

# I.B.I.S. VOICE

MAGAZINE



The oldest international school in Bonn



I.B.I.S. Independent Bonn International School e.V.

Staatlich anerkannte Ersatzschule der Primarstufe



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**I**t has been an honour to be in post as headteacher of the Independent Bonn International School since November 2017.

With the pupils at the heart of everything we do, our staff strive for excellence in education and maintaining our happy learning community, through our shared values of respect, kindness, honesty, creativity, courage, fairness and transparency. These values are as pertinent for learning, that of both pupils and staff, as for our own Wellbeing. This, coupled with our warm and familial school environment, makes I.B.I.S. a very special place.

Central to the atmosphere at our school are our international pupils. We have 48 nationalities at I.B.I.S. and we place special emphasis on German, being a state recognised Primary school. The structure of the main academic programme, the UK National Curriculum, enables us to provide quality learning for all our pupils through a system so many from overseas recognise and which so many local families respect and admire.

We are proud of our confident and happy I.B.I.S. children, who go on to their next schools with an impressive command of English as well as German or even French or Spanish in addition, for many, to their home

mother tongue. Further to their language skills our pupils are confident learners who, we hope, are equipped with the skills they will need to achieve much later in their exams and beyond into the world of work.

Our school follows the British model of running classes all day, from shortly before nine in the morning until after three in the afternoon. We have small class groups: from Reception (age four) onwards, the maximum number of children in a class is 22. Our Primary and Secondary school classes are taught by qualified teachers with at least one teaching and learning assistant present in the classroom to enhance learning.

Our relationships with the pupils set our staff apart – pastoral care is at the top of our agenda along with learning, and we give our all to make sure that the children feel cared for and happy. Our students know they can approach their teachers and feel supported, in addition, by the new initiative we have introduced of having a dedicated pupil and staff wellbeing lead on the team – a rarity in international schools.

I.B.I.S. is the oldest international school in Bonn, founded in 1963 to serve the British Embassy's community. As the political

landscape has evolved in the latter stages of the twentieth century and nearly into the third decade of the twenty-first, the school has kept a unique and independent British flavour.

This is a feeling which our visitors often comment upon – which I am sure is borne of the kindness and creativity of our dedicated and well-qualified staff.

I came to Germany in 2005, after studying initially to be a French and German teacher in Secondary schools in the UK. Having finishing school in 1999 at Wellington College, a public school in the home counties of the south of England, I read French at the University of Nottingham, living for a time in Paris before returning to England for a postgraduate certification in education. Teaching is in my blood: my mother, aunts, great-grandfather and grandmother were all headteachers or teachers themselves. The profession always seemed a natural choice for me. After graduation from University and moving to Germany, I taught in an international school for many years, both as the general class teacher but also in the more specialist areas of French and English as an additional language. Management of first a department, then the whole primary school and latterly leading in the role of headteacher has brought an incredible enrichment to my career.

I see firsthand the advantages of the international education system by also volunteering my time to work at the International Leadership Academy in The Hague, facilitating on courses run in conjunction with the UK Institute of Education to train middle managers specifically in the international sector.

This cooperation not only brings positive financial implications for I.B.I.S. staff's professional development, which is also high on our priority list, but also reinforces our access to other skilled professionals across Europe whilst bringing fresh ideas to our school.

It is humbling to work with such a talented body of colleagues, parents and enthusiastic children at I.B.I.S. I can truly say we have learning and happiness for the children at the core of everything we do. We are a family of staff here and look after one another, supported by our Board of Governors and parents. We look forward to many successful years ahead carrying on the I.B.I.S. tradition.



Philip Wharton  
Headteacher





Dear friends of I.B.I.S.,

**O**n behalf of the I.B.I.S. School Board, I am delighted to introduce you to the first edition of the I.B.I.S. magazine. This magazine offers a snapshot of life here at the Independent Bonn International School and the goal is to provide you with a more in-depth view into the schools values and approach to learning.

The I.B.I.S. values; courage, fairness, creativity, transparency, honesty, kindness and respect are the foundation for the school and were developed out of a coordinated effort with the pupils. The values are reflected in every aspect of the school and help to build the warm I.B.I.S. community.

We offer education from Kindergarten through Year 8 (ages 3-13) and we currently have 48 different nationalities represented across our 256 pupils. This remarkable diversity helps to enrich the students' lives at the school. While we have great cultural diversity, we also have a wonderful local feel with 33% of the students being German. There are pupils at I.B.I.S. from throughout the Rheinland, Cologne to Koblenz, attending our school located in Heiderhof, a quiet neighbourhood of Bonn.

This allows for a unique blend of international and German education and experiences. The curriculum is based on the British National Curriculum which is highly regarded internationally, allowing for many future opportunities for the children. In addition, the German curriculum is implemented in order to give local children and internationals who seek a German further education all possibilities.

Apart from providing an excellent education, we believe in supporting the whole child and have developed a strong wellbeing programme to support the social and emotional development of our children and staff.

The school is run by our Headteacher, Philip Wharton. His experience and expertise along with his professional network and belief in lifelong learning ensure I.B.I.S. is continually evolving and providing the best education and teaching methods now and into the future. He is supported by the Deputy Headteacher, Tara O'Shea. Her long-term dedication to the school, staff, and pupils with emphasis on wellbeing further the I.B.I.S. values and excellence throughout the school community. The management works closely with staff members and encourages



Photo: Lars Jeggengruen

continuing education, professional growth and excellence in teaching.

I would like to add a personal perspective; I very much enjoy working on the Board and am delighted to be able to represent such an outstanding staff. I have been a member of the Board of Governors since 2015 and the Chair since 2016. Professionally, I am an orthodontist and own a practice nearby. Board members volunteer their time and energy to the school and each member brings their own unique background and experiences. We all have our own areas of expertise which allow us to approach subjects from different perspectives. We take time out of our busy schedules to support the school as Board members because we realise the importance of parent participation and want to give back to ensure success into the future. We believe that I.B.I.S. offers a unique and special education, academically and ethically, and a friendship feeling to the families. Our goal is to support the school and help achieve the I.B.I.S. motto of "Excellence in Education" to inspire

and nurture each pupil so they can become the very best version of themselves.

I am honoured to welcome you into our I.B.I.S. community and hope you enjoy the magazine.

Warm regards,



Dr. Nathalie Thelen-Sattler  
Chair of the Board of Governors  
Independent Bonn International School e.V.  
Staatlich anerkannte Ersatzschule der  
Primarstufe

I.B.I.S. Board of Governors: Dr. Nathalie Thelen-Sattler (Chairperson), Dr. Jan Sedemund (Vice-Chairperson), Dr. Allison Hildreth (Secretary), Matthias Erckert (Treasurer), Sharon Jason (elected Boardmember), Miles Lynam-Smith (elected Boardmember), Philip Wharton (Headteacher), Tara O'Shea (Deputy Head) & Peter Eames (Staff representative)



Photo: Bundesstadt Bonn

Dear Reader,

It is my pleasure to address you in this first edition of I.B.I.S. Voice, a magazine for students, teachers and parents of Independent Bonn International School e.V., Bonn's oldest international school.

Under the motto of UN Bonn – "Shaping a Sustainable Future", our city has turned from Germany's capital into a powerhouse of sustainability, featuring a cluster of federal ministries, UN agencies, intergovernmental organizations and international non-governmental organizations, scientific institutions and businesses, with a unique culture of creativity and cooperation and a growing international community.

International schooling, followed by a wide range of academic choices, provides quality education to the children of our international families in Bonn, including the option to achieve an international degree. This

safeguards the next generation of well educated, highly qualified and multilingual graduates ready for today's international job market.

The skills of our millennium differ greatly from the last. Students must become literate in new ways that include sustainability expertise, digital skills, and intercultural competence. In the meantime, community awareness is becoming increasingly important, though the community itself may change over the time.

While thanking the principal and the editors for their initiative, I am sure that this new I.B.I.S. magazine will bring the school community even closer together, fostering school traditions and a valuable exchange that go along with the joy of reading and writing.

A handwritten signature in blue ink, appearing to read "Ashok Sridharan".

Ashok Sridharan  
Mayor of Bonn



### Grußwort der Bezirksbürgermeisterin von Bad Godesberg

Bonn ist nicht nur eine Bundesstadt, sondern auch eine internationale Stadt. Die UN und viele weitere internationale Organisationen und Unternehmen haben hier ihren Sitz. Deshalb sind wir glücklich darüber, die IBIS hier vor Ort zu haben. Sie ist ein wichtiger Bestandteil der internationalen Gemeinschaft und hat viel dazu beigetragen, Bonn – und ganz besonders Bad Godesberg – zu der internationalen und lebenswerten Stadt zu machen, die sie heute ist.

Die Schule wurde 1963 gegründet und ist damit die älteste internationale Schule in Bonn. Die IBIS ist eine private, internationale, englischsprachige Grundschule und staatlich anerkannte Ersatzschule der Primarstufe – und die Schüler brauchen keine Ausnahmegenehmigung zum Besuch der Schule. Die Kinder erhalten nicht nur eine hervorragende Basis an Wissen und Fertigkeiten, sondern auch eine Fülle an Bildung, die für ihre gesamte schulische und soziale Entwicklung wichtig ist. Dazu gehört, dass den Kindern Werte wie Ehrlichkeit, Toleranz und Respekt vermittelt werden. Durch den ebenfalls dazugehörigen Kinder-

garten wird auch schon den Kleinsten eine ausgezeichnete Bildungschance geboten.

Das Bildungsmodell zeichnet sich auch besonders durch den umfangreichen und vielseitigen Lehrplan, hohe Qualität und die individuelle Betreuung in kleinen Klassen aus. Die IBIS ist eine sehr moderne und gut ausgestattete Schule. Die Klassenzimmer bieten ein interaktives Whiteboard, Computer und Tablets, um den Schülern das Lernen auf modernste Art zu ermöglichen und sie an die digitale Welt heranzuführen.

Ich freue mich sehr, dass eine so besondere Schule wie die IBIS hier in Bad Godesberg ansässig ist, die eine hervorragende Arbeit sowohl im Bereich der Bildung, als auch bei der Stärkung der internationalen Rolle von Bonn leistet.

Ihre

A handwritten signature in blue ink, appearing to read "Simone SL".

Simone Stein-Lücke

Bonn-Bad Godesberg, im März 2019



### Greeting by district mayor of Bad Godesberg

Bonn is an international city. The UN and many more international organisations and companies are based in Bonn, therefore we are fortunate to have I.B.I.S. here in Bad Godesberg. It's an important component of our international society, and one which helps to provide Bonn – and particularly Bad Godesberg – with the international quality of life it is famous for.

The school was established in 1963 and it is the oldest international school in Bonn. I.B.I.S. is a private, international, English primary school which is state-approved, so the students can move seamlessly into the German education system. The students get not only an excellent rounded education, which is important for their whole academic and social development, but they are taught values of respect, tolerance and honesty.

The education model of I.B.I.S. is characterised by a large and versatile education plan, with high quality and individual mentoring in classes that have a high staff to pupil ratio. I.B.I.S. is a very modern and well equipped school, with all classrooms having an interactive whiteboard, computer and tablets, to afford the students computer-assisted learning and help them lead the digital future.

I'm very glad to have a school like I.B.I.S. in Bad Godesberg, one which both affords an excellent education and strengthens the international nature of Bonn.

Yours,

A handwritten signature in blue ink that reads "Simone SL".

Simone Stein-Lücke  
Bonn-Bad Godesberg, March 2019



The Bonn Players e.V. (previously *The British Embassy Players*) has made a significant contribution to the cosmopolitan cultural life of the Bonn-Cologne region for nearly forty years, regularly staging two major productions per year in Bonn, and winning a significant number of awards at the annual international Festival of European Anglophone Theatrical Societies.

Most of our members are residents of the greater Bonn-Cologne area, and are of various nationalities. Our name reflects our commitment to English-language theatre, but not to any particular nationality. In fact, we are thoroughly international and consider this to be one of our strengths. Our past productions have embraced a wide range of cultures, including plays by English, Irish, Scottish, American and Australian authors, and also English translations from other languages.

Theatre everywhere is teamwork, and we at The Bonn Players are **always delighted to welcome newcomers** and to integrate them in the many and varied tasks on and off stage. There is something of interest for everyone in putting on a theatrical production.

We are members of both the *Amateurtheaterverband NRW* and the *Bund Deutscher Amateurtheater*.

The Players and I.B.I.S. have been partners for around 30 years. Since then many members of the staff and administration of I.B.I.S. (and occasionally parents and students) have also been active members of the Players. We are very grateful to the school for providing space for our rehearsals and workshops.



Photo: Bonn Players



Photo: Adobe Stock – BillionPhotos.com

# Schule und Bildung

**H**istorisch bedingt sind die Bereiche „Schule“ und „Bildung“ in Deutschland Sache der Bundesländer. Obwohl damit ein Flickenteppich von sechzehn verschiedenen Landesschulgesetzen und hunderten unterschiedlicher Einzelregelungen entsteht, gibt es immer noch erhebliche Bedenken, die Zuständigkeiten von den Ländern auf den Bund zu übertragen. Nicht zuletzt, weil

die Zuständigkeiten grundgesetzlich verankert sind.

Wer versucht, das deutsche Schulsystem zu durchschauen, muss also stets einen Blick auf das werfen, was traditionell einheitlich gemacht wird, und das, was im jeweiligen Bundesland, für Bonn also in NRW, verbindlich vorgegeben ist.

Das deutsche Schulsystem basiert insgesamt auf öffentlichen Schulen, die von den Ländern personell und mit Lehrmitteln ausgestattet werden, deren Gebäude und Einrichtungen jedoch von den Kommunen finanziert werden. Daneben gibt es öffentliche Schulen in privater Trägerschaft, etwa konfessionelle oder weltanschauliche Schulen. Der Besuch einer öffentlichen Schule ist also die Regel und keinesfalls mit einer Stigmatisierung verbunden.



Photo: Adobe Stock – david\_franklin

Rein private Schulen können als Ergänzungsschulen oder als Ersatzschulen konzipiert werden. Je nach Zulassung durch die Schulbehörden können Schulen gezwungen sein, ihre Schüler zu jährlichen Vergleichs- oder Schuljahresprüfungen vorzustellen, die von den Aufsichtsbehörden abgenommen werden.

Ersatzschulen, wie etwa die IBIS, erfüllen die Schulpflicht eines Kindes und lehren dieselben Lehrplaninhalte wie die öffentlichen Schulen. Ergänzungsschulen bieten zusätzliche oder spezialisierte Inhalte, etwa aus dem beruflichen Bereich oder der Talentförderung (z.B. Glasfachschulen, Sportinternate). Die völlig privaten Schulformen sind im Vordringen begriffen, in Deutschland ist ihr Besuch aber nach wie vor eine Ausnahmevereinbarung.

Alle Schulen, gleich, ob öffentlich oder privat, unterstehen der staatlichen Aufsicht der Schulämter der Städte, der Regierungsbezirke und der Landesbehörden.

Lehrer haben in Deutschland üblicherweise eine Hochschulausbildung und ein anschlie-

ßendes zweijähriges Referendariat durchzuführen. Die Ausbildung ist stufenbasiert, d.h. die Lehrer spezialisieren sich schon an der Hochschule auf die Primar- oder Sekundarstufe. Zudem findet eine fachliche Spezialisierung nach Unterrichtsfächern statt. Historisch bedingt sind noch immer viele Lehrer an deutschen Schulen (Landes-)Beamte auf Lebenszeit, die Zahlen sind aber rückläufig. Aufgrund des eklatanten Lehrermangels an öffentlichen Schulen werden zudem immer häufiger so genannte Quereinsteiger als Lehrer eingesetzt, dies vorwiegend an weiterführenden Schulen und in der beruflichen Bildung. Das Verfahren wird lebhaft diskutiert.

Lehrer sind in der Methode der Wissensvermittlung frei und unterliegen keinen Weisungen hinsichtlich der Unterrichtsform und -gestaltung. Konfessionelle und politische Meinungsäußerungen sind ihnen zwar erlaubt, müssen aber einen klaren Ich-Bezug aufweisen. Politisch und konfessionell durchgeprägte Unterrichtsinhalte sind entweder verboten oder, sofern sie verbindlich festgelegt sind, wertungsfrei zu vermitteln. Dies gilt

IBIS		D			
		Gymnasium/Gesamtschule	Realschule	Hauptschule	
		Abitur			
		Klassen 12/13			
		Klasse 11	FoS	FoS/HSA	
		Klasse 10	Klasse 10	Klasse 10 A/B	
		Klasse 9	Klasse 9	Klasse 9	
		Klasse 8	Klasse 8	Klasse 8	
Y7/8	Klasse 7		Klasse 7	Klasse 7	
	Klasse 6		Klasse 6	Klasse 6	
Y6	Klasse 5		Klasse 5	Klasse 5	
Y5		Klasse 4 (Schulempfehlung)		Primarstufe	
Y4		Klasse 3 (VERA)			
Y3		Klasse 2			
Y2		Klasse 1			
Y1		3 J – 5/6 J		Vorschule	
Rec		Kindergarten			
KG		6 m – 3 J			
		U3-Betreuung			



Photo: Lars Bergengruen

insbesondere  
für den Religi-  
onsunterricht an Schu-  
len in konfessioneller Trägerschaft  
und für den Politikunterricht an den weiter-  
führenden Schulen.

