

Think Global, Act Local

The Franconian International School
1998-2008



Festschrift

presented at the dedication of the new school building in the Röthelheimpark,
Marie-Curie-Straße 2, D-91052 Erlangen,
on September 24, 2008



A Warm Welcome to the FIS

Dear Parents, Friends and Sponsors of the FIS,

Welcome to our new school building! We hope that your children will feel as comfortable here as they do at home. Learning and living in a colorful and joyful ambience, in a friendly and relaxed atmosphere, under loving and responsible care – that is the essence of our pedagogical concept, and our personal wish for your children’s successful future and our school.

We look forward to celebrating the beginning of a new era at the FIS with you.

Sincerely,

Your FIS Team

Liebe Eltern, Freunde und Förderer der FIS,

willkommen in unserem neuen Schulgebäude! Wir wollen, dass sich Ihre Kinder hier so wohl fühlen wie zu Hause. Lernen und Leben in einem farben- und lebensfrohen Ambiente, in freundlicher und ungezwungener Atmosphäre, unter liebevoller und verantwortungsbewusster Anleitung – das ist Kern unseres pädagogischen Konzepts, und das wünschen wir uns persönlich für eine erfolgreiche Zukunft Ihrer Kinder und unserer Schule.

Feiern Sie mit uns gemeinsam den Beginn einer neuen Ära an der FIS.

Mit freundlichen Grüßen

Ihr FIS-Team





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Mirroring the World



Ralf Guntermann

For many decades, people talked about the advent of the global village. And now – in the age of the Internet, globalization, instant communications, and rapid access to all corners of the world – that global village has become a reality. People, businesses, financial markets, governments and institutions everywhere have become so closely networked that we have entered a new dimension of global interdependence and cooperation.

I know people like to talk about their companies – but I would like to tell you a bit about ours, about Siemens. And how it is playing its role in fostering the spirit and reality of a truly global community.

We were founded over 160 years ago – and immediately moved out into a world that was not so easily accessible. Within just a few years, we had built up major businesses in Russia and England – and were already serving customers throughout Asia. And this quest to serve customers eventually took us to over 190 countries – the basis of our business today.

Our more than 400,000 employees come from well over one hundred countries – and form a unique pool and network of ideas, pioneering spirit, experience and dedication. We are – in the best sense of the phrase – a “global network of innovation.”

And our people truly mirror the world’s population. Nowhere is this so obvious than at the headquarters of our three sectors – Energy, Industry and Healthcare – in Erlangen. Here, people from all continents and all cultures work as a team pursuing one goal: to provide answers to the most urgent questions of our time with innovative technologies and solutions. Questions like: How can we meet the growing global demand for energy without harming our planet and its environment?

To find such answers, Siemens needs the best and brightest people: everyone from researchers, engineers, scientists and project specialists, to market strategists who understand the varying needs of regional markets.

And we are not alone in this respect. Our enormous need for top talents is shared by many, many other globally operating companies located in Franconia. All of us depend on experts from various parts of the world. But to win over such experts one has to offer the right conditions. Good salaries, of course. Challenging work, obviously. Attractive communities, yes. High standards of living, naturally. And something more: one of those conditions is the ability to offer the children of these experts attractive perspectives for an excellent school education.

And just as important: an excellent school education based on international standards. This means English as the classroom language. And it means offering a curriculum and diplomas that are recognized throughout the world, so the children can move from school to school without any problems.

Siemens and numerous other companies in northern Bavaria have profited from the Franconian International School ever since it was founded ten years ago. This school makes it possible for people from all parts of the world to settle in the heart of this region. Their children are educated according to the highest international standards – and given outstanding preparation for continuing their studies at the university level. The International Baccalaureate Program – proven for over 35 years – guarantees this excellence and worldwide acceptance.

Ten years of the FIS also mean ten years of close and successful cooperation between the school and Siemens. We deeply value these ties, and our appreciation for the excellent work at the school has been reflected by our steadily growing support over the years.

I am especially pleased that we could make a major contribution to the construction of the new school center in Erlangen. After years of less than optimal conditions, the school can finally move into a more spacious facility and continue to flourish. I would like to thank the architects djb-architekten GmbH and especially the FIS Project Leader,

Frank Jakobs, not only for a wonderful state-of-the-art school but also for the excellent cooperation between architect and the FIS team in realizing this dream.

I would like to congratulate the FIS on ten years of excellent international education. And my special thanks go to the entire staff who have made this possible over the years. In particular, let me most warmly thank the school’s director, Fred Runkel, and the Head of Administration, Petra Niemczyk, for their impressive dedication and commitment in serving the people and businesses of the region.

I wish the Franconian International School every possible success in its new facility, and I am certain that the new environment will quickly have a very positive influence on the work of the school and its students!

My best wishes for the future – for all of you!

Ralf Guntermann
Chairman of the Board of Directors of the FIS
CFO Energy Sector Siemens AG

Zur Eröffnung der Franconian International School



Dr. Günther Beckstein

Die Freie Reichsstadt Nürnberg war schon in früheren Jahrhunderten ein europäisches Zentrum von Handel und Gewerbe. Im 19. Jahrhundert fuhr zwischen Nürnberg und Fürth die erste Eisenbahn Deutschlands, und die Region wurde zum Motor der Industrialisierung Bayerns. Nach dem Ende des Kalten Krieges und der Öffnung der Grenzen nach Ostmitteleuropa ergaben sich für die Stadt neue Zukunftschancen. Die Metropolregion Nürnberg hat sich in den letzten Jahren auf erfreuliche Weise international vernetzt. Vor allem eine Reihe von großen amerikanischen Firmen wurde in Mittelfranken aktiv, aber auch der Erfolg alteingesessener bayerischer Unternehmen lockte immer mehr hochqualifizierte Fachleute aus dem Ausland an.

