compressed air rocket, eleven themed worlds offered exciting experiments for our Maxis.

Excursions like these expose students to practical learning, fostering a deeper understanding of theoretical concepts by allowing them to apply what they learn in real-world contexts. Furthermore, such experiences broaden students' perspectives and nurture essential life skills such as problem-solving and teamwork. ✨



SIS en route

A Day with Richard Lord – Principal at SIS Friedrichshafen

Richard Lord, Principal, SIS Friedrichshafen

Richard Lord has been the principal of SIS Friedrichshafen since March last year. It is a job that provides a great deal of variety and guarantees that no two days are ever the same. Working with all stakeholders from across the school community offers a unique perspective into life at the school.



1 p.m. The next meeting is a performance review meeting with a teacher from the college. These meetings have been invaluable in terms of really getting to know the staff across the school, to gather their feedback, discuss their strengths, build upon these and agree on some targets for future performance.

3 p.m. Next stop is the grading conference for Years 5 to 8. As we approach the end of the first half-year, teachers have been working diligently to submit grades and draft report comments for discussion and voting. This is traditionally a long and focused meeting and, to keep colleagues sustained, Mrs Kübler has prepared a much-appreciated buffet.

6:30 p.m. The working day ends with a parent council meeting. Having previously worked in England, I have found the organisation and democratic function of the parent council an interesting cultural difference. As I cycle home, I reflect on how fortunate we are to enjoy such high levels of parental support at SIS Friedrichshafen. ✨

7 a.m. I cycle into school and head to the office to check my emails over a cup of coffee and ensure that all lessons are covered for the day.

8 a.m. The first formal engagement of the day beckons and I head to supervise the main entrance into school for half an hour. This is a great way to start the day and gives me the opportunity to welcome students and staff to a brand-new day at school. Having been at the school for over a year now, I know the students well and we talk about their progress in lessons, their plans for the weekend and the latest sports results. Morning duty is also a chance to meet parents and carers informally.

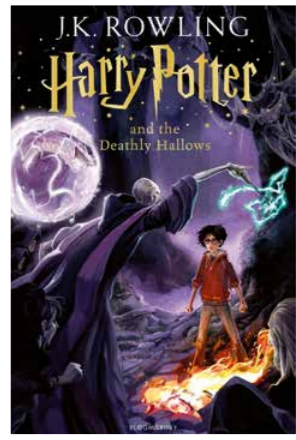
10 a.m. It is time for the fortnightly meeting with my line manager and a colleague from HR. These meetings allow us to discuss important operational and strategic matters on a regular basis and help us to maintain good lines of communication. After this meeting, I walk around the school to check in on lessons, which is really important to me each day.

12 p.m. I meet every section head individually on a weekly basis and today is the primary school meeting with Mrs Huber. We discuss important dates in the calendar, student progress and review our timetable planning for next September.



SIS recommends

Which Book Is a Must-Read?



Johannes Koch,
Year 6 Student at SIS Kassel

Harry Potter and the Deathly Hallows

J.K. Rowling

Harry Potter and the Deathly Hallows is the final book in the Harry Potter series. Harry and his friends track down Horcruxes to face Voldemort in the final battle at Hogwarts. No spoilers, but many beloved characters do not survive the final battle.

I think that everybody would enjoy reading the Harry Potter series, especially the seventh book because it is an exciting book filled with adventure. It is also scary, so readers should know that. But there are still some funny moments, like when George catches Harry and Ginny kissing in the kitchen.

In the beginning, Harry thought that he had to kill Voldemort because of the prophecy, but even after learning that he did not have to, he still wanted to because he wanted revenge and to bring peace to the world. I think that we can learn a lot about bravery and standing up for yourself and your friends from this book.

I would recommend reading the books before watching the movies because the movies leave out a lot of detail.



Melina Keller,
Werkstudentin Marketing und
Kommunikation, SIS Deutschland

tschick

Wolfgang Herrndorf

Der Jugendroman "tschick" von dem Buchautor Wolfgang Herrndorf aus dem Jahr 2010 begeisterte mich durch die authentische Erzählweise und einen Schreibstil, der das Buch leicht zu lesen macht. Es ist eine Geschichte über die Suche nach der eigenen Identität, die Bedeutung von Freundschaft und über die Herausforderungen des Erwachsenwerdens. Maik Klingenberg, ein schüchterer Teenager, der in der Schule Schwierigkeiten hat Anschluss zu finden, lernt den neuen Mitschüler Tschick, welcher das komplette Gegenteil von Maik ist, besser kennen. Im Sommer beschließen die beiden, mit einem gestohlenen Lada auf eine Reise durch Ostdeutschland zu gehen. Während ihrer Reise erleben Maik und Tschick zahlreiche Abenteuer und treffen auf die unterschiedlichsten Charaktere. Diese Reise wird zu einer Zeit der persönlichen Entdeckung für Maik, der mehr Selbstvertrauen gewinnt und lernt, sich seinen Problemen zu stellen. Am Ende kehren die beiden Freunde nach Berlin zurück, verändert durch ihre Erlebnisse und gestärkt durch ihre ungewöhnliche Freundschaft. Man kann sich in die Charaktere leicht hineinversetzen und wird dadurch schnell selbst ein Teil des Abenteuers.