Die Schule beginnt für alle Kinder mit dem Besuch der Grundschule, im Fachjargon Primarstufe genannt. In NRW werden Kinder schulpflichtig, die am jeweiligen Stichtag des Jahres (in der Regel der 30.9.) das sechste Lebensjahr vollendet haben. Kinder, die erst danach das sechste Lebensjahr vollenden, aber bereits das fünfte Lebensjahr vollendet haben, werden „Antrags-“ oder „Kann-“ Kinder genannt. Nur diese werden in einem Vorverfahren auf ihre Schulfähigkeit getestet. Werden sie in die Schule aufgenommen, werden sie mit der Einschulung unwiderruflich schulpflichtig. Die Entscheidung über die Aufnahme treffen Schulleiter und schulmedizinischer Dienst gemeinsam.

Das Schulgesetz NRW sieht für die Grundschule eine Klassengröße von bis zu 29 Kindern vor, diese wird aber in der Regel unterschritten. Vorgeschrieben ist eine wöchentliche Pflichtstun-

denzahl von 20-22 Stunden in Klasse 1, bis

hin zu 27 Wochenstunden in Klasse 4.

Nach der Klasse 4 endet die Grundschule.

Die Schulpflicht wird traditionell im Halbtagsverfahren erfüllt, Schulbeginn ist üblicherweise 8 Uhr morgens. Viele Schulen bieten eine „offene Eingangsphase“, also eine Vorbetreuung der Kinder im Klassenraum und/oder ein Eintreffen der Kinder in einem bestimmten Zeitraum, statt zu einem bestimmten Zeitpunkt.

Üblicherweise folgt auf den Unterrichtsbeginn um 8 Uhr eine erste Schulstunde.

Schulstunden haben jeweils eine Länge von 45 Minuten. Nach einer fünfminütigen Pause folgt eine zweite Schulstunde, die mit der „großen Pause“ oder auch „Frühstückspause“ endet. Diese beträgt in der Regel eine halbe Stunde, dann folgt eine weitere zweistündige Einheit mit Fünf-Minuten-Pause, danach eine viertelstündige Pause. Die heutigen Schulkonzepte weichen, besonders im Grundschulbereich, hiervon jedoch oft ab.

Ein gemeinsames Mittagessen oder eine Betreuung im Nachmittagsbereich sind erst seit wenigen Jahren weit verbreitet. Zuvor endete der Unterricht auch für die höheren Klassen traditionell um 13:15 Uhr mit der sechsten Stunde. Nachmittagsunterricht war die Ausnahme, etabliert sich aber zunehmend, während der traditionelle Samstagsunterricht immer mehr ausstirbt.

Der Schulbesuch ist – das gilt in ganz Deutschland – grundsätzlich gebührenfrei. In den weiterführenden Schulen sind gelegentlich einzelne Lehrmittel, i.b. Schulbücher, selbst anzuschaffen. Die Lehrer bieten üblicherweise keine Zusatzaktivitäten an ihrer Schule an. Dies übernahmen früher die Vereine, heute



erfüllen dies die Angebote der Offenen Ganztagsschulen (OGS). Nehmen Kinder über den reinen Unterricht hinaus Schulleistungen wahr, etwa die Über-Mittag-Betreuung mit Mittagessen, Silentien und/oder Nachmittagsangebote der OGS, sind nur diese Leistungen an die jeweiligen Leistungserbringer zu zahlen. Leistungserbringer können auch reine Beauftragte, d.h. Fachfremde, sein. Hierbei handelt es sich nicht um regulären Schulunterricht!

In den Grundschulen ist es bis heute üblich, dass ein Klassenlehrer fächerübergreifend den Großteil des Unterrichts übernimmt. Assistenzlehrer oder Team-Teaching sind unüblich. In vielen Schulen scheitert ein solches Konzept schon an der finanziellen und personellen Ausstattung, die die Schulen nicht selbst in der Hand haben. In Deutschland herrscht ein eklatanter Mangel an ausgebildeten Lehrern und für die personelle Besetzung ist zudem das Land zuständig. Die öffentlichen Schulen verwalten auf Antrag lediglich kleinere Alltagsbudgets.

Das Schuljahr beginnt deutschlandweit traditionell in der Mitte des Jahres (Juli/August) und läuft 12 Monate. Ein Schuljahr besteht aus zwei Halbjahren, die jeweils mit einem Zeugnis beendet werden. Die Halbjahreszeugnisse

ermöglichen eine Versetzungsprognose, unter Umständen folgen „blaue Briefe“ (sie wurden früher in blauen Umschlägen verschickt), die die Eltern über die Gefährdung der Versetzung in die nächst höhere Klasse informieren. In Deutschland können Schüler, bei Nicht-Erreichen des geforderten Leistungsniveaus, eine Klasse bis zu zwei Mal wiederholen. Unter Umständen ist eine Versetzungsnachprüfung zum Ende der Sommerferien möglich. Die Versetzungsentscheidung trifft die Lehrerkonferenz, d.h. das Gremium aller Lehrer.

Die Zeugnisse der Grundschulklassen 1 und 2 sind in Briefform gehalten, echte Schulnoten, die deutschlandweit von der Note 1 (sehr gut) bis 6 (ungenügend) reichen, werden frühestens ab dem Abschlusszeugnis der 2. Klasse vergeben. In der gymnasialen Oberstufe wird das Notensystem später durch ein differenzierteres Punktesystem ersetzt.

Die Inhalte, die zu vermitteln sind, werden je nach Schulart, -jahr und -fach vom Kultusministerium des jeweiligen Bundeslandes in einem Lehrplan (Curriculum) festgelegt. Sie sind verbindlich, enthalten jedoch durchaus fakultative, d.h. auswählbare, Inhalte. Außerhalb der Lehrpläne können Schulen Leitlinien, Wertvorstellungen oder Ausrichtungen in einem Schulprogramm oder Schulkonzept niedergelegen. Hier können religiöse, sprachliche, inklusive und integrative Schwerpunkte gesetzt und etwaige Vorstellungen privater Träger umgesetzt werden. Aber auch Organisatorisches, wie die maximale Klassenstärke, Unterrichtszeiten und Zusatzangebote können hier schriftlich niedergelegt werden.

Ein typisches Beispiel für die Möglichkeiten eines Schulkonzeptes ist die sog. klas-



senübergreifende Eingangsstufe. Die Klassen 1 und 2, sowie die Klassen 3 und 4 können, statt als einzelne Klassen, in zwei Stufen unterrichtet werden, wenn das Schulkonzept dies vorsieht. In diesem Fall erfolgt keine Versetzung von Klasse 1 zu Klasse 2 bzw. von Klasse 3 zu Klasse 4 und die Kinder der jeweiligen Klassen werden gemeinsam, aber binnendifferenziert unterrichtet. Das bedeutet, dass die Inhalte der zwei Schuljahre je nach Begabung und Wissensstand des Kindes vermittelt werden. Können Kinder etwa beim Schuleintritt bereits schreiben und lesen, können sie früher mit Inhalten der höheren Klasse aus diesem Bereich beginnen.

Da Kinder heute nicht mehr von Amts wegen einer wohnortnahmen Grundschule zugewiesen werden, sondern die Eltern die jeweilige Grundschule frei wählen können, ist ein Blick auf das Schulkonzept und dessen Umsetzung vor Anmeldung lohnenswert.

Im April oder Mai eines jeden Schuljahres erheben die Bildungsbehörden in den jeweiligen Klassen 3 die Vergleichsarbeiten (VERA) als Grundlage für die Entwicklung der Unterrichtspläne. Die Schüler werden im Klassenverband in den Fächern Deutsch und Mathematik getestet. Die Arbeiten werden zentral ausgewertet und sind nicht Bestandteil der schulischen Leistungen (d.h. keine Klassenarbeit und nicht Grundlage der Benotung).

Zum Ende des ersten Halbjahrs der Klasse 4 erhalten Eltern eine Schulempfehlung für die weiterführende Schule. In dieser Empfehlung sprechen sich die betreuenden Lehrer für eine Schulform aus. Die Verbindlichkeit dieser Schulempfehlungen ist Gegenstand ständiger schulpolitischer und juristischer Diskussionen und variiert daher. Derzeit liegt die Entscheidung über den Typus der weiterführenden Schule bei den Eltern.

Als weiterführende Schulen werden in NRW derzeit drei traditionelle Schultypen angeboten: die Hauptschule, die Realschule und das Gymnasium (nicht: Sporthalle!). Daneben werden Schulformen wie die Gesamtschule und die Sekundarschule angeboten, die aber lediglich besondere Kombinationen aus diesen drei Grundtypen darstellen.

Traditionell führt das Gymnasium nach 9 Folgeschuljahren (= Klasse 13) zur Allgemeinen Hochschulreife, umgangssprachlich Abitur oder Matura, dem höchsten deutschen Schulabschluss. Gymnasien können aber derzeit auch die sog. G8-Lösung, eine um ein Jahr verkürzte gymnasiale Oberstufe, im Schulkonzept festlegen.

Die Realschule wird nach der 10. Klasse mit der Fachoberschulreife (FoS) beendet. Die Schulform war ursprünglich gedacht zur Vorbereitung auf kaufmännische Laufbahnen und ist der Hauptträger des sog. Mittleren Bildungsabschlusses.

Die Hauptschule (früher auch: Volksschule) kann, je nach Lebensalter, nach der 9. oder nach der 10. Klasse mit dem einfachen Schulabschluss verlassen werden. Qualifizierte Schüler können das 10. Schuljahr in einer erweiterten Form besuchen (sog. 10B), um die Schule mit dem mittleren Bildungsabschluss (FoS) zu verlassen. Gedacht war das Schulmodell als Basisschule. Sie sollte in handwerkliche Berufsausbildungen überleiten. Heute ist sie erheblich in Verruf geraten.

Das dreiteilige Schulsystem ist grundsätzlich undurchlässig, d.h. ein Wechsel zwischen den drei Schultypen ist nur in wenigen Fällen vorgesehen. Schüler mit besonders guter FoS müssen in die gymnasiale Oberstufe aufgenommen werden, bringen auf Grund der anders ausgerichteten Lehrpläne aber oft Defizite mit. Um dies zu vermeiden, setzt die Gesamtschule auf vereinheitlichte Lehrpläne und starke Binnendifferenzierung in den Klassen. Die Sekundarschule versucht, vereinfacht gesprochen, Haupt- und Realschule zusammenzufassen, um einer Stigmatisierung der Hauptschüler entgegenzuwirken und Schüler individueller fördern zu können.

Neben diesen Schultypen existiert eine Vielzahl von besonderen Schulformen, deren Bandbreite von der Förderung geistig oder körperlich behinderter Schüler, über Angebote für psychisch kranke Kinder, bis in den Hochbegabtenbereich reichen. Hier helfen die Schulämter beim Auffinden und bei der Auswahl der richtigen Schulform.



Dr. Nadja  
Kobler-Ringler



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# An Introduction to German schools

In Germany, each Bundesland (German Federal State, e.g. Northrhine-Westfalia) has its own school law, so there are sixteen regional school systems. However, they all stem from Prussian school traditions.

Public schooling is the traditional form of schooling in Germany. Attending a public school is by no means a sign of social standard or a matter of prejudices. Public schools do not cost anything to attend. Staff and pedagogical supplies are paid for by the country, while town councils are in charge of school facilities. Additionally, there are public schools financed by non-profit organisations such as churches or trusts.

Traditionally, the majority of German parents have sent their children to public schools. German private schools have either the legal status of an Ergänzungsschule or an Ersatzschule. As I.B.I.S. has achieved the status of a full Ersatzschule in primary education, compulsory school attendance, as required by German law, is fulfilled here. Ersatzschulen normally follow the NRW curriculum and are entitled to hand

out legally binding school certificates. Ergänzungsschulen are not entitled to do so as they teach a large variety of non-curricular content. They are usually specialized schools such as 'talent schools' for sports (e.g. Skigymnasium Starnberg). Pupils have to attend public exams to reach their grades.

Whatever type of school your child attends, supervisory school authorities are ultimately responsible for all schools.

In public schools, teachers are qualified by two states exams, one after university studies, the second after a two-year practical. Teachers specialise early on in subject and class age.

For historical reasons, many German teachers are civil servants, but as there has been an increasing lack of fully qualified teachers over the last years, more and more career changers have been employed as teachers in German schools. This is currently a contentious topic.

Teachers are free to choose the method and manner of teaching, as long as they reach the

curricular goals. Political or religious content is allowed, but has to be taught in a strictly neutral fashion. Schools are, aside from the obligatory curriculum, allowed to follow school concepts. An example is the "Eingangsstufe", a decision to teach children of the first two forms together. As children are able to attend any elementary schools they like, parents should ask for the school concept when visiting potential schools.

Compulsory school attendance starts at the age of 6. The deadline is September 1st each year. Children aged 5+ may attend school earlier and they are called "Kann-" or "Antrags-Kinder". Children below the compulsory school age will have to undergo an informal entrance interview from the headteacher and a medical officer.

In NRW, elementary schools are allowed to have 29 pupils per class; the average amount of pupils is less. 20 to 22 hours per week are obligatory, Klasse 4 (UK: year 5) may have up to 27 hours per week.

A normal morning in a German school might look something like this: Children arrive at 8 am and go to the classroom directly. Lining-up is unknown here. A first lesson of 45 minutes is followed by a short break of 5 minutes. After the next lesson, another break,

the "Große Pause" follows. Then following another two hours, a small fifteen-minute break. After five lessons, the school day ends in elementary school (the punishment: to attend a "seventh hour" detention has been a threat to higher classes for two centuries, until afternoon-classes became a regular pattern here). Assistant-teacher or team-teaching is unknown, as well as eating lunch in school.

Over the last fifteen years, schools have become more flexible. Some schools offer pre- and after-school-supervision, lunch and Offene Ganztagschule (OGS). Different to the Anglo-American system, the OGS is not part of regular schooling. Teachers normally do not participate there, offer extra-curricular activities or help with supervision in the OGS. However, these services have to be paid for by parents.

A school year is divided in two half-year-terms. After each term, school certificates are handed out. In the first two years of elementary schools, reports are held in the form of a letter. Afterwards, grades are provided in a range from "Sehr gut -1" (Outstanding) to "ungenügend -6" (insufficient).

Elementary school finishes after 4 years, the German "Klasse 4". After the first term of this year, parents get a "Schulempfehlung", a recommendation letter for the following school type. In Germany, there are Hauptschule, Realschule and Gymnasium (a typical English-German translation mistake: The school type has nothing to do with sports!) and two cross-over forms: Sekundarschule (Haupt-/Realschule) and Gesamtschule (Haupt-/Realschule mit gymnasialer Oberstufe).

**A word about German School qualifications:** they are untranslatable and incomparable to the Anglo-American system. Realschule is one tier 'under' the university-bound school (Gymnasium) and usually is a prerequisite for an apprenticeship in midlevel service vocations. Under the Realschule, the Hauptschule has traditionally offered the most basic qualifications, although this too is changing.



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## The English National Curriculum and I.B.I.S.

**H**ere at I.B.I.S., we follow the English National Curriculum. This curriculum is created by the Department for Education, who are responsible for children's services and education in England. The content of this curriculum is divided up into specific subjects and key stages; and lists the specific learning objectives and content that must be covered for each key stage of learning.

What the National Curriculum does not dictate, is how content should be taught or how a school's curriculum should be organised.

This is the responsibility of the teachers and leaders within school. A school's curriculum is what underpins every teaching and learning opportunity that takes place. As a teacher, creating compelling and dynamic learning experiences for children is part of what makes teaching such an exciting job and is what we strive to achieve on a daily basis.

In Year 5, at I.B.I.S., for instance, we take a thematic approach to our curriculum. This means that we use topics and themes to underpin the learning taking place. For example, this term, we have been learning about Vikings; in order to immerse children in the world of Vikings, wherever possible, we have used this topic to deliver the learning objectives from the National Curriculum. Through our English work, we studied Norse myths. We explored the features of myths, making links with myths from other cultures. We then used objectives from the Year 5 English national curriculum such as 'to use adverbial phrases' or to 'use embedded clauses' to write our own Norse myths.

Alongside this, our social studies lessons focus on daily life in Scandinavia during the Viking period and the successful Viking invasions. In art, we explore Viking artwork,

developing our sketching and design skills. In design and technology, we created Viking jewelry; using clay to develop the children's sculpting skills. In computing we covered the multimedia aspect of the curriculum and developed children's skills on how to present information; using software such as Keynote. In our Guided Reading sessions we read poetry from the medieval period, such as Beowulf, developing children's inference skills by analysing text. Subjects such as science and maths, always present more of a challenge to consistently interweave the topic; however, where possible these subjects are linked to our chosen topic.

The purpose of using this thematic approach is that when children are immersed in a topic, learning is so much more impactful. Connections can be made between subjects, which considerably deepen the learning taking place. This is an approach used throughout the school and plays a significant part in fostering the innate enjoyment of learning that children possess.

So, from National Curriculum, to actual learning in an I.B.I.S. classroom, we can see that the process is full of variables, challenges and opportunities to improve!

*Peter Eames*



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## Computing Education

Computing is taught as an individual subject at the Independent Bonn International School, appearing on students' timetables from Year 2 but playing a strong feature in learning throughout the school. From the very beginnings of school in Kindergarten, children at I.B.I.S. can be observed playing games and mark making on PC's or iPads. In later years, our teachers instruct pupils following the objectives laid out in the UK National Curriculum. In addition to the National Curriculum, our iPads and PC's are used more informally to support research projects as well as support story telling through the usage of green screen technology. Homework is occasionally set online, especially for Mathematics using the Mathletics platform.