Nachdem mit dem Ende des Kalten Krieges und der Reduzierung der amerikanischen Streitkräfte in der Region eine amerikanische Schule geschlossen wurde, bestand dringender Bedarf an einer neuen Bildungseinrichtung für Kinder aus den Familien des internationalen Personals, das in den Firmen der Region tätig ist. Die Kinder waren lange Zeit darauf angewiesen, weite Wege zurückzulegen, um Schulen im Raum München zu besuchen. Die Initiative zur Gründung der Franconian International School war die logische Antwort auf das entstandene Problem. Ich danke allen, die am Aufbau dieses Projekts mit großem Engagement mitgewirkt haben. Hervorheben will ich dabei insbesondere den umfangreichen ehrenamtlichen Einsatz, aber auch den großzügigen Beitrag der Sponsoren.

Die Räumlichkeiten der ursprünglich 1998 in Herzogenaurach beheimateten Schule sind im Laufe der Jahre zu klein geworden – was letztlich für die Dringlichkeit und die Attraktivität des Projekts spricht. Nach intensiven Diskussionen über einen neuen Standort erwies sich schließlich der Röthelheimpark in Erlangen als geeigneter Ort für einen Neubau, der jetzt fertig gestellt werden konnte. Er weiß zu überzeugen. Die Transparenz des Gebäudes spiegelt den pädagogischen Ansatz der Schule, der auf Kommunikation, Fairness und Aufgeschlossenheit zielt. Das Haus setzt damit auch architektonische Akzente.

Mit der Eröffnung des Neubaus tritt die Geschichte der Franconian International School in eine neue Phase. Ich freue mich über den erfolgreichen Ausbau der Schule, ist er doch ein weiterer Beweis für die wachsende internationale Vernetzung der Region. Die FIS hat nicht nur ein drängendes Problem gelöst, sondern wird auch in Zukunft ein immer kräftigeres Argument für Investoren aus dem Ausland sein, in Mittelfranken tätig zu werden.

Insofern hat sie eine Signalwirkung weit über das unmittelbare schulische Leben hinaus. Als bislang einzige internationale Schule Nordbayerns steht sie exemplarisch für den wirtschaftlichen und technologischen Aufschwung des gesamten Freistaats. Sie ist auch ein Beweis dafür, dass sich die Metropolregion Nürnberg immer mehr zu einem international attraktiven Standort von innovativen Unternehmen, von Forschung und von Hochtechnologie entwickelt.

Dazu brauchen wir in Laboratorien, in Konstruktionsbüros und in den Führungsetagen von Unternehmen hochqualifizierte Experten aus aller Welt. Wir wollen, dass sie und ihre Familien sich bei uns in Bayern wohlfühlen. Ihre Kinder sollen bei uns die Möglichkeit einer Schulbildung bekommen, die ihnen als Sprungbrett für eine exzellente Karriere dient. Deshalb hat die FIS eine Bedeutung für die Region und für ganz Bayern, die nicht hoch genug eingeschätzt werden kann.

Der Franconian International School wünsche ich von ganzem Herzen, dass sie an ihrem neuen Standort in Erlangen ihre bisherige Arbeit bestätigt und die in sie gesetzten Erwartungen mehr als erfüllt. Insbesondere den Schülerinnen und Schülern wünsche ich viel Freude und Erfolg.

Dr. Günther Beckstein
Ministerpräsident des Freistaats Bayern

Willkommen in Erlangen



Dr. Siegfried Balleis

Wenn am 25. August die Tore der neuen Franconian International School (FIS) öffnen und über 400 Schülerinnen und Schüler ihren Unterricht aufnehmen, ist das für die Schule, aber auch für die Stadt Erlangen insgesamt ein bedeutender Tag. Der Neubau im neuen und attraktiven Stadtteil Röthelheimpark stellt den vorläufigen Höhepunkt einer imposanten Entwicklung der Schule dar, die 1995 in Fürth ihren Anfang nahm und über die Station Herzogenaurach nun in Erlangen ihre Fortsetzung findet.

Erstmals in ihrer reichhaltigen Schulgeschichte mit 33 öffentlichen Schulen, verschiedenen Privat Schulen und einem breit gefächerten und attraktiven Bildungsangebot beheimatet die Stadt Erlangen mit der FIS nun auch eine Internationale Schule. Darüber sind wir froh und dankbar.

Für die Stadt Erlangen gehören die Schulentwicklungsplanung und ihre Pflichten als Schulträgerin zum Kernbereich kommunaler Aufgaben. Als verantwortliche Kommune setzen wir alles daran, den neuen Anforderungen im Bildungswesen gerecht zu werden und optimale Lern- und Lehrbedingungen für die Kinder und Jugendlichen in unserer Stadt zu schaffen. In logischer Konsequenz dazu haben wir das Thema „Zukunft durch Bildung und Integration“ für die gerade begonnene Wahlperiode zum Leitsatz und Handlungsschwerpunkt erhoben. Nur durch Bildung und Integration können

wir die Zukunftssicherung in einem ressourcenarmen Land gewährleisten, nur darüber können wir die Zukunftschancen unserer jungen Generation definieren. Unser Ziel muss es sein, dass jede Erlangerin und jeder Erlanger – egal aus welcher gesellschaftlichen Schicht und egal aus welchem Land er kommt – eine faire Chance auf Bildung, Ausbildung und entsprechende berufliche Perspektiven erhält.

Nicht nur aus diesem Grund sind wir stolz und froh, die neue FIS-Familie, Schulleitung, Lehrkräfte, Eltern und natürlich die Schülerinnen und Schüler, in unserer Stadt herzlich willkommen heißen zu dürfen. Die FIS in Erlangen stellt einen großartigen Gewinn für die Internationalität unserer Kommune und der Region, für ihre Wettbewerbsfähigkeit als Wirtschaftsstandort und natürlich so etwas wie das i-Tüpfelchen auf die Schulstadt Erlangen dar. Mein großer Dank gilt allen, die mit großem Engagement dazu beigetragen haben, den Neubau der Franconian International School am Standort im Erlanger Röthelheimpark zu realisieren. Herausheben möchte ich in diesem Zusammenhang vor allem die Siemens AG sowie die adidas AG und alle Verantwortlichen der Franconian International School e. V.