Sarah Joyce Koch,
Parent Council Member at SIS Kassel

The Giver

Lois Lowry

I recently re-read The Giver after having previously read it in high school. The book takes place in the future and follows a boy named Jonas who has been tasked with accepting all the memories from the past from an old man, simply known as The Giver. What is interesting about this book is that you can argue whether Jonas is living in a utopian or dystopian future. In his society, there is no violence, everything is well structured and organised and people seem generally satisfied with this system. On the other hand, there is no colour, no choice and no love.

The Giver was written over thirty years ago and its theme of a disconcerting future is still a relevant and interesting topic. I think it is an important book for students to read as it shows what can happen if no one asks questions and systems go unchecked. I highly recommend reading it and then asking yourself, 'How would I fare in a totalitarian society? What would happen if we stopped asking questions?'

One question, two points of view

How Do You Experience the Community in Your School?



Ismail Elnahass,
Klasse 1, SIS Frankfurt

Die Schule fühlt sich an wie eine große Familie! Egal ob beim Spielen, Sport machen oder Lernen, jeder ist dabei. Wir sind alle verschieden, und das ist toll. Wir schließen Freundschaften und helfen uns gegenseitig. Unsere Schule ist wie ein Ort voller Spaß, wo wir zusammen Neues lernen und zusammen sind! Jeden Tag gibt es etwas Aufregendes zu entdecken, sei es im Klassenzimmer oder auf dem Schulhof. Wir lachen, wir lernen und wir wachsen gemeinsam.

Die Lehrkräfte unterstützen uns, damit wir unser Bestes geben können. In unserer Schule fühlen wir uns wie zu Hause, und das ist das Beste!

Es gibt auch viele lustige Aktivitäten wie AGs, Bastelprojekte und Spiele im Freien. Wir lieben es, zusammen an Projekten zu arbeiten und gemeinsam zu feiern. Und wenn wir Hilfe brauchen, sind die Lehrkräfte immer da, um uns zu unterstützen.

Zusammen machen wir unsere Schule zu einem besonderen Ort, an dem wir uns glücklich und sicher fühlen können.



Nadine El Housseiny-Auth,
Head of Primary School, SIS Frankfurt

Teaching at our school feels like being part of a big, extended family. Each day, as educators, we come together with a shared purpose: to foster an environment where every student feels valued and supported. It's more than just teaching, it's about building relationships and creating a sense of belonging. In our classrooms, we see diversity as a strength, and we celebrate the unique backgrounds and experiences that each student brings. We work collaboratively, sharing ideas and strategies to meet the needs of every learner. Our school is a place where students not only learn academic subjects but also develop important life skills, like problem-solving, adaptability and creativity.

As teachers, we are committed to guiding and nurturing our students, helping them navigate the ups and downs of school life. We provide a safe and supportive space where students feel encouraged to take risks, make mistakes and learn from them. Together, we create a supportive community where every student can feel safe and empowered to grow.



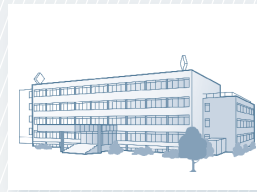
SIS Berlin

SIS Swiss International School
Heerstraße 465
D-13593 Berlin
Phone +49 (0)30 364 398 20
info.berlin@swissinternationalschool.de



Educational Levels

- Preschool
- Primary School
- Secondary School



SIS Frankfurt

SIS Swiss International School
An den drei Hasen 34-36
D-61440 Oberursel
Phone +49 (0) 6171 88 75 80 11
info.frankfurt@swissinternationalschool.de

Educational Levels

- Reception Programme
- Primary School
- Secondary School



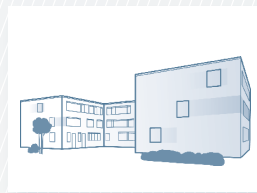
SIS Friedrichshafen

SIS Swiss International School
Fallenbrunnen 1
D-88045 Friedrichshafen
Phone +49 (0)7541 954 37 0
info.friedrichshafen@swissinternationalschool.de



Educational Levels

- Preschool
- Primary School
- Secondary School



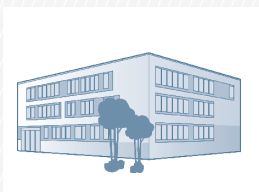
SIS Ingolstadt

SIS Swiss International School
Stinnesstraße 1
D-85057 Ingolstadt
Phone +49 (0)841 981 446 0
info.ingolstadt@swissinternationalschool.de



Educational Levels

- Preschool
- Primary School
- Secondary School

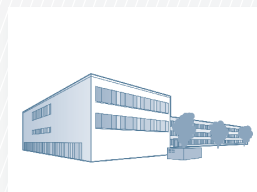


SIS Kassel

SIS Swiss International School
Johanna-Waescher-Straße 15
D-34131 Kassel
Phone +49 (0)561 316 68 30
info.kassel@swissinternationalschool.de

Educational Levels

- Reception Programme
- Primary School
- Secondary School



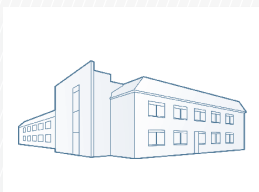
SIS Regensburg

SIS Swiss International School
Klosterackerweg 1
D-93049 Regensburg
Phone +49 (0)941 9925 930 0
info.regensburg@swissinternationalschool.de



Educational Levels

- Preschool
- Primary School
- Secondary School



SIS Stuttgart-Fellbach

SIS Swiss International School
Schmidener Weg 7/1
D-70736 Fellbach
Phone +49 (0)711 469 194 10
info.fellbach@swissinternationalschool.de



Educational Levels

- Preschool
- Primary School
- Secondary School

Follow us!
[@sisgermany](#)