At I.B.I.S., we aim to make the most of the opportunities which technology brings to learning whilst not forgetting the importance of offline skills. Our classrooms each have at least one PC and we have two mobile trolleys full of laptops and iPads, which teachers and students use very regularly in class.

We also promote communication using technology, through both the Tapestry and Class Dojo programmes to share children's learning with families.

*Philip Wharton*



## Teaching and learning Mathematics at I.B.I.S.

I always disliked maths at school. I still remember lessons consisting of a brief explanation and then copying problems from the board into an exercise book. It was mostly arithmetic and not much else. Not to mention the hours of homework each night... Boring! It was through a course I took at university during my teacher training that I realised that maths could be a fun subject to teach and learn. After 20 years of teaching, maths is now one of my favourite subjects to teach. The methods we teach students these days are varied, interesting and encourage independent thinking and exploration. The focus is slowly veering away from fillin brains with information and moving towards a greater, overall understanding of main concepts – also known as mastery.

on strengthening children's oral and mental skills through regular daily practice. It is brief, about five to seven minutes, and usually reviews previous knowledge such as times tables, names of shapes (especially if a geometry lesson follows on that day) or a variety of short arithmetic problems. I like to make the mental starter the introduction of the main lesson of that day. So if we are learning about addition or subtraction, I would do a quick five game of number bonds to remind students to use these when solving problems during that lesson. I like to make this part of the lesson verbal to encourage the mental maths so it often consists of games on the carpet or on the Smartboard. At times, writing answers on mini whiteboards works as well.



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At I.B.I.S., we follow the UK National Curriculum and we use the Abacus Maths scheme to support our teaching and learning. A typical Key Stage 2 maths lesson at I.B.I.S. consists of three main parts. The mental starter warms up the brain and sets the scene for the lesson. Then, the main lesson teaches the new concept which is expanded upon and practised. Finally, the plenary briefly revisits and/or provides a challenging question to check the understanding of a concept.

The mental starter is a way to wake up the 'maths side' of the brain each day. The focus is

Next is the main part, the meat and potatoes of the lesson. Here we teach the new concept, the new learning objective(s). I like to always start this part of the lesson with previous knowledge, to encourage progressive understanding. I start with easier examples and move into more and more challenging problems. This is a great time to use manipulatives (physical objects to teach maths) to teach a specific concept. It can help pupils engage with mathematical ideas and further their learning towards independence. I stimulate students' curiosity and encourage them to investigate further by asking them

open-ended questions such as, "What would happen if..?" Once the main concept has been taught and practised as a whole group, further practice is assigned according to their ability. Pupils then work either independently, in pairs or in groups to practise and consolidate what they have learned in the lesson. The textbook is only one resource that we use in the classroom. Other resources such as manipulatives, and games and technology, such as iPads and calculators are also used. While the others have started working, I often have a guided maths lesson with a small group to either support or extend them in their learning. We at I.B.I.S. are lucky to have Teaching and Learning Assistants (TLA). They provide further support and clarification to the pupils.

At I.B.I.S., we also encourage regular mathematical investigation and problem solving activities so they learn to use and compare different approaches. Pair and group work encourages students to talk about maths, to share and test ideas and to use mathematical language while helping and teaching each other.

To round off and consolidate a maths lesson, we do a plenary. This is a short activity at the end of a lesson which is generally some kind of evaluative activity of what happened during the session. It could be as straightforward as some Q&A which would enable the teacher to evaluate if the objectives had been met, and what the students had actually taken in during the lesson. It could involve asking them some questions which might make them think further about the lesson topic, a short quiz, or a student self or peer evaluation task.

Pure traditional teaching like in my school days with endless homework and rote, may produce pupils who are more parrots than thinkers. Pure discovery learning is also not necessarily the right way – I believe children need guidance to learn and use powerful mathematical tools and structures. I believe we at I.B.I.S. have found a workable balance which allows students to engage with interesting lessons while teaching them the tools to succeed and most importantly, enjoy maths!

*B. Dünwald, KS2 Maths Coordinator*

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Photo: Lars Bergengruen

## Success in Year 4

I believe children should love going to school, because when they do, they naturally learn more, expand their limits and grow into happy adults. Whether they go to university in the future is of little importance, as it is not what determines whether they will be successful and happy. Someone who loves crafting, for example, and is given a chance will certainly be good at it, and that is also success.

Year 4 is a long way away from university, but in Germany it *is* a key year. It determines if a child is able to join a Gymnasium, which will in turn prepare them for university. Nevertheless, it is essential to keep in mind that these children are not even ten years old, that they don't know what they will be when they grow up, and they are much too young to have the weight of their futures on their shoulders.

I teach year 4 and my lessons follow the high standards of the English National Curriculum, yet I try to allow my students to choose as much as possible, giving them not only

freedom but accountability. They are made aware of their strengths and of their needs, and then are given independent working time to work on those needs. Additional homework might work as well, but by letting them choose how to improve themselves, they become more motivated and work harder. They are given the possibility of experiencing success, in German "Erfolgserlebnis." A wonderful and powerful word. The more often a child is allowed to experience success, the more motivated they will be, and the harder they will work.

All this hard work may or may not translate into better grades, and whether it does or not is irrelevant. Our children should grow up to be happy adults who collect personal successes, not diplomas. In my opinion, this is only possible if they love going to school. Where they can learn to be accountable for improving, and where they can experience "Erfolgserlebnisse."

Nicolle Regitz

# EAL vision and philosophy

**A**t IBIS our goal is to inspire all children to achieve their full potential. We provide a broad, balanced curriculum which reflects the needs of the children for whom English is an **Additional Language** and we promote equality of opportunity for all learners. Our goal is to empower all learners to become effective communicators in our multilingual global community.

There is a positive and effective language ethos at IBIS. There is a strong appreciation and acknowledgement of each pupil's abilities, languages and culture which is crucial for the development of self-esteem. Diversity is

valued and classrooms are socially and intellectually inclusive.

Support is provided for EAL students in small groups by trained teachers in the EAL room and additionally or alternatively during literacy time or other language-based subject lessons within the classroom.

Our aim is to help pupils acquire, as quickly as possible, the social and functional language necessary for full participation in all aspects of school life. In the EAL department we work cooperatively with class teachers to help pupils acquire, as quickly as possible, the language necessary for following and participating in all curriculum activities and to facilitate learning in all language-based subjects in the class.

*Connie Naderhoff*



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## French at IBIS

**M**y name is Marie-Laure Bégué and I am a French native speaker from the South West of France with a master's degree in teaching French as a foreign language. Moreover, I am an official examiner of the DELF (Diplôme d'Etudes en Langue Française) and of the DALF (Diplôme Avancé en Langue Française). I have been teaching my language with great enthusiasm for more than ten years now of which I have spent two wonderful ones at I.B.I.S.

### **It is never too soon to learn a language**

At I.B.I.S., French is taught from Year 6 to Year 8. The pupils are about 9 years old when they start to learn the language. Neuroscience studies keep proving that the earlier the learning process will start, the better it will be for the child. The young child has the ability to perfectly reproduce the sounds of any unknown language. A child who is learning a foreign language from a very early age tends to have a nearly perfect pronunciation.

### **Linguistic immersion is the best way to learn a language**

At I.B.I.S., during French lessons, we speak exclusively French. This technique remains the most efficient to learn a language. Immersion has lots of benefit. In this way your child will reach a better level in a foreign language. Thanks to this process, a learner will acquire, amongst many other assets, a large variety of

vocabulary and an improved pronunciation. In fact, Year 6 students enjoy 3 hours of French a week. Year 7 and 8 have the opportunity to have 2 hours of French per week.

### **An individualised learning process**

The learning process differs from one child to another. At I.B.I.S. we teach in a differentiated way in order to follow the rhythm of the learner. The pupils who complete their tasks ahead of time will get new challenging ones. Moreover, in French classes there are between 5 and 10 pupils. We can provide an individualised teaching process focused on every child.

### **Speaking, understanding, reading, writing**

Pupils are evaluated based on these 4 skills. Nearly every week, children sit small written tests. Twice per term they have summative evaluations. Active participation in class is a part of the evaluation. Taking risks is encouraged and valued.

### **Learning a language is learning a culture**

Cultural elements of any kind are integrated to the lessons. We work with the book Tricolore 5e. In this book, learners can discover cultural elements of everyday life in France and in the French spoken countries. Moreover, different kinds of authentic documents are included in our French courses such as songs, movies, comics, video clips and we do hope that the learners enjoy these documents.

### **The pleasure of learning**

We choose themes and topics for which our learners have an interest such as animals, gastronomy, sports music ... We cook French dishes too. For example we prepared crêpes for the Chandeleur (a typical French festival). Finally, we engage in a wide range of fun activities such as bingo or memory and we propose interactive activities on the white board or on iPads.

All in all, our main goal is that every single child enters and leaves our French classes with a very big smile.

*Marie-Laure Bégué*

# Le français à IBIS

J' m'appelle Marie-Laure Bégué. Je suis française, je viens du sud-ouest de la France. Titulaire d'un master en français langue étrangère, je suis également correctrice examinatrice du Diplôme d'Etudes en Langue Française (DELF) et du Diplôme Avancé en Langue Française (DALF). Voilà maintenant 10 ans que je mets tout mon enthousiasme au service de l'enseignement de ma langue. Depuis 2017, j'ai le privilège d'enseigner le français à IBIS.

## Il n'est jamais trop tôt pour apprendre une langue

En effet, à IBIS, le français est enseigné à partir du Year 6 et jusqu'au Year 8. Les élèves ont à peu près 9 ans quand ils commencent leur apprentissage de la langue. Les études en neurosciences ne cessent de démontrer que plus l'apprentissage sera précoce, mieux ce sera pour l'enfant. Le jeune enfant est en effet capable de reproduire à l'identique les sons d'une langue inconnue. L'enfant qui aura appris très tôt une langue étrangère n'aura donc aucun accent ou presque.

## L'immersion linguistique est le meilleur moyen pour apprendre une langue

En cours de français à IBIS, on parle exclusivement français. Cette technique reste la plus efficace pour apprendre une langue. L'immersion a de nombreux bienfaits. Elle permet d'acquérir un meilleur niveau en langue étrangère, d'avoir un vocabulaire plus riche et une prononciation améliorée. Ainsi, les Year 6 profitent de 3 heures de français par semaine. Les Year 7 et 8 bénéficient quant à eux de 2 heures de français par semaine.

## Chacun apprend à son rythme

Le processus d'apprentissage diffère d'un individu à un autre. En français, l'enseignement est donc différencié pour s'adapter au rythme de l'élève. Les élèves ayant terminé leurs tâches rapidement ont la possibilité d'en réaliser de nouvelles plus complexes. De plus, le nombre d'élèves en classe de français varie entre 5 et 10. Cela permet de prodiguer un enseigne-

ment individualisé quel que soit le niveau de l'élève et ses connaissances préalables.

## Parler, comprendre, lire, écrire

Les élèves sont évalués sur ces 4 compétences. Les élèves ont des tests presque chaque semaine. Ils ont également 2 évaluations sommatives par trimestre. La prise de risque est encouragée et valorisée. La participation en classe fait partie intégrante du processus d'évaluation.

## Apprendre une langue, c'est apprendre une culture

Des éléments culturels de toutes sortes sont intégrés aux cours de français. Nous travaillons avec la méthode Tricolore 5e édition. Cette méthode permet de découvrir des éléments culturels de la vie quotidienne française et bien sûr francophone. De plus, des chansons, des extraits de film, des clips vidéo, des bandes dessinées, différentes sortes de documents authentiques sont proposés à nos élèves pour, nous l'espérons, leur plus grand plaisir.

## Le plaisir d'apprendre

Nous travaillons sur des thèmes qui touchent et intéressent les élèves tels que les animaux, la gastronomie, le sport... Nous cuisinons des plats français tels que des crêpes à la Chandeleur. Nous faisons toutes sortes d'activités ludiques par exemple des lotos, des mémorys. Nous proposons à nos élèves des activités ludiques interactives sur le tableau blanc interactif ou sur les Ipads.

En somme, notre objectif principal est que chaque élève arrive et parte du cours de français avec un grand sourire.

*Marie-Laure Bégué*



*“Art doesn't change the world,  
art changes people,  
and people change the world”*

August Wilson

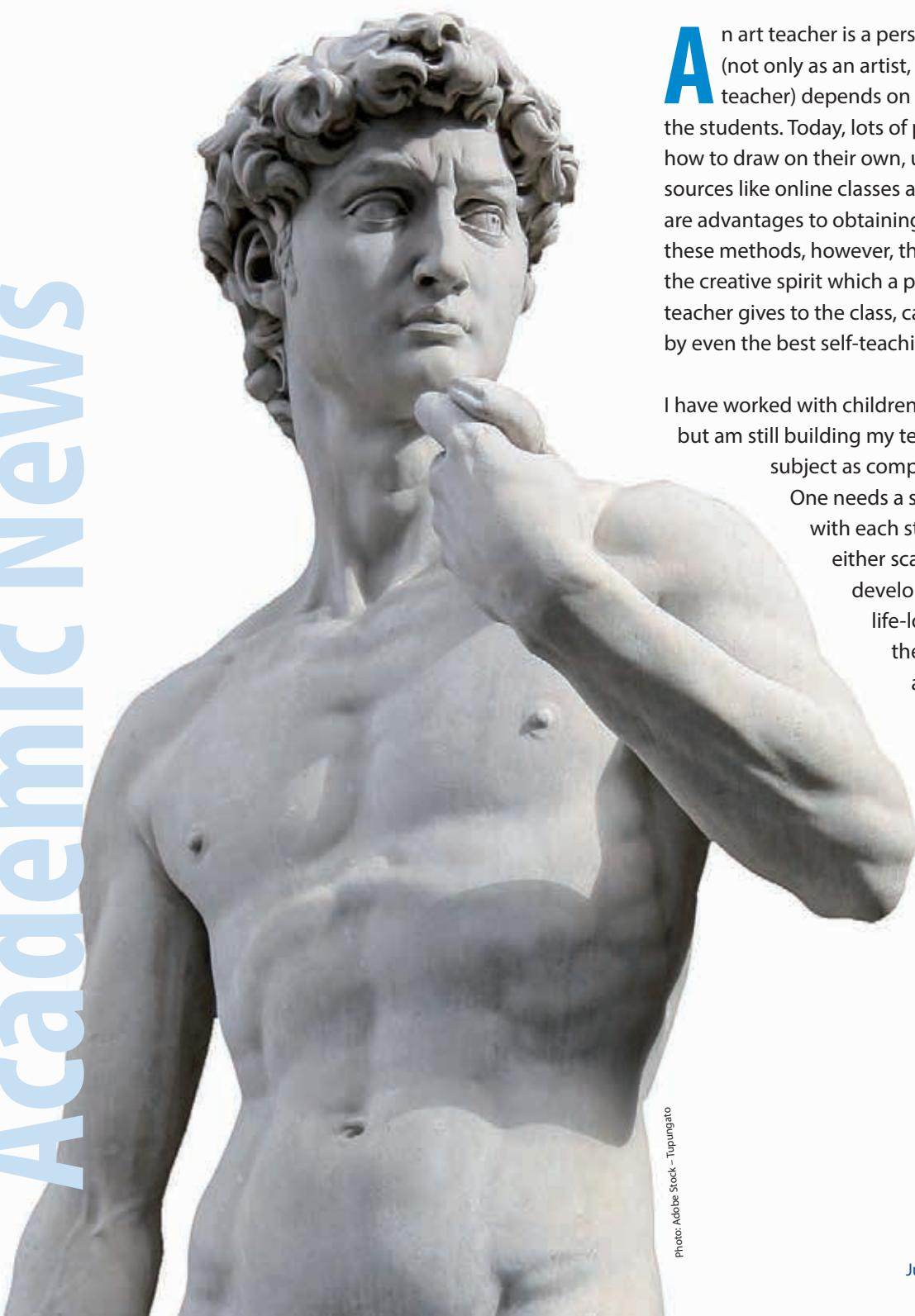


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**A**n art teacher is a person whose skill (not only as an artist, but also as a teacher) depends on inspiration from the students. Today, lots of people try to learn how to draw on their own, using different sources like online classes and videos. There are advantages to obtaining skills through these methods, however, the feedback, and the creative spirit which a professional art teacher gives to the class, cannot be replaced by even the best self-teaching books.

I have worked with children, for many years, but am still building my teaching skills in a subject as complex as “Fine Arts”.

One needs a special approach with each student, as one can either scaffold a positive development, or trigger life-long avoidance of the subject. “Doing art” isn’t just teaching students how

to draw correctly, but an enrichment to the "soil" of the human soul, an enhancement of the spiritual life by opening new invisible connections to the whole world. It gives opportunities for one to know oneself, to distinguish between good and evil, to look for a meaning in life. One might ask: "How will I see the result?" At school, the assessments, after school activities, participation in various competitions, and exhibitions act as seeds to improvement, but for me, I see the result in the joyful eyes of my students in the classroom.