Erlangen ist bekannt als Radlerstadt, Hugenottenstadt, Siemensstadt, Universitätsstadt, Medizinstadt, als Stadt der Kinder- und Familienfreundlichkeit oder als Stadt der Bildung – Erlangen hat viele Facetten, mit einer durchaus interessanten Vergangenheit, einer sehr erfolgreichen Gegenwart und einer hoffnungsvollen Zukunft.

Ich freue mich über die Gelegenheit, die Stadt, in der die FIS nun zu Hause ist, in kurzen Schlaglichtern vorstellen zu dürfen. Den Grundstock für die Entwicklung Erlangens zu einem der zukunftsträchtigsten Wirtschaftsstandorte Deutschlands hat fraglos die Gründung der Friedrich-Alexander-Universität 1743 gelegt. Doch erst die Ansiedlung der Siemens-Schuckert-Werke 1945 in der vom Zweiten Weltkrieg weitgehend verschonten Stadt brachte den nötigen Impuls, der Erlangen binnen weniger Jahrzehnte sich von dem kleinen mittelfränkischen Hugenottenstädtchen mit der großen Bierbrautradition und beschaulichem Universitätsbetrieb zu einem Hochschulstandort und Hightech-Zentrum von europäischem Rang entwickeln ließ. Ein wichtiger Part kam dabei auch dem Freistaat Bayern als Investor und Förderer zu.

Eine besondere Rolle spielte von Anfang an die Medizintechnik, die heute erklärte Kernkompetenz des Wirtschaftsstandortes Erlangen ist. Vor allem Siemens Healthcare, einer der Weltmarktführer bei der Produktion medizintechnischer Geräte und Systeme, und die Friedrich-Alexander-Universität mit ihrem vielfach dekorierten Forschungsbetrieb und dem renommierten Klinikum genießen international Anerkennung. Zum Portfolio der Stadt gehören aber auch „Denkfabriken“ wie das Innovationszentrum Medizintechnik und Pharma sowie eine Vielzahl mittlerer und kleinerer innovativer Unternehmen (Biotronik, Corscience, Human Optics, Pausch technologies, Pfrimmer-Nutricia, Wave Light u. a. m.), die mit ihrer erfolgreichen, vielfach mit Preisen

ausgezeichneten Arbeit vor allem rund um den Bereich der medizinischen Forschung, Produktion und Dienstleistung Erlangens Anspruch unterstreichen, die (heimliche) Medizin(technik)hauptstadt des Landes zu sein – mitten im Herzen des nordbayerischen Medical Valley. Doch unser 104.000 Einwohner zählendes Erlangen ist noch viel mehr. Dank unserer zukunftsorientierten Kommunalpolitik, die sparsames Haushalten und eine breit angelegte Wirtschaftsförderung erfolgreich zu kombinieren versteht, rangiert die Stadt im Zukunftsatlas 2007 (Herausgeber: Wirtschafts- und Forschungsinstitut Prognos, Zürich) unter allen 439 Städten und Kreisen in Deutschland bereits auf Rang 4, fast schon gleichauf mit München. Der Erfolg basiert auf einem hohen kreativen Potenzial und Können, ist aber auch dem engen Zusammenwirken von Wirtschaft, Wissenschaft und Kommune zu verdanken.

Im internationalen Wettbewerb der Regionen verfügt Erlangen, das auch Mitglied der Europäischen Metropolregion Nürnberg ist, über glänzende Referenzen: größter Standort der Siemens AG weltweit, Sitz der Deutschlandzentrale des französisch-deutschen Kerntechnikunternehmens AREVA NP sowie der zweitgrößten Universität Bayerns; Fraunhofer-Institute für Integrierte Schaltungen bzw. für Integrierte Systeme und Bauelementetechnologie, Max-Planck-Forschungsgruppe für Optik, Information und Photonik, 92.000 Arbeitsplätze (nahezu jeder vierte davon im Bereich Medizin und Gesundheit), sehr geringe Arbeitslosenquote und auch die niedrigste Quote an Sozialhilfeempfängern unter allen deutschen Großstädten. >>>



Erlangen Schloß, jetzt Universitätsverwaltung

Was sich in dieser Stadt bewegt, lässt auch ein Blick auf die baulichen Veränderungen der letzten 10 bis 15 Jahre erahnen: Dank Investitionen im hohen drestelligen Millionenbereich, die von Unternehmen, Freistaat und Kommune getätigt wurden, entstanden neue, in weiten Bereichen speziell auf die Interessen junger Familien zuge-

schnittene Stadtteile, wuchs vor allem der Klinikumsbereich der Universität und der eindrucksvolle Gebäudebestand der Siemens AG, die z. B. im Röthelheimpark modernste Produktions- und Serviceeinrichtungen schuf.

Von staatlicher Förderung profitierte zuletzt besonders auch die Schulstadt Erlangen, deren umfassendes Angebot an allgemein wie beruflich bildenden Einrichtungen in Vielfalt und Qualität keinen Vergleich scheuen muss. Aber nicht nur bei Schulen bietet Erlangen Vorzügliches. Gerade jungen Vätern und Müttern widmet sich die Stadt – gemeinsam mit großen und kleineren Kooperationspartnern – seit geraumer Zeit besonders intensiv. Beruf und Betreuungsmöglichkeiten, Kind und Karrierechancen sollen zukünftig wie selbstverständlich zusammengehören und gerade Müttern ganz neue Lebensperspektiven eröffnen. Das städtische Jugendamt bietet hierzu ein

praktisch flächendeckendes Netz an Tagesstätten, vor allem Kindergärten, das seit langem als vorbildlich gilt. Das 2005 mit massiver Unterstützung der Stadtverwaltung gegründete Erlanger Bündnis für Familien hilft darüber hinaus Familien mit jüngeren Kindern z. B. mit Ferienbetreuung oder der Vermittlung von Familienpaten, die bei der Bewältigung der unterschiedlichsten Alltagsprobleme helfen. Das Bündnis ist mit seiner erfolgreichen Arbeit so in kurzer Zeit zum Symbol für eine Politik geworden, die sich zum Ziel gesetzt hat, Erlangen zur kinder- und familienfreundlichsten Großstadt Bayerns zu machen.

Natürlich gehören zur Kinder- und Familienfreundlichkeit gerade auch die so genannten weichen Standortfaktoren wie Spiel- und Bolzplätze sowie ausreichend Grün- und Erholungsbereiche. Auf diesem Feld punktet Erlangen, in dem Breitensport von jeher groß geschrieben wird, seit mehr als drei Jahrzehnten. Nicht ohne Grund verlieh die Deutsche Umwelthilfe in den 90-er Jahren Erlangen zweimal in Folge den Titel „Bundeshauptstadt für Natur- und Umweltschutz“. Zu diesem Erfolg trugen ganz vorrangig die intensive Förderung des Fahrradfahrens – Erlangen gehört mit Münster und Freiburg zu den drei großen Radlerstädten in Deutschland – und der kommunale Einsatz zum Schutz der Umwelt bei. So ist beispielsweise fast die Hälfte des Stadtgebietes als Landschaftsschutzgebiet ausgewiesen. Und das Erlanger Wasser gilt laut einer Untersuchung aus dem Jahr 2003 als eines der besten bundesweit.

Erlangen darf aber nicht auf eine funktionstüchtige Verbindung von Ökonomie und Ökologie reduziert werden. Wer die Seele des Erlangers kennenlernen will, tut dies am besten bei einem Besuch der Erlanger Bergkirchweih. Dieses vor mehr als einem Vierteljahrtausend gegründete Volksfest, das an die große Brautradition der Stadt erinnert und zu den schönsten Veranstaltungen dieser Art in ganz Süddeutschland zählt, lockt wegen seiner romantischen Kulisse unter uralten Eichen und Buchen alljährlich zu Pfingsten rund eine Million Besucher aus Nah und Fern in die Stadt.

„Typisch Erlangen“ sind aber auch so herausragende Kulturfestivals wie der Internationale Comic-Salon, das Figurentheaterfestival, das Poetenfest oder ARENA ... der jungen Künste, die zum Teil fachkundiges Publikum aus ganz Europa und darüber hinaus ins Fränkische ziehen. So etwas wie Geheimtipps für Kulturfreaks sind der Jazzworkshop des Kultur- und Freizeitamtes oder sein Comiczeichnerseminar – vor allem aber die bis heute praktisch unzerstört erhaltene barocke Stadtanlage. Sie entstand im 17./18. Jahrhundert für hugenottische und andere Glaubensflüchtlinge. Aus Toleranzgedanken, aber auch um seiner vom 30-jährigen Krieg gezeichneten Stadt zu wirtschaftlichem Aufschwung zu verhelfen, ließ Markgraf Christian Ernst von Brandenburg-Bayreuth vor den Stadttoren eine barocke Idealstadt errichten: Christian-Erlang. Die rechtwinkelig angelegten Straßen, die Häuserkarrees, die Reformierte Kirche (Le Temple) und das Anfang des 18. Jahrhunderts entstandene Schloss (heute Sitz der Universität)

prägen seitdem Erlangens Zentrum und gelten architekturhistorisch als ein deutschlandweit herausragendes Ensemble.

Die quirlige Mischung von akademischem Leben, Internationalität, Eventkultur und umweltbewusster Stadtplanung trug Erlangen den Beinamen „Fränkisches Berkeley“ ein. Mit Grünanlagen und freien Plätzen, mit Fußgängerzonen, Cafés, Galerien und internationaler Gastronomie sowie mit zahlreichen attraktiven Fachgeschäften bietet Erlangen vielfältige Möglichkeiten zum Verweilen, Flanieren und Entdecken. Kurzum: Erlangen ist eine liebens- und lebenswerte Stadt zum Wohnen und Arbeiten. Ich hoffe, ich konnte Sie ein wenig neugierig machen.

Nochmals: Willkommen in Erlangen!

Dr. Siegfried Balleis
Oberbürgermeister der Stadt Erlangen



Erlangen Rathaus

Mit DRIVE zum neuen Standort



Prof. Dr. Klaus L. Wübbenhorst

1998 startete in Haundorf das „Schatzkästchen“ (so die Nürnberger Nachrichten vom 06.09.1998) – die Franconian International School (FIS) – mit 26 Erst- und Zweitklässlern aus Skandinavien, Holland, Indien, Irland, Spanien, den USA, der Schweiz und aus Deutschland. Die Anfänge im alten Haundorfer Schulhaus waren recht bescheiden. Doch die Entwicklung der FIS, die sehr schnell auch einen internationalen Kindergarten anbot, erfolgte mit DRIVE.

Zum 10. Geburtstag im Oktober 2007 war schon fast Vollständigkeit über alle Klassenstufen aufzuweisen und den 11. Geburtstag wird man – mit dann schon über 400 Schülern – 2008 am neuen Standort im Neubau in Erlangen, Röthelheim Park, begehen können.

Eine Erfolgsstory also, die der dynamischen Entwicklung der Europäischen Metropolregion Nürnberg gefolgt ist, und für viele international orientierte Unternehmen der Region, angefangen bei den „FIS-Gründungsvätern“ von adidas bis hin zu Siemens, unabdingbare Voraussetzung für ein nachhaltiges Engagement in der Metropolregion Nürnberg ist.