I need to spend two or three lessons with a child in order to understand if they have the ability to see their own thoughts, and are able to own the line, colour and form of their work. Sometimes, abilities are immediately

noticeable, and they only need to be developed. My philosophy is this however: everybody is capable of creative expression, and only the unprofessional teacher or unwise criticism can totally kill the desire to engage in creative work.

The ability to see and understand the beauty around us is very important, especially today, at a time when people can feel like robots, simply performing functions, and little attention is paid to the spiritual side of life. Art affects our character and fills and enriches us with energy. If a child asks to be taken to a museum or an exhibition, it is a good sign that they have learned to enjoy communicating with the beautiful.

Ejegul Kurbanova

*"And now here is my secret, a very simple secret:  
It is only with the heart that one can see rightly;  
what is essential is invisible to the eye."*

-The Little Prince by Antoine de Saint-Exupéry





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## Insight into Teaching

**L**earning is going to occur regardless of whether or not our children are in school, so it becomes important to be conscientious about what kind of a physical and theoretical learning system we choose for our children. School should prepare our children for the world. It should also construct and reinforce a baseline of shared community values. We want our children to learn, but how do we deliver knowledge? And how do we inspire children to remain curious in the confined and constructed space called school?

This became clear to me one day about twenty years ago when I was working with a small group of angry and marginalised English language Learner students in an American school district who had recently been expelled. In class we were required to read an abridged version of Tom Sawyer, and as our very small group sat there going over the vocabulary I noticed one student in particular looking outside the window with his eyes on the basketball court, and it occurred to me at that very moment that these students – they were all middle school boys – were missing out and that the district could not provide for them what they needed most. For them, school was a prison, not a place for learning, not a place to be curious. Sure they were in

school, but the physical and theoretical learning system was all wrong. The irony in it was that we were being forced to study the curious and serendipitous Tom Sawyer and the wild and free Huck Finn as we sat there in the tired classroom looking out onto someone else's court, with an overall goal of improving literacy and maths by the end of the term.

I really felt my hands were tied given the restrictions the district imposed at the time. The good news is that research has progressed hugely, enabling educators to fully examine all kinds of teaching and learning methods and practices that once were not entirely visible, and definitely not applicable given the established traditional boundaries. These same kids today would be given opportunities to develop more fully and progress in a way that doesn't stifle their natural curiosity. With this in mind, the trend in education in the past few decades has been to move towards student-centered, inquiry-based learning, particularly in international education.

Inquiry-based teaching and learning is not a new concept but it is becoming more and more common as an alternative or supplement to traditional prescriptive teaching (where the teacher presents all the knowledge and facts

on which students are then tested). In inquiry-based learning, students are posed with problems and the teacher acts as a facilitator, a guide, in learning. This is, of course, an oversimplified explanation of the model, but basically for students who respond well to traditional methods, inquiry-based models can initially be a little unsettling. It's different. It demands engagement.

I had a child in my year 7 class ask me recently, "Mrs. Stanelun, why are you letting us choose our own novel to read for English this term? Is it some kind of experiment?" My initial and of course concealed response was astonishment. I hadn't heard the term "experiment" applied to teaching for a long time, and I secretly wondered where he'd gotten this post-modern notion that that I was directing a 1970's creative educational endeavor. My logical hunch however was that traditional learning meant some kind of expected and safe process for him. Choices in school can be unsettling, especially when you are used to having them made for you all the time, and the danger of this is that that students become not very competent at thinking critically. The truth is that students make choices all day long, and as responsible learners, children need to recognize early on that they own their own learning. And this is why teaching needs to be transparent.

Students are not always aware of what teaching methodology I'm using in any given lesson, so when something new is implemented, students sometimes question it, which is great. Learning will take place in that very moment of questioning, because students are determining their role as interventionists in a structure that I, as the teacher, have consciously chosen. Knowing this structure is always a good thing because it provides a greater opportunity for students to see themselves as part of the dynamics of their work, gives them agency, and paves the way for them to really own their learning. Making learning and

teaching visible is key in teaching because without it, students don't see themselves as part of the process. When learning isn't visible and teaching isn't transparent, students situate themselves as potentially rebellious sheep, as my students 20 years ago did. The system is inflicted on them, and to make matters worse, it can feel like a prison.

Nothing about how and why we learn what we learn should be kept secret. In this moment of the history of pedagogy, as teachers, we are not, and should not be, the gatekeepers of knowledge. It's important to explain to parents and students that teaching is not a mere presentation of information and then a formal testing of it, although many of you readers may have memories of exactly this.

One of our goals as teachers is to *focus on learning*, and traditional methods have not been thrown to the wayside, because many traditional methods are great. In fact, there is a time and place for simply memorising something. There will be many times throughout the day when a teacher will need to formally present facts and knowledge, lecture style. In a way, this is where teaching becomes an art form and as teachers become more experienced, they learn to orchestrate



Photo: Adobe Stock - spass

any given methodology, because it's relative to the classroom and student situation.

Neuroscientists know how learning happens on the inside of the brain, and good teachers know how to *activate* this process. And how exactly do we do that? And why? Let's really question this: As teachers, how do we facilitate that happening, again and again, term after term, and make an entire career out of it?

We refine our own knowledge. We adapt to change. We have a curiosity about the world and we must maintain an aversion to a fixed way of thinking about how and why we learn. We are role models for our students. One of the things that education professionals have known for a long time, is that there are literally hundreds of variables that influence learning and hundreds more we can examine and measure.

These learning and teaching variables are becoming more and more 'visible'. We can master the very best methods and duplicate the most effective practices depending on the classroom's state of affair. How do we know what the best practices are and when to apply them? We've studied them. We question them. We practice them. We collaborate. It's an exciting time to be a teacher because with technology we have easy access to current micro-level analysis (like discourse studies) and meta-analysis (combined studies that produce stronger conclusions). With both micro-level analysis and meta-analysis, now we can confidently measure the effect of the ways we teach and also the ways students learn to an extent that is truly unprecedented. This is promising because with technology we are able to refine the arts of teaching and learning with greater precision. I would argue that we are actually redefining teaching.

This change in the past four decades or so is both unprecedented and encouraging because we can potentially train teachers faster, and possibly even make predictions about student outcomes based on examining strikingly positive influences such as how well teachers collaborate, whether or not a student feels liked, jigsaw methodology in the classroom (where students need to depend on

each other in order to learn), and more simple things like requiring students to write down the learning objective for each class. Imagine what we can do for children by making some simple adjustments in programs, methods, schedules or feedback. When we focus on student improvement and actively tweak the current system if need be, students will actually improve!

We know, for instance, that when teachers cooperate with each other effectively and efficiently, it has a huge and positive impact on students. In fact, it considerably accelerates student achievement. Another interesting factor that influences a child's achievement in a positive way that most people don't think about is the ability to 'self-report' of what and how they are doing. This learning task of 'self-reporting' will later be built on – in educational lingo: 'scaffolding'. According to research, scaffolding has a significantly positive measurable impact on students learning. Meta-analysis research on the effect of scaffolding, indicates it is better than 'direct teaching'. However, using the scaffolding method has about the same effectiveness as having a guided class discussion. So when I explain to my student why we are choosing our own books, I can say I'm using a scaffolding method and each student will be actively searching for motif, style patterns, etc. and sharing with the class in a discussion because I know that scaffolding and discussion actually work. I also know that there is a very high probability that students will learn better in small groups and that they need to be of mixed aptitude, and not grouped by ability. The students know this too and they feel it.

Of course, there are many, many influences on student achievement, and here we have only looked at a few of them. But it is important that students, parents, and teachers are conscious and transparent about learning, always asking: what are we doing and why are we doing it? 'Meaningful input' is crucial to learning, and methodology is a device to help facilitate and deliver that meaningful input. This is important and should always be clear to everyone involved in the process.

By Michele Stanelun

# Tell Me More!

*"The limits of language determine the limits of my world."*

-Wittgenstein

Making a distinction between "playing" and "learning" is perhaps one of the greatest linguistic and conceptual injustices people have ever committed. Creativity and play are not merely entertaining but for most learners the most natural and effective path to learning. We should be telling our pupils stories all the time. They should be telling us and their fellow pupils stories in return. People who can tell a story can communicate. People who can tell a story with a chronology, sense, and continuity will have the life-skills needed for writing reports, sensible efficient emails, presentations, theses, etc.

Here it must be said that storytelling and dialogic learning is already at heart of the British curriculum. Creative writing as it is practised in the British school system serves as a role model for how we can help enable children to master language in an enjoyable and inclusive way. The talk for writing movement, founded by Pie Corbett and further developed with the Storytelling Schools has helped to reintroduce age-old truisms of learning in an innovative way. The concept is simple: spoken language must be supported and shaped and then facilitated into written language. Storytelling provides a powerful framework for this process.

Why is storytelling so effective? It seems that our brains are hardwired for stories. It is quite possible that from an evolutionary perspective, stories help provide us with context and chronology. Stories follow a structure and timeline. They also provide us with an automatically suggested structure of language. We could see this as a scaffolding of grammar and vocabulary, with which we can create and understand the world around us. Stories are an amazing vehicle for transporting challenging, complex, and emotional information into a comprehensible framework.



People of all ages love stories.

Everyone can tell a story.

We all just have to find our voice. It is our jobs as educators in the classroom or at home to tell stories to help our children be able to tell theirs.

Matthew Sonnicksen is a musician and storytelling educator. He has been active in these fields for over 25 years. As a storytelling educator he certified in Oxford with the Storytelling Schools to become a consultant on integrating Storytelling into school curricula. He has been involved with IBIS for over 10 years. You can find out more about his Storytelling work at: [www.storywards.com](http://www.storywards.com)

*Matthew Sonnicksen*

*"The possibilities of language are limitless"*

-Kurosawa

## A Newcomer's View of I.B.I.S.

I have come to see I.B.I.S. as a melting pot of different cultures, with the result being a school composed of individuals (students and staff) who are citizens of the world. I base this on my experiences as a teacher at schools in Germany and other countries; on my experiences as one of the newest members of staff at I.B.I.S.; on my communications with parents whose children attend I.B.I.S. and other schools in and outside of Germany; and on comparisons as a parent of school-going children.

My very first impressions of I.B.I.S. were influenced by my neighbours living in our suburb of Heiderhof whose children attend the school. Also, by casually watching the students of I.B.I.S. at play as my family and I carried on with our daily lives in the leafy suburb of our neighbourhood. My initial impression was that the students of I.B.I.S. seemed happy, playing with each other in groups that were quite mixed – different ages, genders and nationalities all participating in communal games and sharing the wide variety of playground facilities. Later, in my position as a staff member on playground-duty, I was provided with a clearer view of the playground and again observed the children playing with each other harmoniously.

The I.B.I.S. website says that, "Our teachers reveal themselves as learners, as well as our pupils". For this to function, it is imperative that the appropriate learning conditions are created with a strong foundation cemented by good behaviour and discipline. But if you are expecting to find a school that is run with the discipline of an army, then you will be disappointed.

At I.B.I.S. the *Policy for Behaviour and Discipline* clearly lays out the expectations and procedures of this vital topic. Throughout the world, behaviour and discipline is a topic that surfaces not long after the topic of education is brought up. The question is, how is discipline and respect achieved without infringing on individual freedom or crushing

individuality? Let us fast-forward to a general school assembly. On International Mother Language Day, the entire school assembles in the Bolik Hall. The hall is packed with all the students, from kindergarten to Year 8, as well as all the teachers, TLAs and no small number of parents. As the different student groups perform their acts and entertain the large audience, the excitement of the spectators increases directly proportional to the noise level in the hall. Then, just as I am wondering how on earth we are going to quieten everyone before the next act comes on stage, a single clap is heard. Immediately all talking ceases and about 300 hands respond with a single clap. Silence settles on the entire hall. Every student, teacher and parent had responded instantaneously and respectfully to the school's request for attention – a single hand clap. As simple as that! What an



impressive incident that was to behold. Although this is just one example of discipline being maintained, it is never-the-less an impressive display of I.B.I.S.'s policy on discipline put into practice.

In the hours I have spent observing and participating in lessons in different classrooms, I have been able to witness the delightful rhymes in the classroom to call everyone to attention. For example, a teacher says in a normal "inside" voice, while clapping their hands in time, "one, two, three – all eyes on me" and the students respond "one, two – all eyes on you". Or to encourage the students to show the teacher an exercise that was just completed the teacher says "one, two, three – please show me" to which the students respond "one, two – we show you".

If there is one thing that is very obvious here, is that voices may be raised in song, but not in anger. Time and again I have heard students from different schools in many countries complain that their teachers shout and raise their voices in anger in the classroom. This is often very upsetting and understandably so as it is the first step in the loss of mutual respect. However, at I.B.I.S., I am yet to hear this. As a Psychology Major at university, I am aware that positive reinforcement is key. Here, children are not likely to be reprimanded for minor issues in classrooms, rather one will mostly observe the following examples of comments by the teacher: "Thank you Peter, for paying attention to the instructions." Instead of: "John, pay attention to the instructions." Or "Sarah, well done for not disturbing the others while I'm talking." Instead of: "Mary, be quiet while I'm talking." In so doing, the peers of the child being addressed immediately reflects on his or her own behaviour and strives towards self-improvement to also receive positive reward.

From my inside experience as a newcomer, and taking all of the above into account, I cannot but admire the values that the school prioritises. Respect, kindness, honesty, transparency, creativity, fairness and courage, are qualities that are truly embedded in the school.

*Leisl Neskakis*

Photo: Marcus Rott



# Spanish Beyond Grammar

**A**t I.B.I.S. we learn Spanish not only with grammar and vocabulary, but to also use culture to learn the language spoken in more than 20 million countries.

For this we have different spaces in the Spanish classroom. Our „Rincón para la cultura“ (Corner for culture) which is a space dedicated to learning literature, geography and, for example, the most important buildings of the different Spanish-speaking countries.

We also have a space dedicated to “The character of the month”. In this space the students decide which important person in the Hispanic world they want to study. Thus, we have learned who Frida Kahlo was, for instance, or what styles the important artist Pablo Picasso used when he painted.

And why not learn a language by doing theatre? The students who study Spanish in I.B.I.S. will become actors as part of the program and will do a theatre workshop.

At the end of the year parents and students can enjoy a very funny performance. In Spanish, naturally!

Finally, as Spanish is a language that generates interest around the world, our students exchange letters with other Spanish students from other countries. The last exchange was with students from the Czech Republic and, months later, letters continue to be written, Spanish improving all the while. It's great!

Chinese Proverb

*“Learning a language is having one more window from which to observe the world”*

Learning a language should be fun and that is our goal.

*Ismael Ruiz Arroyo*

# Aprender español más allá de la gramática.

**E**n IBIS tenemos un objetivo: aprender español no solo mediante la gramática o el vocabulario, sino utilizando la cultura para aprender una lengua hablada de forma oficial en más de 20 países .

Para llevar a cabo este tipo de aprendizaje tenemos diferentes espacios en nuestra clase de español. Por ejemplo, "El rincón para la cultura", un espacio dedicado a aprender literatura, geografía o, por ejemplo, los monumentos más importantes de los diferentes países hispanohablantes.

También tenemos un espacio dedicado al "Personaje del mes". En este espacio los estudiantes deciden qué personaje del mundo hispano les parece interesante estudiar y así lo hacemos. Por ejemplo, hemos estudiado quién fue y qué hizo Frida Khalo u otros pintores como Pablo Picasso.

¿Quién dijo que no se puede aprender una lengua haciendo teatro? Los estudiantes de español en IBIS se convertirán en actores como parte del programa de la asignatura de español y harán un taller de teatro. El objetivo es aprender la lengua mediante actividades muy divertidas. Al final del curso tanto padres como

estudiantes podrán disfrutar de un espectáculo muy divertido. ¡En español, por supuesto!

Y...¡Algo más! Ya que el español es un idioma que genera mucho interés alrededor de todo el mundo, nuestros estudiantes intercambian cartas con estudiantes de español de otros países. El último intercambio se realizó con estudiantes de la República Checa y, meses más tarde, los estudiantes mantienen el contacto. ¡Es genial!

Aprender una lengua puede ser divertido y ese es nuestro objetivo.

*Ismael Ruiz Arroyo*

*"Aprender un idioma es tener una ventana más desde la que observar el mundo"*



Photo: Adobe Stock - Roman Sigeve

# Respect Creativity Honesty Transparency I.B.I.S. Wellbeing Programme

**A**ugust 2018 saw the introduction of a new role at I.B.I.S., with the role of Wellbeing Lead. I bring to I.B.I.S. over a decade of experience in working with vulnerable adults and young people, living with complex issues which are impacting their wellbeing.

Over the past 6 months this role has evolved and is becoming embedded throughout the school. The most recent addition in promoting the importance of wellbeing is in the form of the Celebrating Values Board.

In a world where social media has such an impact on our young learners, the Celebrating Values Board focuses on the individual's inner self. It encourages them to reflect on the type of person they are, what values they hold and the image they project into the world. The focus moves away from the physical reflection they might see in a mirror and gets them to look deeper. This board will change monthly, with a different famous person being the centre of the display. It will provide pupils with an opportunity to learn more about the individual and how they have impacted on the world because what they have done, not how they look.