Gleiches gilt für viele ausländische Fach- und Führungskräfte, die bei der Auswahl ihres Arbeitsplatzes in Deutschland entscheidenden Wert auf entsprechende geeignete Infrastruktur für ihre Familien legen. Eine internationale Schule ist damit ein wichtiger Faktor im Standortwettbewerb.

Die IHK Nürnberg für Mittelfranken hat den Weg der Franconian International School bereits bei den ersten Planungen 1995, bei der Gründung 1998 und bis heute immer intensiv und konstruktiv begleitet. Wir freuen uns, dass aus dem „Grundschulkind“ zwischenzeitlich eine respektable junge Erwachsene geworden ist.

Als Präsident der IHK Nürnberg für Mittelfranken ebenso wie als Vorstandsvorsitzender der sehr internationalen GfK wünsche ich der Franconian International School an ihrem neuen Wirkungsort in Erlangen eine weitere gesunde Expansion mit viel DRIVE und allzeit Glückauf.

Professor Dr. Klaus L. Wübbenhorst

Präsident der Industrie- und Handelskammer Nürnberg für Mittelfranken
Vorsitzender der GfK Aktiengesellschaft

Why adidas got involved ...

In 1995 the board of the adidas AG made a strategic decision: We will invest in the „Herzo Base,“ a former military base in Herzogenaurach of more than 110 ha (ca. 250 acres) of land, and will keep our world Headquarters in Herzogenaurach, the town in which Adi Dassler was born and the brand adidas has its roots.

adidas had grown from a German company with international business to a global player with German roots. Playing in a global league means creating a global workforce, not only motivating employees from Germany to move to and work in countries all over the globe but also recruiting the best people regardless of where they come from.

With our commitment to stay in Herzogenaurach, in the heart of Franconia, it was clear that we could only attract international talent or prepare our employees to work abroad if we can ensure that their families feel welcome and that their children get the highest standard of international education – close to where they live and work.

The logical answer was to found an international school, and to ensure sustainable success at the highest educational and organizational standard. This is why the philosophy and objectives of the FIS are interwoven with the values and the vision of adidas.

This is why adidas was the driving force of founding, and will always stay actively involved with what became one of the finest international Schools in Germany in its new home in Erlangen, the FIS.

Matthias Malessa

Member of the Board of Directors of the FIS
Chief Human Resources Officer of the adidas Group



Matthias Malessa

A Decade of Growth in Herzogenaurach



Fred Runkel

The Franconian International School has been blessed with a wonderful initial period of growth. It all started 10 years ago in September of 1998 with Petra Niemczyk and Diane Sperber as the team to lead the first 25 students. Among those students were Karen O'Brien in Grade One and Felix Katzer and Daniel Rehorst in Grade Two. All three attend the FIS today. Both Ms. Niemczyk and Mrs. Sperber, with breaks in between, have returned to the FIS and are an integral part of the team. Ms. Niemczyk is now the FIS Head of Administration, overseeing the administrative side of the operation, while

Mrs. Sperber is teaching one of our Kindergarten Five classes.

The second year of the school's history saw an expansion into Grade Three, and into the realm of the Kindergarten. Petra Niemczyk continued to lead the school's development and a new elementary school team of Gillian Nottingham, Sarah Vardy, and Donna Norkeliunas oversaw the curriculum implementation in this area of the school. Specialist teachers Evelyn Hempel, René Loehnert and Sabine Lang, all still at the FIS today, also joined the school's teaching team.

The initial Kindergarten program for 4- and 5-year-olds was opened in January of 2000. Heading up the Kindergarten were Jane Jaeger (then Jane Hill) and Tanja Rathgeb. Mrs. Jaeger (after a return from maternity leave) continues to lead our Kindergarten team. Additionally Mrs. Jaeger's daughter Caitlyn will be one of 26 students to start in our first 3-year-olds program this year, coincidentally at a level also taught by Ms. Rathgeb.

In each succeeding year more students and teachers came to call our campus at the Dassler Villa home. In 2000-2001 a Grade Four class was added and FIS enrollment grew to nearly 90 students. During this year, the FIS hired its first Business Manager, Michael Paproth, who was to oversee the business side of the operation for the next six years.

Further expansion in 2001-2002 saw the addition of Grade Five and an enrollment increase from 96 students at the beginning of the year to 115 students by June. In school year 2002-2003 the expansion continued and reached a high water mark of over 130 students including our first ever parallel class, as Grade 1 was split during the course of the school year. Modular classrooms were added. The Dassler Villa was nearing capacity and additional space became necessary.

The next steps in FIS expansion were taken in 2002-2003 when, with the help of Ille Prockl-Pfeiffer, Town Council Member in Herzogenaurach, the FIS was able to procure the use of the Maria Ward English Sisters' Convent for the following school year. A school that had now grown to include Grade Six with 148 students needed a second campus. The renovation of the Maria Ward Convent and subsequent modular expansion was completed jointly by the city of Herzogenaurach and the FIS, with invaluable assistance from architects Lothar Babbler and Martin Lodde, just in time for the FIS to move in for school year 2003-2004. The school had expanded again, and the Grades 5, 6 and 7, comprising the FIS Middle School, were the first students at the Convent Campus. The FIS now enrolled 170 students in its sixth year of operation. Teachers and staff at the school now called many countries

home, including Germany, the USA, Canada, Great Britain, Argentina and Yugoslavia.

Growth throughout the school continued in subsequent years. In school year 2004-2005 with 186 students, the school rounded out the Middle School Years by adding a Grade Eight. In 2005-2006, the High School began its initial year of operation. By this time a mid level management structure of section coordinators (section principals today) had been initiated, and Glenn Lawler, Peter Thorpe and Dr. Liam Browne then as now led their respective divisions. The school's enrollment grew dramatically, topping out at 216 students.