In addition to promoting pupil wellbeing at I.B.I.S., I have also been implementing tools to support the wellbeing of I.B.I.S. staff. The Wellbeing Scale is displayed in the Staff Room. This provides an opportunity for individuals to reflect daily on their overall wellbeing, if there is a change and when interventions are needed. The Wellbeing Scale is a confidential tool, with staff placing a token in a numbered envelope that best represents their mood that day, with the addition of a comments box. The comments box allows staff to share information if there is something impacting on their wellbeing. Promoting transparency



# Kindness Courage

amongst staff is fundamental in supporting wellbeing and implementing change.

The wellbeing and management team at the school reflect on the potential reasons for staff concerns and comments and try to react positively and practically.

During a conference in Bucharest on 'Wellbeing in a Digital Age', I learnt about the Leeds Beckett Mental Health Award. I.B.I.S. strongly believes that the wellbeing of staff and pupils is vital to ensure both can thrive and meet their full potential. By utilising a developmental framework, I.B.I.S. will be able to self-evaluate current mental health support, identify gaps, strengthen and develop what is

already evolving and embedded within the school. The award focuses on improving self-confidence, resilience and emotional intelligence for pupils and staff at I.B.I.S. I will be taking on the role of Lead for this Award, working alongside Deputy Head, Tara O'Shea as well as Allison Hildreth, one of our School Association Board Members. On the completion of the award, we hope I.B.I.S. will be awarded the Bronze Carnegie Centre of Excellence Award for Mental Health.

The coming 6 months look to be an exciting time of innovation and evolution for the wellbeing of the I.B.I.S. community.

Sarah Tann

# Wellbeing



## The Benefits of Art, Creativity and Play

**A**rt and creativity are often relegated to the periphery when people think of education. However, art not only has a value of its own, but creativity itself is important and vital to learning in general. We can nurture creativity best by supporting a child's imagination and natural creative tendencies from birth and beyond. Parents and educators help lay the foundation for children's development by providing opportunities for free or guided play.

It is important to strike a balance between the activities we provide so a child's own

imagination and ingenuity are challenged. Children are natural learners and teach themselves through their own experience. We can add to their experience with specific goals and information, but need to keep the doors to creativity open.

*"Every child is an artist.  
The problem is how to  
remain an artist once  
he grows up."*

- Pablo Picasso

The benefits of art, creativity, and play are manifold. When children play, they are essentially negotiating their way through the world, exploring how everything works. As they manipulate objects, they are investigating the relationship between them and developing their spatial skills. As they stack items, or depict a three-dimensional

object on paper, children are developing problem-solving abilities: How can I stack these items without them falling down? How can I represent a round apple on flat paper? As children balance objects, mix colours, and glue different materials, they are exploring cause and effect. Children are empowered as their actions cause change. They can make; they can create.

When young children play with small objects and begin mark-making, they are developing fine motor skills necessary for future writing. Collecting shells and scribbling are important jobs. Gross motor skills are developed during activities such as running and climbing. Teachers around the globe have been observing that more and more children are entering school without an adequate level of fine and gross motor skills as our cultures move towards a sedentary life and an excess use of electronics. Play is essential.

Creative work teaches complex concepts in an organic way. If you ask five children to pictorially represent the same emotion, you will get five different and equally valid pictures. This inherently teaches about the multiplicity of solutions, that problems can have more than one solution and questions can have more than one answer, a huge life lesson and skill. Similarly, this celebrates a multiplicity of perspectives, that there are many ways to see and interpret the world. This combats uniformity and celebrates diversity, respecting people as individuals with different and new ideas.

Let us not forget the social skills gained during collaborative art and play. When children have their own or a given goal in mind, they naturally enter a team-building mentality, where they negotiate their leadership and collaborative skills. Adults can then support children in their own areas for growth.

Art is one of our natural languages. Children draw, make, and create without being prompted. Working with visual art helps refine our ability to read and discuss visual cues, and our culture is full of visual information. When we immerse ourselves into art, we are learning to "speak" one language of the world, one in

which some children express themselves best. Art allows children to express what cannot be easily conveyed in words, and for some, art is one of the only ways to express themselves. We can meet them at their natural starting point and help them flourish in other areas.

While we teach children to reach and "become," we must remember what they already are. Children are already artists, engineers, scientists, and explorers. They are active participants and owners of their learning, gaining information and honing their skills. They can reach their full potential if we support them in their expedition and add to their experience and knowledge. We can value art, creativity, and play. That is their modus of learning. When we keep a child's nature at the centre, we can see that learning is often, essentially, child's play.

*Yael Schloss*



Photo: Adobe Stock - MG



Photo: Lars Bergengruen

# A Long Tradition of Music, Dance and Performance

I.B.I.S. has a long tradition of music, dance and performance; from the many musicals and assemblies, to the drama and dance performances directed and choreographed by the talented staff of the music department.

Our school nurtures and encourages a love of music, movement and dance at a very young age. Children find a creative side they never knew they had, they grow in confidence as they master movement and choreography,

they learn to co-operate with partners, work together in a group and, when they perform and hear that applause; can see the smiles and pride on their parent's faces. Their sense of worth and well-being is overwhelming. It raises them up!

When I see a new Kindergarten student enter their first dance class shy, nervous and anxious and then watch them leave at the end of the school year confident, happy and very capable, I know why I teach dance!

*How we feel when we dance: ANNA (KG) Beautiful and good inside. MONA (R) Happy, thirsty and strong. OLIVIA (Y1) Good and proud. MONTY (Y1) Happy and smiley. LILLY (Y3) Excited and joyful. ANGELA (Y5) Happy to see Mrs. Mackenzie. KAMILA (Y5) Amazing, I can show my true feelings from the heart. ELLA and EMMI (Y6) Dancing is a way to express how you feel without words. Performing is the most amazing feeling in the whole world!*

*Patricia Mackenzie  
I.B.I.S. JAZZ DANCE TEACHER*



Photo: Lars Bergengruen

# Frühkindliche Musikerziehung

Der Musikunterricht findet alters- und kindgerecht statt. Die Freude am Singen und Musizieren sowie die Förderung der sprachlichen, körperlichen und sozialen Fähigkeiten sind vorrangige Ziele.

Die Kinder werden ermutigt, ihre erlernten Lieder und Stücke in einem kleinen Rahmen vorzutragen, wobei das Selbstvertrauen und Selbstbewusstsein gestärkt werden. Körperpercussion und rhythmische Bewegungen fördern und trainieren die sprachliche Entwicklung, sowie die Koordination von rechts und links. Die Schüler erlernen Hand- und Fingerlieder, sowie Zähllieder. Sie lernen die Orff'schen Schlaginstrumente kennen.

Durch Klang- und Zuhörspiele werden das genaue Hinhören und die Vorstellungskraft gestärkt. Die Kinder werden ermutigt, mit eigenen Ideen und Reimen zu spielen und sie mit der Klasse zu teilen. Es werden die Sprachen der Kinder gewürdigt und internationales Liedgut erlernt. In allen Bereichen wird bewusst auch das Gedächtnis gefordert.

Im Kindergarten (Alter 3-4) werden kurze Lieder auswendig gelernt und das Vertrauen aufgebaut, um sie vor den Eltern aufzuführen. Es werden viele Bewegungslieder und Zuhörspiele erlernt, sowie die ersten Schlaginstrumente benutzt (z.B. Schüttelierei, Trommel, Triangel, Guiro). Die Kinder lernen die Klänge zu benennen und zu unterscheiden.

In Reception Class (Alter 4-5) werden die Lieder länger und das Instrumentarium erweitert (z.B. Claves, Kastangnetten, Tambourins, Maracas). Die Schüler erlernen einfache Rhythmen und lernen lange und kurze Klänge zu erkennen. Sie singen vor der ganzen Schule.

In Year 1 (Alter 5-6) erlernen die Kinder längere, auch additive Lieder und Strukturbegriffe wie „Vers“ und „Refrain“. Es wird begonnen, die Intonation bewusst zu machen, d.h. hoch und tief, und die Kinder spielen auf dem Glockenspiel.

Musik fängt mit Zuhören an.

Dr. Helga Schieck





Photo: Lars Bergengruen

*“Music begins where the possibilities of language end.”*

Jean Sibelius

**M**usic is a universal language that embodies one of the highest forms of creativity.

When we teach it, we should engage and inspire children to develop a love of music and inspire their talent as musicians, and in doing so increase their self-confidence, creativity and sense of achievement.

Music should be an enjoyable learning experience! We encourage children to participate in a variety of musical experiences, through which we aim to build their confidence. Singing, in particular, lies at the heart of good music teaching, and of what we practice at I.B.I.S. We focus on

developing children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music.

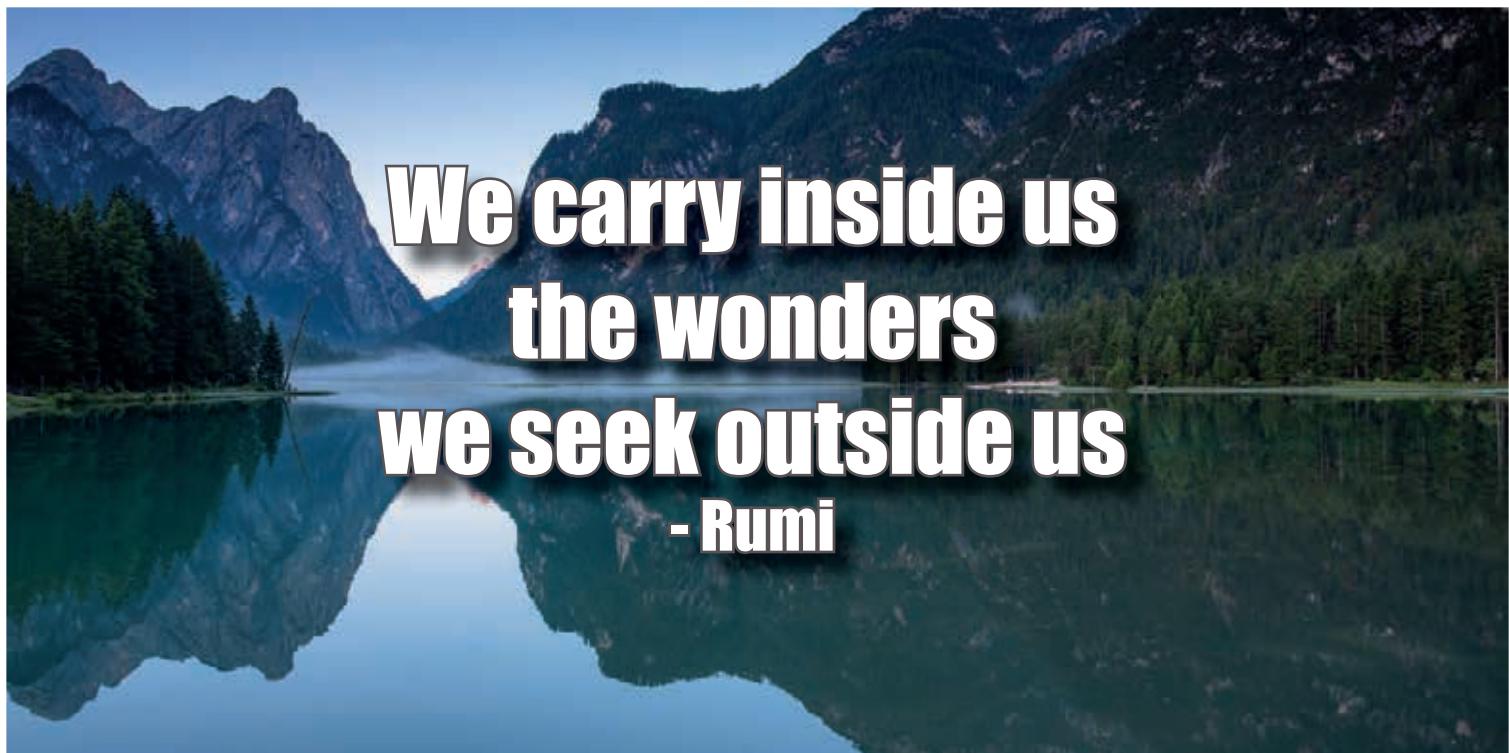
Besides being a creative and enjoyable activity, it also plays an important part in helping children feel part of a community. From our school choir, to assemblies and the regular lessons all children participate in, we provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Music is a completely unique way of communicating that inspires and motivates children. It is a vehicle for personal expression which can play a deeply important part in personal development. Further, music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. After all:

*Paul Jansen*



Photo: Lars Bergengruen



We carry inside us  
the wonders  
we seek outside us  
- Rumi

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»Prevention is much better than healing –  
it **SAVES** the labour of being sick.«

Thomas Adams, 1618



Dr. med. Marianne Esser  
Pediatric Practice



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# Schulessen kann gesund und lecker sein – daran arbeiten wir gemeinsam mit unserem Schulcaterer

„Was gibt es heute zum hot lunch?“, „Wann gibt es wieder Pfannkuchen?“ und „Was habe ICH heute zum Lunch?“ sind die drei Fragen, die mir oft gestellt werden, wenn ich in die Schule komme.

Die beiden ersten kann ich natürlich beantworten und oft – wenn zufällig eins der 49 Kinder fragt, für das ich im Auftrag der Eltern bestelle, – weiß ich auch was es bekommt.

Die „Lunch-Lady“ weiß genau, welche Vorlieben unsere Kinder haben, wer mit oder ohne Soße isst, wer Gemüse mag und wer „Süßes“ bevorzugt.

Aber es kann nicht jeden Tag Nudeln mit Tomatensoße geben!

Ich versuche, die Menüvorschläge, die ich von unserem Caterer Lehmann's bekomme, so gut wie möglich umzusetzen und unser Essen abwechslungsreich und kindgerecht zu gestalten.

Während der Mittagszeit gehen ca. 160 Teller durch die Hände von Toni und mir und gleichzeitig lösen wir die kleinen Problemchen der Kinder wie z.B.: „Meine

Mutter hat gaaaanz falsch für mich bestellt“ oder „Kann ich bitte tauschen? Ich mag das heute nicht!“ oder „Ich habe das packed lunch vergessen!“ Alles machbar.

Wir versuchen Ruhe zu bewahren und amüsieren uns manchmal auch über die Tricks der Kinder. Besonders wenn es Pfannkuchen, Milchreis oder Griespudding gibt, werden oft die Karten versteckt und es wird versucht sich einfach mal bei „Grün“ anzustellen, um an das begehrte Essen zu kommen.

Glücklich bin ich, wenn manchmal aus den Reihen „Heute schmeckt es sehr lecker!“ kommt bzw. einige Kinder bis zu dreimal Nachschlag holen, wenn die meisten Teller leer sind und der Kampf um den letzten Schokoladenpudding beginnt.

Für viele Kinder ist die Mittagspause die schönste Zeit des Schultages und ich versuche seit mehr als 9 Jahren ihnen diese Zeit zu „versüßen“. Denn „Liebe geht durch den Magen“.

*Barbara Zientek*



# WEIL UNSERE KINDER GUTES ESSEN

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# SMART CAMP Vorreiter-Schule

## Respekt im Netz an der I.B.I.S. lernen



Das erste SMART CAMP auf Englisch ist an der „Independent Bonn International School e.V.“ (I.B.I.S.) im September 2017 an den Start gegangen. Inzwischen hat das Bonner Social Impact Start-up BG3000 bundesweit knapp 20.000 Schülerinnen und Schüler in weit über 100 Camps trainiert.

### Aus Digital Natives werden Digital Citizens

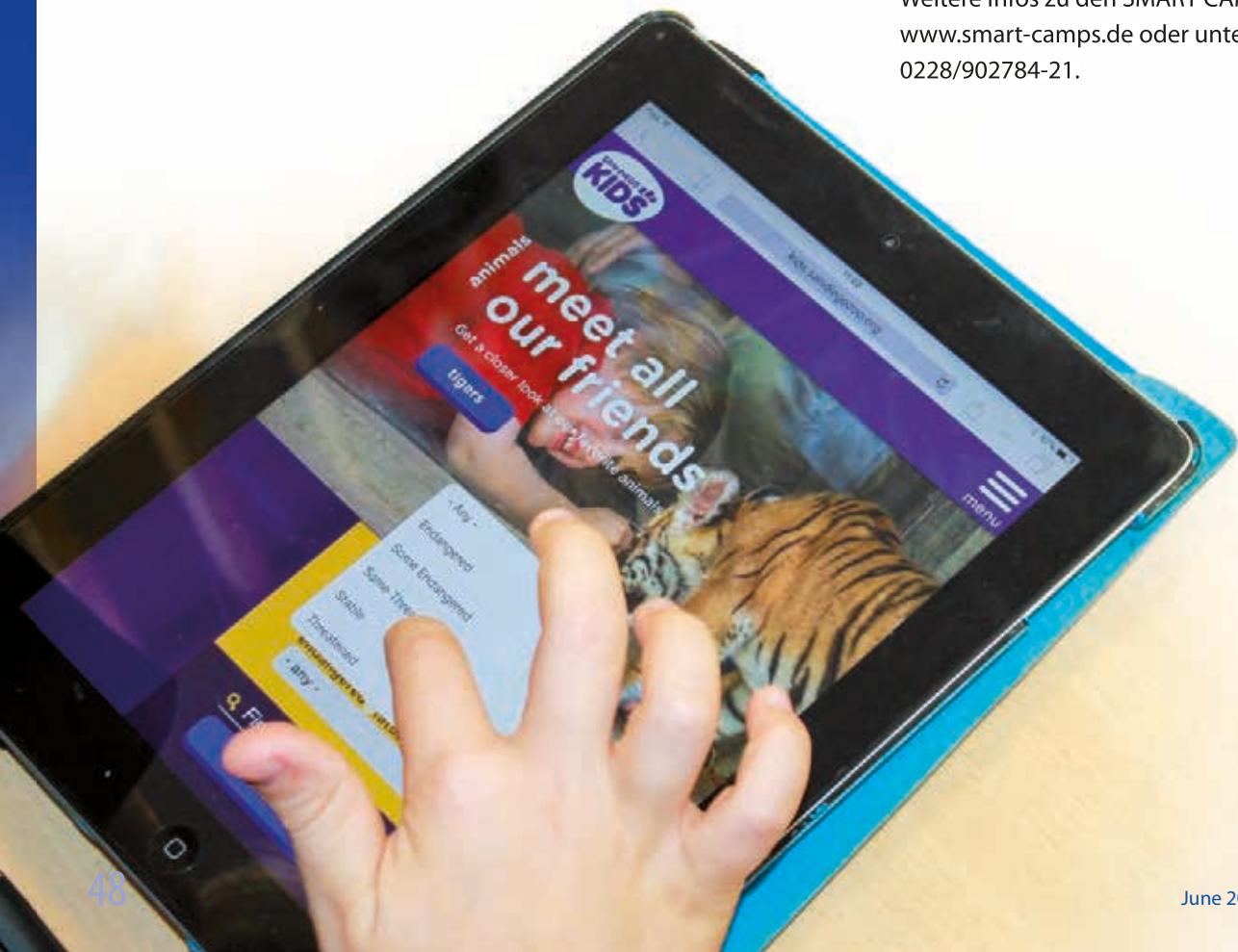
Von „Media-Etiquette“ und „YouTube“ über „Instagram & Snapchat“ bis hin zu „Prezi“ und „iPads“: In Workshops haben knapp 150 Schülerinnen und Schüler im Alter von sieben bis 13 Jahren an der I.B.I.S. drei Tage lang respektvolles Verhalten im Netz, sensiblen Umgang mit Daten und einen reflektiven Umgang mit digitalen Informationen trainiert. Auch in der digitalen Welt gibt es Bürgerrechte und -pflichten, mit denen das SMART CAMP junge Menschen vertraut macht. So werden aus Digital Natives Digital Citizens. Das erste englischsprachige SMART CAMP an der I.B.I.S. haben Huawei Deutschland, die SERgroup Holding International GmbH und die Auto-

bahn Tank & Rast Gruppe GmbH & Co. KG unterstützt. Die Schirmherrschaft übernahm Dr. Joachim Stamp, Minister für Kinder, Familie, Flüchtlinge und Integration in Nordrhein-Westfalen.

### Als kreative Gestalter die großen Chancen einer digitalen Welt nutzen

„Runter von der digitalen Bremse!“, appelliert die BG3000 seit 2014. In Zusammenarbeit mit über 70 freien Trainern aus der Praxis hat die Bildungsinitiative bis heute knapp 20.000 Schülerinnen und Schüler in ganz Deutschland fit für die digitale Zukunft gemacht. Im vergangenen Jahr kamen Pädagogen als Multiplikatoren hinzu. Auch im Firmenkontext schult die BG3000 junge Mitarbeiter und Auszubildende. Das Ziel der SMART CAMPS: Junge Menschen sollen einerseits die Risiken des Internet erkennen und meiden lernen. Andererseits sollen sie verstehen, welche großen Chancen die digitale Zukunft für kreative Gestalter bereithält.

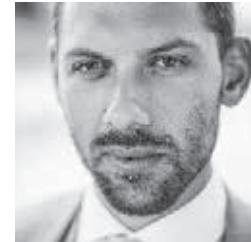
Weitere Infos zu den SMART CAMPS unter:  
[www.smart-camps.de](http://www.smart-camps.de) oder unter  
0228/902784-21.



# Mit dem Arbeitgeber I.B.I.S. für die Rente sparen

„Die Rente ist sicher!“, so sprach Norbert Blüm 1997 – die Realität sieht anders aus. Der demografische Wandel in Deutschland greift unaufhaltsam um sich. Was sich einst **Bevölkerungspyramide** nannte wird heute von Demografen umgangssprachlich als **Dönerspieß** bezeichnet. Das **Statistische Bundesamt** geht davon aus, dass die Bevölkerung in den nächsten Jahren noch ganz leicht wächst, um danach stark abzusinken. Zuwanderung kann den Trend nicht umkehren sondern nur kurzfristig abbremsen. Eine besorgniserregende **Geburtenrate** im Jahre 2017 von 1,57, sowie die Tatsache, dass die geburtenstarken Jahrgänge („**Babyboomer**“) peu à peu in Rente gehen und somit vom Beitragss Zahler zum Empfänger werden, verdichtet das Problem innerhalb der **Deutschen Rentenversicherung (DRV)**. Als Maßnahme wurde u.a. das Renteneintrittsalter in den letzten Jahren bis 67 erhöht – **eine heimliche Rentenkürzung**. Im Jahre 2018 lagen die Ausgaben der allgemeinen Rentenversicherung bei ca. 263 Mrd. Euro wobei ca. 235 Mrd. Euro eingenommen wurden.

Bereits im Jahre 2018 hat die I.B.I.S. mit unserer Unterstützung eine **umfangreiche Aufklärung** im Bereich der **betrieblichen Altersvorsorge (bAV)** für alle Mitarbeiter betrieben. Es gab eine groß angelegte Informationsveranstaltung in der School Hall für alle Mitarbeiter. Bis heute konnten und können alle Mitarbeiter Einzelgespräche mit Lars Schumacher führen, hier werden alle persönlichen Fragen geklärt. Jeder Mitarbeiter kann sich freiwillig für eine von I.B.I.S. geförderte bAV entscheiden. Die Umsetzung der „I.B.I.S. bAV“ kann für den Mitarbeiter wie folgt aussehen:



Im Beispiel investiert der Arbeitnehmer 150,00€, 15% werden von I.B.I.S. bezuschusst, der Mitarbeiter zahlt Netto ca. 80,01€. Somit ergibt sich eine **Gesamtförderquote von ca. 215%**.

Als unabhängiger Finanz- und Versicherungsmakler steht Lars Schumacher von RP&MG Consulting der I.B.I.S. und allen Mitarbeitern zur Seite. **Sowohl betriebliche als auch private Angelegenheiten rund um die Themen Versicherung, Geldanlage oder Immobilienfinanzierung** können bei ihm vertrauensvoll besprochen werden. Seit 10 Jahren ist er in der Branche tätig, die Beratungen finden auf **Deutsch oder Englisch** statt. Er berät **German Natives und Expats bundesweit** nicht nur in seinem eigenen Tätigkeitsfeld sondern kann in verwandten Branchen wie Steuerberatung, Rechtsberatung oder Immobilien mit persönlichen Ansprechpartnern schnell weiterhelfen.

Lars Schumacher  
Unabhängiger Finanz- und Versicherungsmakler

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Lars.Schumacher@rmpg.de  
[www.rpmg.de](http://www.rpmg.de)

Bruttogehalt	2.500,00 €	Bruttogehalt	2.500,00 €
		Arbeitnehmerbeitrag	150,00 €
Ohne „I.B.I.S. bAV“		15% Förderung „I.B.I.S. bAV“	+ 22,50 €
		Gesamtbeitrag	= 172,50 €
Steuerabzug (inkl. Soli, Ki.-St.)	ca. 338,62 €	Steuerabzüge	ca. 298,36 €
Sozialversicherungs-Abzüge	ca. 495,63 €	SV-Abzüge	ca. 465,90 €
Auszahlungsbetrag	ca. 1.665,75 €	Auszahlungsbetrag	ca. 1.585,74 €
		Arbeitnehmer-Nettoaufwand	ca. 80,01 €



Photo: Adobe Stock – Marco2811

# Wer in Deutschland lebt und arbeitet, muss in der Regel auch hier Steuern zahlen

## 1. Steuerstatus in Deutschland und Ihrem Heimatland

**E**xpatriates, die in Deutschland leben, sind in der Regel auch dem deutschen Steuersystem unterworfen, insbesondere wenn sie über deutsche Einkunftsquellen verfügen. Das deutsche Steuersystem ähnelt strukturell dem anderer westlicher Staaten. Sie bezahlen Ihre Steuern unterjährig im Regelfall dadurch, dass der Arbeitgeber Lohnsteuern erhebt und von Ihrem Arbeitslohn abzieht. Anpassungen werden dann am Jahresende im Rahmen der Einkommensteuererklärung vorgenommen. Nachzahlungen wie auch Erstattungen sind möglich.

## 2. Einkommensteuer von Privatpersonen

Für das Jahr 2018 gilt, dass ein zu versteuernsdes Einkommen von weniger als 9.000,- EUR pro Jahr steuerfrei ist. Für verheiratete Paare verdoppelt sich dieser Betrag auf 18.000,- EUR. Einkommen bis zu 54.949,- EUR (109.898,- EUR für Verheiratete), werden mit einem progressiven Tarif von 14 % bis 42 % versteuert. Darüber hinausgehende Einkommen werden mit

42 % versteuert. Ab einem Einkommen von 260.533,- EUR (521.066,- EUR für Verheiratete), gilt ein Steuersatz von 45 %. Zusätzlich wird ein Solidaritätszuschlag von 5,5 % der Steuer erhoben. Dieser Zuschlag steht in der permanenten politischen Diskussion. Mit einer Abschaffung oder Reduzierung ist bald zu rechnen.

Wie in anderen Ländern, sieht auch das deutsche Steuersystem Erleichterungen für eine Vielzahl von Lebensumständen vor. Zu nennen ist zunächst die Zusammenveranlagung von Ehegatten, wobei im Ausland geschlossene Ehen einer deutschen Ehe entsprechen müssen. Der Status des „Common law spouse“ wird in der Regel nicht anerkannt. Für Kinder unter 18 Jahren (oder unter 27 Jahren, sofern sie noch in der Ausbildung sind), gibt es Kindergeld und erhebliche steuerliche Freibeträge. Bestimmte Versicherungsbeiträge und Leistungen an gemeinnützige und politische Institutionen sind steuerlich abzugsfähig, ebenso wie Krankheitskosten jenseits bestimmter zumutbarer Belastungen.

Die Arbeitnehmerbeiträge zu der Sozialversicherung (Rentenversicherung, Krankenversicherung und Arbeitslosenversicherung) sind grundsätzlich steuerlich abzugsfähig. Der Arbeitgeberbeitrag zu diesen Versicherungen ist steuerfrei.

Für in Deutschland lebende Personen sind die meisten Einkommensquellen, auch wenn im Ausland gelegen, einkommensteuerpflichtig. Die Lohnsteuer wird vom Arbeitslohn durch den Arbeitgeber einbehalten. Einkommen aus anderen Quellen (z.B. selbstständige Tätigkeit, Vermietung oder Kapitalerträge) sind im Rahmen der Einkommensteuererklärung zu deklarieren. Für ausländische Einkünfte bestehen Erleichterungen durch die Anwendung so genannter Doppelbesteuerungsabkommen.

Basierend auf Ihrer Einkommensteuer des Vorjahres wird das Finanzamt Einkommensteuervorauszahlungen für das Folgejahr festsetzen, die am 10.03., 10.06., 10.09. und 10.12. fällig werden. Die Schlussabrechnung erfolgt im

Rahmen der Jahressteuererklärung, die bis zum 31. Juli des Folgejahres einzureichen ist.

Der Steuerbescheid ergeht dann in der Regel 2–6 Monate nach Einreichen der Steuererklärung.

Sofern Sie einen Steuerberater beauftragen, verlängert sich die Abgabefrist bis zum 28.02. des übernächsten Jahres.

Bei einer verspäteten Abgabe kommt es zu Verspätungszuschlägen.

Auch ausländisches Einkommen ist in der Regel zu deklarieren, selbst wenn es steuerfrei gestellt wird, da es dem so genannten Progressionsvorbehalt unterfällt. Das heißt, dieses Einkommen wird zur Bemessung des Steuersatzes für das übrige inländische Einkommen herangezogen.

### 3. Andere Steuern

Neben der Einkommensteuer ist insbesondere die Mehrwertsteuer in Höhe von 19 % zu erwähnen. Diese gilt für selbstständig tätige Personen.

In Deutschland besteht zudem eine Kirchensteuerpflicht von 8-9 % des Einkommens, sofern eine Person Kirchenmitglied ist.

Im Falle von Erbschaften oder Schenkungen besteht ebenfalls Steuerpflicht, auch bezogen auf Auslandsvermögen, allerdings bestehen hier Freibeträge in Höhe von 400.000,- EUR zwischen Eltern und Kindern und 500.000,- EUR zwischen Ehegatten.

Darüber hinaus gibt es verschiedene sachliche Steuerbefreiungen, z.B. für das selbstgenutzte Familienwohnheim.

Weitere Informationen, auch in englischer Sprache, finden Sie unter [www.gtk-steuern.de](http://www gtk-steuern.de).



Gastbeitrag von

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Wirtschaftsprüfer · Steuerberater · Rechtsanwalt

Dr. Manfred Klein, Rechtsanwalt · Steuerberater

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Photo: Lars Bergengruen

# Relocation to Germany

**R**elocating to a foreign country with a family is an exciting experience but one that is filled with challenge, none more important than finding the right school. Overcoming this challenge is not just essential for the wellbeing of the children and the continuation of their education but based on our personal experience is also the single most important item to help the family settle and ensuring that the relocation is a successful one for the entire family.

At the time we relocated to Germany from France the children were 7 and 9 years old. With a German mother and English father, they spoke German and English fluently but all of their schooling to date had been in a French school in the French language. For those bringing up bilingual or multilingual children the difference of being able to speak a language is vastly different from being able to read, write and prepared for attending school in the same language.

On arrival in Germany we interviewed with a selection of schools in the area, German schools, foreign language schools, smaller schools and larger schools. One visit to the Independent Bonn International School (I.B.I.S.) convinced us that this was the right

school for us. The initial welcome at the school was very warm, the children looked happy, well behaved and polite, the teachers we met were open and welcoming giving an excellent first impression. The size and feel of the school also appealed to the children who had found other larger schools to be intimidating coming from a small village school setting in France. Despite all the positives and great first impression this is not what finally convinced us to join the community of I.B.I.S.

At all other school interviews the emphasis was on assessment of the children's ability in German and assigning them a class based on their assessed language level. This was notably different at I.B.I.S. At I.B.I.S. the Headteacher immediately laid out that their policy was to assign the children classes based on their age and once school term started, they would assess their language ability and ensure they were supported as needed with additional coaching to catch up to the other children of their age. This was hugely important to us and immediately convinced us that this was the right environment for our children. It was essential for us that the children would settle into Germany



socially as well as academically and in our opinion starting in the right age group was key to this, the fact that I.B.I.S. recognised this as being important convinced before leaving the initial meeting that this was the right school for us all.

School started in August and very quickly our children were welcomed into their respective classes, Year 3 and 5. The warm welcome we had experienced on our introduction day was confirmed again and again during the initial few weeks at I.B.I.S. The entire environment at I.B.I.S. encourages an open welcome to newcomers, the fact that the children are used to newcomers from foreign lands coming and leaving during the year makes them very used to welcoming new classmates and making friends. Additionally, the large and varied amount of nations represented in the schools creates a very diverse and international environment which in itself is a great learning experience for the children at I.B.I.S.

Both our children very much enjoyed their years at I.B.I.S. and successfully completed their Primary School education ready for transition into the secondary system. I.B.I.S. prides itself on its ability to focus on the

individuals learning abilities and strengths and supports a curriculum helping children get prepared for the German school system as well as for continuation in an International environment depending upon the needs of the child and family circumstances. Our daughter successfully transitioned from I.B.I.S. into the German education system at Friedrich-Ebert-Gymnasium in Bonn and is doing exceptionally well. Our son preferred the international school system and opted to join the Bonn International School after I.B.I.S. and is also doing very well. The education at I.B.I.S. supported both our children in preparing them for their Secondary education of choice and thanks to I.B.I.S. the step for both children into their respective choices was uneventful and successful.

I.B.I.S. was the perfect choice for our children and the entire family. They helped us settle into Germany socially, tended well to the individual educational needs of our children and prepared them well for Secondary education helping make the move to Germany a permanent one. We will forever be indebted to I.B.I.S. for the welcome they gave us and helping ensure that our relocation to Germany was not only a successful one but an exciting and positive experience.

*Ian & Annalena Grieves*



# Personal memories

**M**y idea in this article is not to give you a detailed history of I.B.I.S., but merely to recount some of my memories of a school which came to mean an enormous amount both to me personally and also to my family.

The first time I walked through the gates of the British Embassy Preparatory School (BEPS) was in June 1981 and my role, at the time, was not as part of the teaching staff, nor even as a parent of a child there, but only as a visitor to the summer fete. I was pushing a pram with my six week old son, Edward, in it. My five year old daughter, Kate, was tearing around, enjoying the stalls and pony rides in the dip where the play equipment is now. It was a sunny day and the fete was well attended, busy and noisy. It gave off an air of affluence – people seemed to regard it as an important social occasion and had money to spend. The raffle prize, if I remember correctly, was a Ford Fiesta. Just a month later we moved back to our old home in rural England, ostensibly for the rest of our lives. I did not know then, at the BEPS school summer fete, that eight years later I would be bringing Edward to his first school day at BEPS.