In 2006-2007 further short term expansion was necessary, since the Dassler Villa and Convent Campus were again not able to accommodate the growing student numbers. A second level of modular classrooms was added at each campus. A second Kindergarten group, as well as a Grade Ten class had been added, and school enrollment was now at 248 students. The student roll jumped to 306 students for the beginning of school year 2007-2008. The FIS now had classes from 4-year-olds through Grade 11. By the end of the year in June of 2008 there were 321 students.

Anticipation for our new school campus has created further interest within the Nuremberg Metropolitan Region. The school has added Grade Twelve in this 2008-2009 school year and expanded the Kindergarten from two sections to six, which includes the new 3-year-olds program. At the time of this writing, 439 students are projected to start the school year at the new Erlangen campus.

The magical growth of the FIS has been made possible with the continual support of the adidas group, leading the FIS to the eventuality of having a campus of its own. With the addition of Siemens as a major supporter, the dream of our new state-of-the-art campus is being realized. This is a fitting end to our first ten years of existence and a good beginning of the next ten.

None of what is happening today would have been possible without the positive contributions toward children's education made by the teachers and staff at the FIS. Over fifteen countries and six continents are now represented on the FIS team. The teachers are dedicated to the FIS family and the students. For them the best interests of the FIS community are at the forefront. At the conclusion of the FIS's first decade of operation, the school has grown from 25 students to nearly 440. Over 30 nations are represented among the families in our community. The school now has 57 professionals involved in teaching the students. There are now nearly 90 employees at the school, more than the total number of students as late as in our third school year. In September of 2008 the celebrations which we enjoy in our community do more than salute the construction of our new campus. They also manifest the dream which started as early as 1995, when an association to found a new international school in the Nürnberg area was founded. May our next ten years continue the magical story which was started in Haundorf in September of 1998.