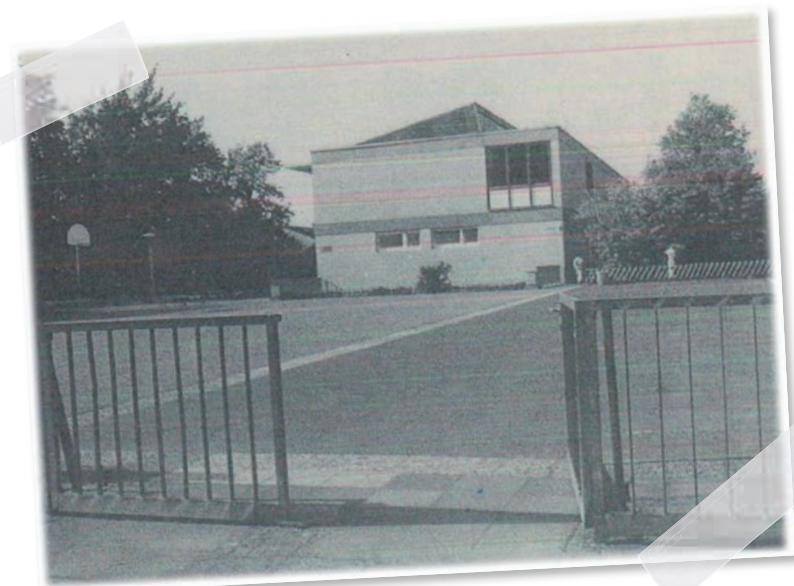
The school building has changed beyond recognition in the years since it first opened, and when we arrived that morning in October

1989, work had just been finished during the summer holidays on the wing at the back of the school which now houses the Kindergarten on the ground floor and the library above. The headteacher at the time, Peter Ward, was very proud of the new extension and the teachers were rejoicing because the staff room had been made much bigger.

So there I was, a mother with an eight year old son in Class 4 E and living in Bonn, in fact just around the corner from the school. One morning in November I received a phone call from the headteacher – he had heard that I was a qualified teacher – would I mind taking on an “overspill” class of ten Year 2 children for two terms from January to July – just a temporary measure. The seven months’ employment were to become twenty-one years.

That class did, indeed, consist of ten children of different nationalities. However, very few of the pupils were German or even had a German parent. The majority of the pupils in the whole school were children of the diplomats and staff at a variety of embassies, mainly Commonwealth countries. There were also lots of children whose fathers (it was generally fathers in those days) worked for big, multi-national companies, notably Ford in Köln. In fact, Ford used to provide two minibuses every day to ferry children to and from the school. There were very few “private payers” in 1990, and it was good to have both the ambassador’s son and his chauffeur’s son in the same class, both getting the same education.

The school had no Kindergarten in 1990 and the youngest children were in two classes housed in the basement. Each class had a mixture of Reception and Year 1 children and one of the teachers was Miss Simone Henry, who later became Mrs. Cormann and who is still teaching Year 1 today. The oldest children were in “H2”, (it would now be called Year 8)





always a half day – simply because “it has always been this way”.

In 2009, our daughter, Kate, last referenced several paragraphs ago as riding a pony at the school fete, accepted a post as teacher of a Year 2 class. The sign on the classroom door was changed from “Mrs. Ferrow” to “Miss. Ferrow” and life went on! I.B.I.S. really had become an integral part of our family history.

twelve to thirteen year olds. As there was normally just one class per year group and no regular classroom assistants, it was a very small, but very welcoming, staff. I soon realised that they were all excellent at making children and their families from all over the world, many suffering from quite severe “culture shock”, feel welcome and at home.

Over the years, many things about the school have changed, but probably the most important change came when Bonn lost its status as the capital in the early 1990s and most embassies, including the British one, under whose auspices we had been operating, moved to Berlin. We opened in that September with around eighty-five children fewer than there had been in July – a massive loss! It was then that our name had to change and the school became known as I.B.I.S. The new I.B.I.S. logo was designed and the sweatshirts ordered, but the original colour of the school uniform, navy blue, was kept on as a sign of the continuity.

The school, like all families, has evolved in very many ways over the years, – science laboratories have been dismantled and “remantled”, buildings have been added, hot lunches introduced, but some things have become firm traditions, even though the original reasons for them have become lost in the midst of time. For example, sports day is always on a Friday, Year 2 always does a Christmas play, the last day of any term is

I retired from my job as Deputy Head in December 2010 having worked here for twenty-one years and throughout that time I always found it a joy to stand in the playground and watch children from such different nations and backgrounds playing together (generally happily and cooperatively!), while the political leaders of their countries experienced great difficulty in even discussing their differences in a rational, cooperative manner. I know that many former pupils of IBIS formed very strong international friendships, (and later at least one marriage!) and many attribute their open, accepting attitudes to their background at BEPS/I.B.I.S.

The ability to foster this warm acceptance of all people from all parts of the world has always been our greatest strength. Long may our school flourish!

*Sue Ferrow*



# Gespräch mit Marlene Kluge, Deutschlehrerin bei BEPS / IBIS

Aufgezeichnet von Susanne Philippen

**M**arlene Kluge, Jahrgang 1933, wuchs auf einem Hof im Oberbergischen Land auf. Als einzige aus dem Dorf durfte sie das städtische Gymnasium besuchen, dies war für ihre Eltern mit Kosten verbunden. In der damaligen Zeit herrschte in den Gymnasien eine strikte Trennung zwischen Mädchen und Jungen, auch wenn alle im gleichen Gebäude untergebracht waren. Ihre Schulzeit war durch das Hitlerregime, Bombenangriffe und Zeiten im Bunker geprägt. Im Hinblick auf den Berufswunsch reizte sie die Medizin (ihre Tante war Ärztin und als solche viel unterwegs), doch das lange Studium schreckte sie ab. Als eine Alternative erschien ihr der Lehrerberuf, da sie schon immer Freude an der Arbeit mit Kindern hatte. Ihre Klassenlehrerin, die gleichzeitig auch die Englischlehrerin war und sie von der Sexta (5. Klasse) bis zur Oberprima (Abschlussklasse) begleitete, hat durch ihre strenge aber gleichzeitig fördernde Art einen positiven Eindruck bei Marlene hinterlassen, was ihren Berufswunsch verstärkte.

Das Studium der Grundschulpädagogik mit Zusatzfach Englisch absolvierte Marlene Kluge an der pädagogischen Hochschule in Bonn. Ihre erste Stelle trat sie in Diedenhausen im Kreis Arnsberg in einer Dorfschule an. Dort waren acht Jahrgänge in einer Klasse zu unterrichten. Die Kinder und noch mehr deren Eltern sprachen vor allem Dialekt (Platt), der Marlene aufgrund ihrer Herkunft nicht fremd war und es ihr ermöglichte, ein gutes Verhältnis auch zu den Eltern aufrecht zu erhalten. Die Lehrerin wurde als Respektsperson betrachtet, die zu Familienfeiern und sonstigen Anlässen im Dorf immer mit eingeladen wurde. Marlene Kluge erachtet das Verhältnis zwischen Elternhaus und Schule als ein sehr wichtiges, damals wie heute.

Ihre zweite Stelle führte sie nach Hagen und brachte die Verbeamtung mit sich. Aufgrund ihrer Heirat 1961 stand jedoch ein Umzug nach Gelsenkirchen an, wo ihr Mann eine Stelle hatte. Mit den Kindern folgte die Aufgabe des Beamtenstatus, da sie sich voll ihrer Rolle als Mutter und Hausfrau widmen wollte. 1971 erfolgte der Umzug nach Bonn, auf den Heiderhof, ihre beiden älteren Kinder waren zu der Zeit im Grundschulalter, der Kleinsten knapp 2 Jahre alt. Als auch dieser die Schule besuchte, bewarb Marlene Kluge sich beim Schulamt der Stadt Bonn für eine Vertretungsstelle und bekam erste Anstellungen in der Erich-Kästner-Schule in Kessenich sowie in der Andreasschule in Rüngsdorf. Weitere Vertretungen folgten.

Zwischenzeitlich hatte sich eine Bekanntschaft zu Isobel Frost Ohm ergeben, einer Engländerin, die als Lehrerin an der British Embassy Preparatory School (BEPS) tätig war. Diese sog. „britische Schule“ war 1963 von Angehörigen der Britischen Botschaft gegründet worden und wurde durch die Botschaft geführt, so lange diese sich in Bonn befand. Durch Isobel Frost Ohm entstand für Marlene Kluge der Kontakt zu BEPS und es ergab sich, dass sie dort stundenweise Deutschunterricht erteilen konnte. 1978 war BEPS aus dem Villenviertel auf den Heiderhof gezogen, Schulleiter war damals Peter Ward. Für Marlene Kluge war die räumliche Nähe zwischen Zuhause und Arbeitsstelle sehr praktisch, zumal doch mittags die eigenen drei hungrigen Kinder aus der Schule nach Hause kamen, die ein warmes Essen erwarteten.

An die Jahre bei BEPS erinnert sich Marlene Kluge so: Die Schüler hatten hauptsächlich britische, amerikanische, afrikanische und niederländische Nationalität. Ihre Deutschgruppe bestand oft nur aus wenigen Schülern, mit denen der Unterricht aufgrund von Klassenzimmermangel zunächst in der Pausenhalle (jetzige Red Hall) stattfand. Wie auch heute noch fand jede Woche eine Assembly für die gesamte Schule statt. Ihren (Deutsch-)Unterricht gestaltete Marlene Kluge gerne praktisch, z.B. mit Theaterstücken, die die Schüler einstudierten und teilweise auch selbst schrieben. Die Kontakte zwischen der Schule und den Eltern wurden über die Schüler gestärkt und das ehrenamtliche Engagement der Eltern in der Schule hat schon immer eine große Rolle gespielt. Die wichtigsten Eckpunkte des britischen Schulsystems sind wohl das respektvolle Miteinander zwischen allen Schülern und Lehrern, strenge Regeln, Disziplin, Schuluniform – anders als im deutschen System. Auch werden im britischen System nur zum Ende eines Schulhalbjahres Arbeiten geschrieben, zwischendurch sind nur kleine Tests erlaubt. Im deutschen System bringen die ständigen Klassenarbeiten (vor allem in den weiterführenden Schulen) nach Ansicht von Marlene Kluge doch sehr viel Stress und Unruhe in den Schulalltag. Die größte Herausforderung für sie selbst waren wenige einzelne Eltern mit hohem Anspruch, wie z.B. dass ein Kind ohne nennenswerte Deutschkenntnisse nach Abschluss der Zeit in Deutschland (2-3 Jahre) die Sprache fließend und fürs Leben beherrschen solle. Vor die Wahl gestellt, hätte Marlene Kluge den Lehrerberuf jederzeit wieder ergriffen!

Abschließend bezeichnet sie als Eigenschaft guter Lehrer, dass diese Kinder gern haben müssen, auch schwierige Kinder. Schule in der heutigen Zeit soll leisten, insbesondere auf das Zwischenmenschliche und kommunikatives Miteinander von klein auf zu achten – Digitalisierung ist nicht das wichtigste, sondern es kommt darauf an, **gemeinsam** eine Sache zu machen.

Für die Zukunft gibt sie der I.B.I.S. mit auf den Weg, dass die Schule weiterhin ihren Standort auf dem Heiderhof behalten möge und dass noch viele Eltern diese besondere Art von Arbeit kennenlernen können. Der Austausch zwischen Lehrern, Eltern und Schülern bleibt wichtig.

# VIPs @ I.B.I.S.

The **Volunteer I.B.I.S. Parents (VIPs)** play an important role in the school environment; from planning events and fundraising for I.B.I.S. and local/international charities to being ambassadors for the school, the VIPs liaise with the school staff on day-to-day matters thus improving channels of communication with all parents.

Every school year the VIPs plan a variety of events, which include but are not limited to: the Welcome Barbeque, Sankt Martin's parade, Christmas Market, Staff appreciation Day, Glitter Ball, and Summer Fête.

We are always looking for more parents who can help us to help our school. If you are interested and would like more information, please get in touch with us at: [vips@ibis-school.com](mailto:vips@ibis-school.com)

Ayesha Khan

Photo:Lars Bergengruen



Photo:Lars Bergengruen





Photo: F. Ansary-Fria

# Space Week in Year 4

**D**uring past years, I.B.I.S. has given pupils the opportunity to participate in one week of diverse and cross-curricular activities whilst learning about a particular collective topic. Our last Project Week topic in Autumn 2018 was 'Space', which was greeted with great enthusiasm by year 4!

The Monday morning take-off as completed in our class space station whereby a wooden gallery was transformed into a temporary space shuttle and the reading area below became a blacked-out, multi-sensory and inter-galactic learning environment. Individual Space Passports had to be completed by each pupil before they were allowed to climb up to the silver station or explore the dark secrets of the galaxy.

Researching biographical information, implementing team work and comprehension skills throughout the week enabled pupils to develop a fact file about a female space professional in English and demonstrate their newly acquired knowledge by presenting this to a small audience.

An excursion to Bonn and a very cold walk along the Planet Path inspired the pupils to use their mathematical skills and measure the distances between the planets or the sun. Identifying information about the planets, learning new facts and recognising the immense scale of the planets was a challenge and we 'only' made it to Mars!



Photo: Oliver Brown

In addition to constructing pin-pricked star constellations, pupils designed and scaled their own planets with various sized polystyrene globes which concluded in a collaborative display. This visual presentation of outer space was enjoyed by many pupils as it was hung outside the classroom area and evoked further space related questions and discussions.



Photo: Oliver Brown

An undoubtedly highlight of the Space Project Week was meeting the British astronaut, Mr. Tim Peake, and all pupils enjoyed a presentation about his amazing ISS voyages. Mr. Peake patiently answered the countless questions and even

made time for a class photoshoot!

Delving into an astronaut's world of physical fitness and awareness, a special unit of astronaut training in Class 4D included writing on our backs with elevated feet, recreational activities in the confined space of a small tent, dressing and eating with thick gloves, as well as daily hygiene routines in order to emulate situations in a space shuttle without gravity. It was an enlightening

(zero-g) experience for all and a fun end to a galactic week!

Aundrea Davis



Photo: F. Ansary/Fria



Photo: Jürgen Weiland

# Gedanken zum Karneval

**A**ls Karneval, Fastnacht, im Rheinischen Fastelovend oder Fasteleer oder fünfte Jahreszeit bezeichnet man die Bräuche, mit denen die Zeit vor der sechswöchigen Fasnetzeit ausgelassen gefeiert wird. Die Fastenzeit beginnt mit dem Aschermittwoch und dient im Christentum der Vorbereitung auf das Osterfest.

1397 wurde in Nürnberg ein Fastnachtszug erstmals urkundlich erwähnt. Somit ist dies der älteste Karnevalsumzug der Welt, der bis heute existiert.

Aber bereits 1341 wurde im Eidbuch (Protokollbuch des Rates der freien Reichsstadt Köln) festgehalten: „Niemals soll der Rat zur Fastnacht einer Gesellschaft Unterstützung aus städtischen Mitteln gewähren. Weil zu dieser Zeit unständiges närrisches Treiben herrscht. Insofern kann hier der Ursprung von Karneval gesehen werden. Es ist also nicht nur ein Fest zum kirchlichen Jahres-

ablauf, denn die Fastnacht (Karnevalsdienstag) ist die letzte Nacht, in der man reichlich essen und trinken kann, bevor nun die vierzigstägige Fastenzeit bis zum Osterfest beginnt.

Aber nicht nur wird Karneval als Fest christlichen Ursprungs gefeiert, auch Volksbräuche zur Winteraustreibung werden zu Karneval gefeiert. Zum Beispiel ist der Brauch der Geisterzüge überliefert, als volkstümliche Winteraustreibung. Hier im Rheinland/ Eifel ist in der kleinen Eifelgemeinde Blankenheim dieser Brauch seit 1633 dokumentiert.



Photo: F. Ansary-Fria

Die Hochburgen des rheinischen Karnevals liegen in Köln, Bonn, Düsseldorf und Mainz. In Düsseldorf und Mainz wird aber hauptsächlich die Politik aufs Korn genommen (veralbert). Hingegen in Köln und Bonn wurden ausgiebig Karnevalsälle gefeiert. So sind in der kurfürstlichen Residenz in Bonn (das

heutige Universitäts-Hauptgebäude) sogenannte Re douten (Fastnachtsbälle) gefeiert worden. Wenn das närrische Treiben aber zu stark wurde, hat die Kirche entsprechende moralische Auflagen ausgesetzt.

Als das Rheinland 1794 durch französische Revolutionstruppen besetzt wurde, verboten die Besatzer Karnevalsfeiern bis 1799. Erneute Verbote und Einschränkungen gab es ab 1815, als das Rheinland an die preußisch-protestantische Staatsmacht fiel. 1823 gründete sich in Köln dann das erste „Festordnende Comitee“ und unter dessen Regie drehte sich auf dem heutigen Neumarkt in Köln der erste Fastnachtskorso, der Vorläufer des heutigen Rosenmontagszuges.

Viele der in Köln, Bonn und Bad Godesberg getragenen Uniformen stammen aus den Bürgerwehren der französisch-napoleonischen Zeit und dem Preußentum. Wenn man genau die Veranstaltungen beobachtet, haben die Gewehre statt Munition Blumen im Gewehrlauf, was bedeutet: Nie wieder Krieg.