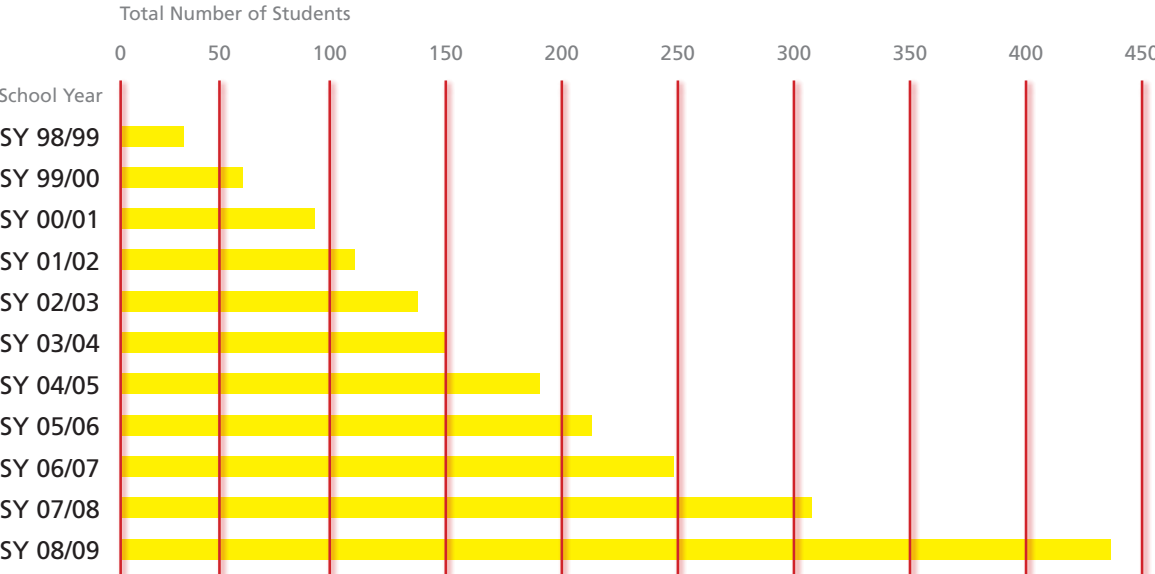
Fred Runkel

Director

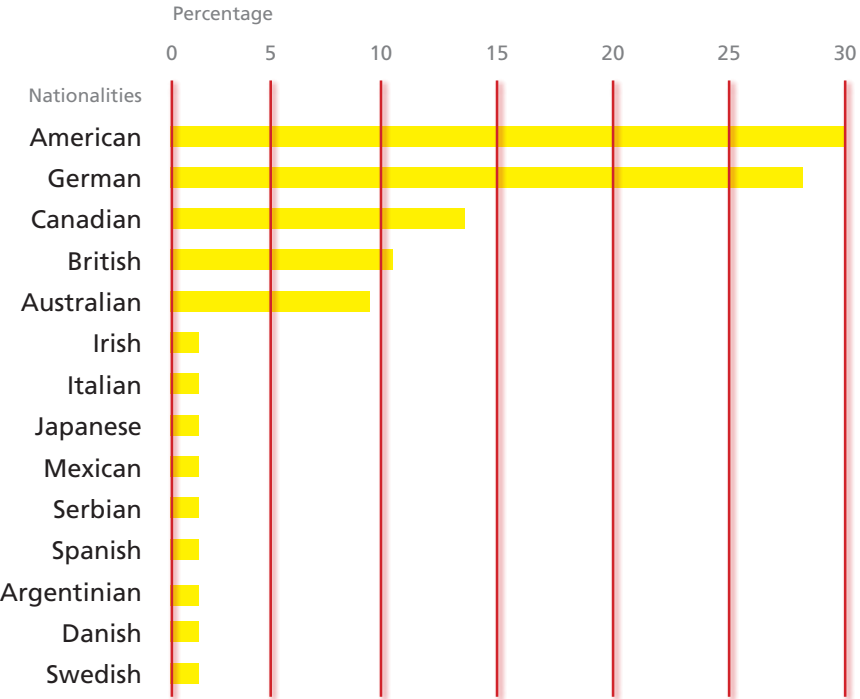


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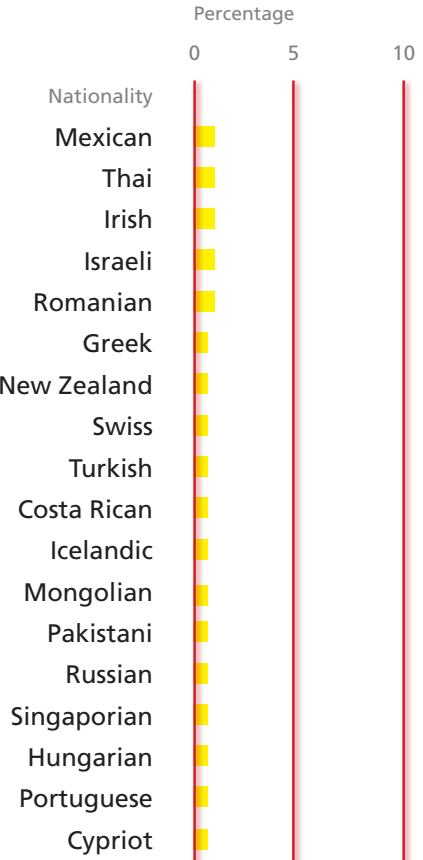
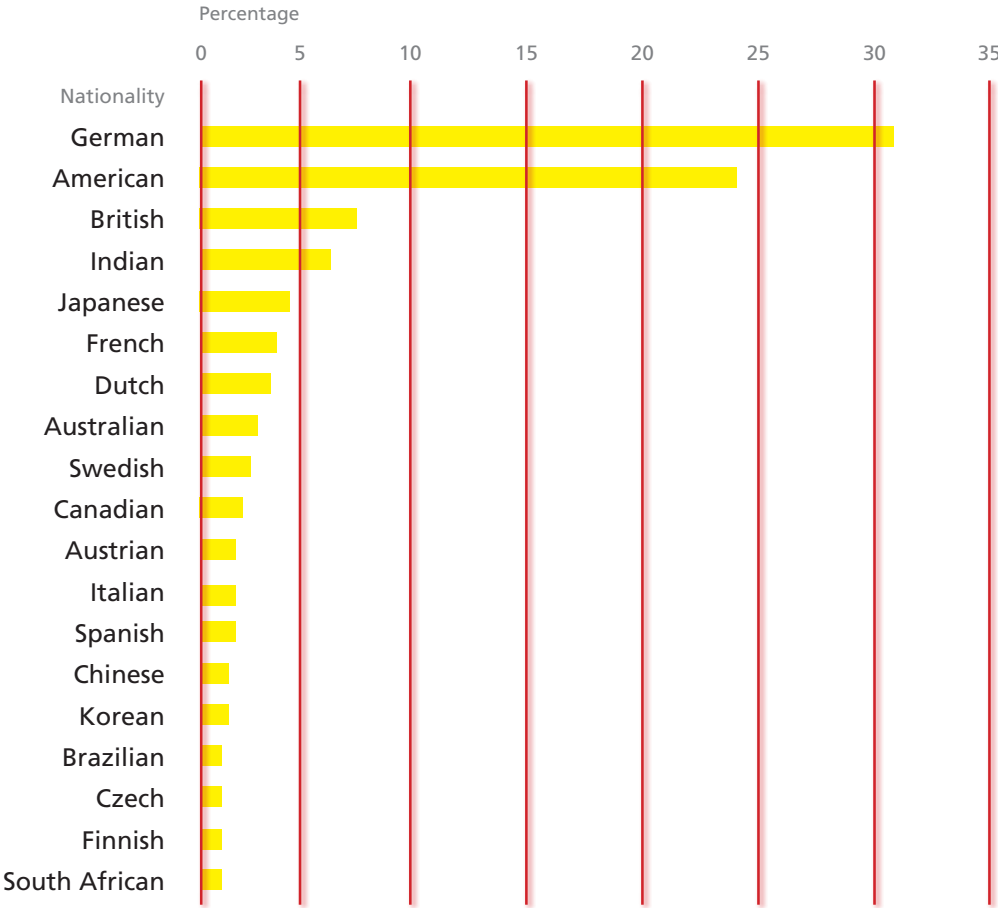
Increase in Student Population
SY 1998/1999 – SY 2008/2009