Auch die eigentümlichen Tänze der Soldaten wie „Stippföttche“ ist eine Verelberung des Preußischen Drills.

Wir in Bad Godesberg-Schweinheim wollen in unserem Karnevalsverein „KG Schweinheim“ einen volkstümlichen, urigen Karneval feiern ohne Uniformen, standardisierte Rituale und dergleichen. Jedermann, egal welchen Standes, Herkunft oder Glaubens soll fröhlich Karneval feiern können.

Im Karnevalszug in Schweinheim geht es mir, als Zugleiter, darum insbesondere den Kindern unsere alten Bräuche bekannt zu machen, zu zeigen wie man fröhlich Karneval feiern kann, insbesondere ohne Alkoholmissbrauch und dergleichen, und zu zeigen, dass alle, ob groß oder klein, jung oder alt, miteinander feiern können.

Wenn dann auch noch Interesse an der Geschichte besteht und nach dem Ursprung und Sinn von Karneval gefragt wird, dann haben sich die Arbeit und das närrische Treiben gelohnt.

In diesem Sinne

Ein dreifach wutz wutz

*Knut Petersen*

## Karneval, Fastnacht und Fasching

Carnival for I.B.I.S. began this year with our annual participation in the Schweinheim parade (the ‘Karnevalszug’). Our motto for the 2019 parade was: ‘We’re different and that’s good!’

Everyone had a lot of fun with their costumes, and our proud participants made sure the Kamelle was distributed fairly to the watching crowds.

We owe lots of thanks to everyone who spent their Sunday with us, especially our friends at El Patio restaurant on the Heiderhof, and to those who contributed time and money toward our participation.

*I.B.I.S.*



Photo: Jürgen Weiland



Photo: Recdot Media

# Eine Initiative für Plastische Chirurgie in der Dritten Welt



[www.beta-humanitarian-help.org](http://www.beta-humanitarian-help.org)

**E**ine professionelle medizinische Behandlung sollte keinem Menschen verwehrt bleiben. Das engagierte Ärzteteam der „Beta Humanitarian Help“ um den Plastischen Chirurgen Dr. Daniel Sattler möchte für diese Überzeugung einstehen und daher auch im Jahr 2019 weitere Reisen in hilfsbedürftige Entwicklungsländer planen. Ziel der Arbeit ist es Kinder mit Verbrennungen, Hand- & Gesichtsfehlbildungen, Weichteildefekten oder Tumoren medizinisch zu versorgen und möglichst viele Eingriffe gemeinsam mit den

Ärzteteams vor Ort durchzuführen. Die Länder, die das eingespielte Team bereist, gehören oftmals zu den ärmsten der Welt, verfügen über kein funktionierendes Gesundheitssystem und sind durch immer wiederkehrende Naturkatastrophen gezeichnet. Die zurückgebliebenen Opfer können sich keine angemessene medizinische Versorgung leisten und sind daher auf ausländische Hilfe angewiesen. Oftmals leiden die Menschen ein Leben lang unter den Folgen – Entstellungen, Bewegungseinschränkungen oder Wachstumsstörungen. Bereits sechs erfolgreiche Einsätze nach Peru, Nepal, Malawi, Madagaskar, Togo und Uganda konnte das Team, bestehend aus dem Gründer Dr. Daniel Sattler, dem plastischen Chirurgen PD Dr. Armin Kraus, Allgemeinmedizinerin Dr. Lisa Gambhir und Cand. Med. Maria von Kohout, meistern und somit vielen Patienten den Start in ein neues Leben ermöglichen. Die Stärke der „Beta Humanitarian Help“ liegt hierbei in der ärztlichen Selbst-

verwaltung und der damit verbundenen hohen Effizienz der Spendengeld , die gezielt am Wirkungsort ankommen. Seit 2018 erhält die Initiative regionale und überregionale Unterstützung – so können auch in Zukunft immer mehr Einsätze realisiert werden. Die Motivation und das Engagement des Teams sind hierbei grenzenlos.

**Die Initiative „Beta Humanitarian Help“ möchte Benachteiligung bekämpfen, Veränderungen bewirken, Chancen bieten und Leben verändern.**



Dr. med. Daniel Sattler was born in 1977 in Sao Paulo, Brazil and grew up in Bonn. His medical education led him not only to the University of Rio de Janeiro but also to the private clinic for aesthetic surgery of Dr. Kai Kaye in Marbella, Spain. Previously, he worked as a senior consultant at the University Hospital Magdeburg in the department for plastic, aesthetic and hand surgery, with a reconstructive focus.

Today he leads the Beta Aesthetic, division of plastic and aesthetic surgery of the Beta Klinik in Bonn. Lately he has been appointed as an international member of the American Society of Plastic Surgeons – an appreciation for the highest standards in treatment, training, ethics and applied research.

Photo: Recot Media





Photo: Lars Bergengruen

# I.B.I.S. Charity Glitter Ball 2018

.B.I.S. Charity Glitter Ball 2017 and 2018 were successful fundraising events, raising over 7,000 EUR combined, of which 2,000 EUR went directly towards Förderkreis Bonn e.V. and over 5,000 EUR went to Ambulanter Kinder und Jugendhospizdienst, respectively.

Both events were held at Kleine Beethoven Halle and attended by in excess of 200 people and all who attended had an excellent evening.

Events like these are never successful without the kind donations and support from everyone who bought tickets, donated money, prizes and time.

Thank you once again for your kindness and generosity.

*Aorry Kuehnberger*



Photo: Lars Bergengruen



Photo: Lars Bergengruen

# Little Ray of Hope

**O**n a recent trip to Kenya I had the privilege of delivering many second hand school uniforms and resources donated by I.B.I.S., including a donation from class 6O and some of the teachers (who already sponsor and educate a child there), to the 'Little Ray of Hope' school in the Kawangware high population district of Nairobi.

I.B.I.S. has a connection with this school through Anna Aaroy, an ex-pupil, who lives and works in Nairobi and volunteers at the school weekly since spending time there during her University gap year.

I.B.I.S. has always supported local and international charities through their numerous Bake Sales, Fun Runs, Red Nose Days, Glitter Balls etc. It is extremely important that I.B.I.S. pupils understand that we all have a responsibility to our communities, local and

overseas, and to the less well off and vulnerable in our societies.

It is the aim of I.B.I.S., together with parents, to nurture social conscience and responsibility within our pupils. There is nothing more gratifying than seeing how even the smallest gesture or effort can change lives for the better. We can all have that 'feel good' feeling when we do just that little bit more.

*Patricia Mackenzie*



Photo: P. Mackenzie



Photo: P. Mackenzie

# Der Zauber der Weihnacht

**V**iele Menschen auf dieser Welt brauchen unsere Hilfe und Unterstützung.

Einer der zahlreichen Spendenaufufe fiel mir in der Vorweihnachtszeit besonders auf: Das Deutsche Rote Kreuz informierte über Kinder in Deutschland, die in Armut leben. Es entstand die Idee, mit den Kindern der Klasse 4M Weihnachtstickets selbst anzufertigen, diese am IBIS Christmas Market zu verkaufen und den Erlös an die bedürftigen Kinder zu spenden.

Die Einsatzbereitschaft und das Entgegenkommen der Klassenlehrerin, Mrs. Mguni, der Schule und der Volunteer I.B.I.S. Parents waren wunderbar, ebenso wie die Begeisterung der Kinder. Schnell war ein Termin für die kreative Hilfsaktion gefunden.

Nachdem schnell geklärt war, wie gefaltet wird und dass man „Merry“ nicht mit „a“, sondern mit „e“ schreibt, konnte es schon losgehen. Die Kinder malten und bastelten begeistert und sangen dabei fröhliche Weihnachtslieder mit passender Hintergrundmusik.

Am Christmas Market zauberten die fertigen Karten mit charmanten Engeln, witzigen Rentieren und Weihnachtsmännern, putzigen Schneemännern und hübschen Weihnachtsbäumen allen Leuten ein Lächeln in ihr Gesicht. Die Schüler der 4M entpuppten sich als wahre Verkaufstalente: „Möchten Sie Rückgeld haben? Ich meine, es ist ja für Charity...“. Sie sprachen fleißig Menschen an und brachten sie an unseren Stand. Als gegen Ende noch nicht alle Karten verkauft waren, zogen sie mit den restlichen Karten los und boten sie den Besuchern der Veranstaltung an.

Durch den Fleiß und die Begeisterung der Kinder konnten alle Karten verkauft und stolze 108,50 Euro an das Deutsche Rote Kreuz überwiesen werden.

Die Aktion und das soziale Engagement aller Beteiligten hat nicht nur den bedürftigen Kindern das Weihnachtsfest verschönert, sondern ebenfalls uns allen große Freude bereitet.

Elke England



Photo: F. Ansary-Fria

KALENDER  
RÜCKENDRAHTHEFTUNG  
GESCHÄFTSPAPIERE  
FLYER OFFSETDRUCK  
DISSERTATIONEN  
KLEBEBINDUNG  
CMYK PLAKATE

VISITENKARTEN  
NOTIZBLÖCKE  
WIRE-O  
FALZEN  
ANZEIGEN  
DIGITALDRUCK  
LFP GRAFIK  
SATZ LAYOUT

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**H**ello! My name is Advait Dhingra and I was at I.B.I.S. from year 1 until the middle of year 6. The thing I liked about I.B.I.S. was that the topics were made really fun, even if they were not meant to be.

I admired the fact that every kid had a friend and was warmly welcomed. I also liked the classrooms, as each one had something special about it, a different character.

Right now I'm at Friedrich-Ebert Gymnasium Bonn. This school is a lot different from I.B.I.S., for instance, there are 3 times as many kids as were at I.B.I.S., which means we are pretty much on our own and rather independent. Another



Photo: Privates Foto / Keine Angabe

difference is that there is a small cafeteria inside the school, where one can buy snacks. One thing I like is that you don't do a topic for a long time, but you learn about it intensely in a short period of time, and then write a test about it. The school also welcomes children from all around the world.

I am a 13 year old born in Arizona, USA and of Indian origin. My hobbies are solving Rubik's cubes, reading books and playing space simulators. I often compete in Rubik's cube competitions and my personal best is a 9 sec solve for 3x3 cube. Sometimes I'll even go outside and try to get photos of Mars and other night sky wonders. When I grow up, I want to be an astrophysicist, and I dream to go on the ISS.

*Advait Dhingra*

## My Life at I.B.I.S

**I**t was nearly three years ago that I came to I.B.I.S. At that time my teacher was Ms Ferrow. I came to the school because I was not happy at my old school. As soon as I arrived at I.B.I.S I was happy. The children in my class were kind to me as well as the two teachers.

I have to complement the easy settlement of most children who are new students at I.B.I.S.

When my class and I were going to move to year five, a sudden change came. The teachers decided to mix the classes, which was quite strange for me and I suppose most of my classmates, since we would lose some close friends, but

would get to see other friends from the parallel class. Sadly quite a few children including me will be leaving I.B.I.S at the end of this to go to a high school. I will miss I.B.I.S very much, but I will always have fond memories of my time in this school.

*Anton.W*



Photo: Privates Foto / Keine Angabe



Photo: Uwe Tittus

**M**ein Name ist Elias Tittus, ich bin 8 Jahre alt und ich besuche die Klasse 3E der I.B.I.S.

Meine große Leidenschaft ist das Go-Kart fahren.

Ich habe im Alter vom zweieinhalb Jahren in einem roten batteriebetriebenen Ford Mustang (alias Rocket) das Fahren gelernt.

Seit nunmehr 4 Jahren sitze ich in einem Rennkart und fahre für das MSR Racing Team.

Nach einer guten Vorbereitung u.a. bei den Wintertests in Spanien, gehe ich in diesem Jahr beim Talents Cup des Kart Club Kerpen (KCK) an den Start.

Gemäß meinem Motto „Keep chasing your dreams and never give up“ hoffe ich auf eine erfolgreiche Saison 2019.

Bis bald

Euer  
Elias

**M**y name is Elias Tittus, I am 8 years old and I attend the class 3E of the I.B.I.S.

My passion is go karting.

I learned to drive at the age of two and a half in a red battery-powered Ford Mustang (aka 'Rocket').

For the last 4 years, I have been driving racing cars, driving for the MSR Racing Team.

After a good preparation, for example during the winter tests in Spain, I am going to start at the Kart Club Kerpen (KCK) Talents Cup this year.

Following my motto: "Keep chasing your dreams and never give up", I hope for a successful 2019 season.

Bye for now.

Yours,  
Elias



Photo: Uwe Tittus



Photo: P. Mayell & A. Mayell

# Outdoor Skills Club

Welcome to the I.B.I.S. Outdoor Skills Club. We meet regularly in term times and take part in a wide variety of useful and fun activities; from canoeing to mending a puncture on a bicycle!

Sometimes we are based at school but we often take advantage of our local forest, using this natural resource for our activities.

Here are just some of the things we have done recently:

Orienteering, gardening, archery, outdoor games, climbing, kayaking or canoeing, camping (how to put up and take down a tent), building things from wood and other natural materials, woodcrafts and how to use sharp tools safely, simple survival tips, what to do in an emergency (different situations), fundraising projects using natural resources, bicycle maintenance and cycle rides, building and using open camp fires safely, camp cooking...

Our club coordinators, Mr. and Mrs. Mayell, as well as both being teachers at I.B.I.S., are experienced and qualified instructors in many outdoor activities such as climbing, kayaking/canoeing, camping and sailing, as well as being qualified first aide .

Paul Mayell Amanda Mayell

# Acting Up at I.B.I.S.

I.B.I.S. Drama Club meets once a week and introduces various aspects of theatre and acting to children in Years 3 and up.

Aside from being a lot of fun, acting can really help to raise a child's self-esteem, discipline and levels of confidence. Non-direct development, the sort that doesn't feel like work, is brilliant for students. Especially after a long day of the direct sort!

The kids are taken through a range of exercises which helps them get comfortable with acting. They are also taught, through

games and activities, methods to develop self-confidence, indulge in creativity, enhance their imagination, learn to trust in others and develop focus in their actions. Presentation and oratory skills are polished too; after all, actors need to be heard at the back of the room!

By Chris Weber



Photo: Adobe Stock - Crazy nook

## Sculpture Club

In Sculpture Club, we experiment and have fun in three dimensions! The club is a chance to explore the aesthetic, functional, and conceptual aspects of subject and material.

Whether it is making cubist-inspired sculptures out of milk cartons, self-standing structures out of twigs and pine cones, or traditional portraits out of clay, the students use this platform to understand, question, and form a relationship with line, plane, volume, space, texture, color, proportion, scale, balance, and movement.

Meeting every week, we build a strong foundation in art skills, solve problems, and express ourselves. Sculpture club is about

breaking down walls and expectations, taking risks, and making the impossible, possible.

Jemal Kurbanova



Photo: F. Ansary-Fria

# Debating Club

**“D**ebating club, isn't that a bit early? I mean, for 10 and 11 year olds. Really?”

Well, countless academic studies suggest that it is, in fact, never too early to challenge developing brains.

If you peep through the window of room 20 on a Thursday afternoon, at about 4 o'clock, you might be taken aback to spot a group of young people, of that very age, avidly discussing a "motion" (topic/Thema). It could be concerning animal welfare in zoos (they were very engaged by that one), or it might simply be the merits of mozzarella pizza versus tuna pizza. The topic is not so important, their ability to relate to it, however, is. When the students are interested, they will express themselves. Believe me, our children do have their own views and opinions and do want to vocalise them.

Debating provides the opportunity to develop numerous soft skills; listening is often not well evolved in the younger generation, but listen they must during our club. Formulating coherent arguments is also required for debating. Once the argument is constructed in their heads, the case needs to be expressed

both clearly and persuasively – this can be quite nerve wracking to start with, but they are all progressing here too.

In addition, listening to each other and

working together in your team is essential.

Developing any, if not all, of these attributes is a real confidence builder for them.

We do all of this on Thursday afternoons, and we have a lot of fun. It's all in English and I am really very proud of them.

P.S. the vote in our tuna –v- mozzarella pizza debate was a draw! I voted for mozzarella, I suppose I need to accept democracy too.

*Ruth Aarhuus*





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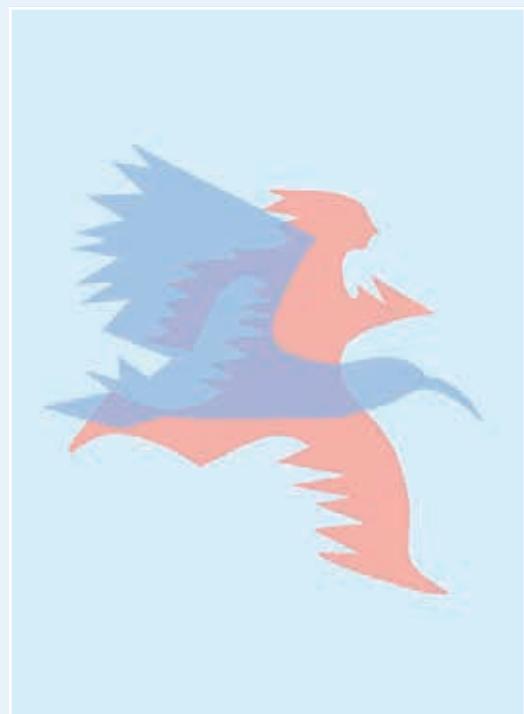
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