Staff Nationalities SY 2008-2009



Student Nationalities SY 2008-2009



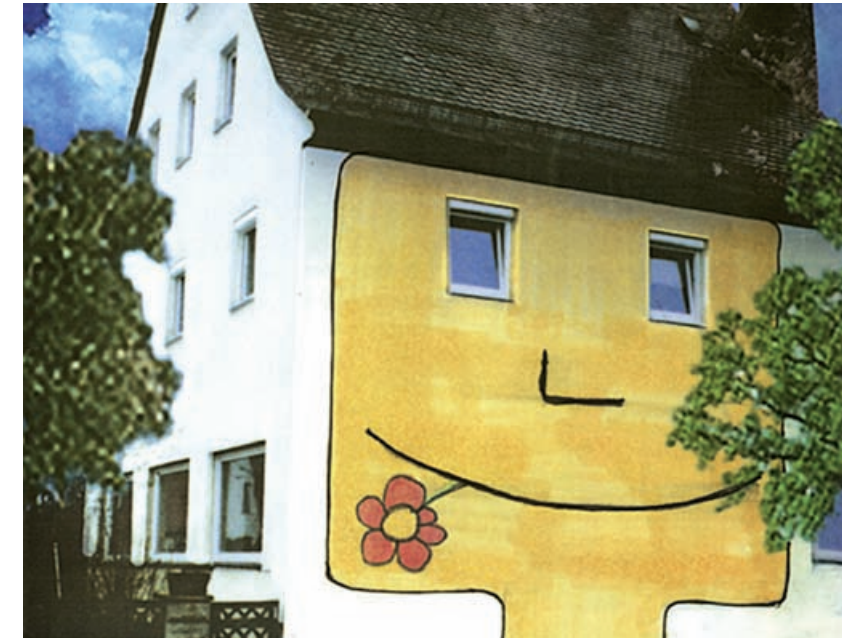
Franconian International School



Petra Niemczyk

... 10 Jahre FIS – sie sind wie im Flug vergangen ...
IPC, AGIS, IB, NEASC, K4, TAs, IGCSEs, ECIS, CIS, MUN, ...
das komplexe Thema „Internationale Schule“ lebt von
Abkürzungen und so lässt sich auch die Erfolgsstory der
Franconian International School (FIS!) in Kürze darstellen. Mit
der Eröffnung unserer eigenen Facilities in Erlangen ist ein
wichtiges Etappenziel geschafft. In diesem wunderschönen
Umfeld wird es uns leicht, künftige Herausforderungen zu
meistern.

Doch halten wir einen Moment inne und schauen zurück:



First school building in Haundorf



Whole school assembly on the first day in Erlangen

1998/1999

Die Initiative von adidas und der Stadt Herzogenaurach ermöglicht die Aufnahme des Schulbetriebes im Herzogenauracher Stadtteil Haundorf. adidas finanziert den Umbau der „Dassler Villa“ als neuen Standort der FIS. Zu den traditionellen Fächern kommen jetzt auch Sport, IT und Fine Arts.

2000

Eröffnung des Kindergartens und konsequenter Ausbau der Elementary School. Die Schülerzahl klettert erstmals über 100.

2003

Umzug mit der Middle School in den neuen „Convent Campus“, ein ehemaliges Schwesternwohnheim, das mit finanzieller Unterstützung der Stadt Herzogenaurach renoviert wurde. Die hohe Akzeptanz der Schule zwingt gleichzeitig zur baulichen Erweiterung mittels Containerklassen.

2005

Eröffnung der High School. Die stetig steigende Nachfrage nach Plätzen veranlasst den FIS Vorstand zum Beschluss über den Neubau der FIS im Erlanger Röthelheimpark. Siemens, adidas, die Stadt Erlangen und der Freistaat Bayern finanzieren einen Großteil des Projekts. Gleichzeitig wird die Schule von internationalen Dachverbänden akkreditiert.

2007

Als Abschlüsse sind IGCSE (International General Certificate of Secondary Education), das FIS Diploma und das IB (International Baccalaureate) im Angebot. Mehr als 300 Schüler bereiten sich auf den „big move“ vor.

2008

Das Ziel ist erreicht. Am 25.08.2008 beginnt ein neues Schuljahr in eigenen Räumlichkeiten!

Fortsetzung folgt ...

Petra Niemczyk
Head of Administration

A Pioneer Student



Felix Katzer

I can hardly remember the first stages of the School, only the huge yellow face that was painted on the wall of the first School building in Haundorf and the first Halloween-Party, the first 100-day party and the first Christmas Party. The days when we were practicing how to jump rope every free minute we had will always stay in my memories. We ate on our desks in the classroom and afterwards someone was always put in charge to clean the tables! Luckily, we moved in the following year to the Dassler Villa, where we received a lunch service in our own Cafeteria.

Every single time, after we had lunch, we had to brush our teeth. Once, in Grade 3, I suddenly saw a spider. Alisa, a classmate, screamed, and the only thing I could do was to smash the spider with a toothbrush of another student. Of course, I would have never used my own one! Unfortunately, the classroom teacher, Ms. Nottingham, saw what I had done and gave me a “pink letter.” I had to apologize to the student for using his toothbrush and had to buy him a new one.

The most brilliant thing of the “adidas school” (as the school was called in the beginnings) was the FIS bus shuttle, which picked me up right in front of my house at 8:30 a.m.!

Since English was not my first language, I had difficulties. I felt that I was speaking to people who came from a different planet. Yet after

I went to a boarding school in England in the third grade for three months, this problem was solved and I was happy to be back, even dreaming in English! I improved my English so much that it is now better than my German.

Every year, the FIS organizes school trips, such as going to Space Camp, hiking in Austria, canoeing while on a Spanish student exchange program in Oviedo, visiting Berlin, London and Romania, or acting in plays such as the “Wild West Story” ...

One of my great memories is when my class got on invitation to visit Zinedine Zidane at the adidas Headquarters in Herzogenaurach. I was allowed to hold his golden soccer shoes which he received for the World Cup Final in 1998! To my surprise, I met “Zizou” again in Madrid while I was at a soccer camp; regrettably he could not remember me!

Over the years, I made many friends, but many of them also left the FIS since their parents moved away because of their jobs. Unfortunately, until today there were never enough girls in our class!

Also many teachers left the school. The greatest pleasure for me was to meet Dr. Browne in year 9. Since then he has been my classroom teacher and we have great fun together. He supports us very much as do our other teachers such as Mr. Nagler, Ms. Bennett, Mr. Landmann, Mrs. Thomas and many more. They help us to meet the requirements

for the IB diploma. Due to very small classes, the students always have a good relationship with their teachers, which makes it easier to find solutions to problems. This is particularly a great help for me since I could and still do ask as many questions as I need to!

I don't know what the significant inspiration was for my parents to send me to the Franconian International School; however from today's perspective I can say that I am proud to be a FIS Pioneer!

Felix Katzer

Grade 12



Grade 11 students canoeing during their student exchange in Oviedo, Spain



FIS Bus shuttle with Felix Katzer boarding

The Parent Teachers Organization (PTO)



Birgit Ahlers

As a new family enters FIS it is not just a new child in a class-room; it is also a new mum or dad in our school community. No walk around the school can occur without a glimpse of a parent helping out. There may be a mum listening to a child reading or a PTO committee meeting happening and you can't help but notice the PTO Arts and Craft Committee thoroughly enjoying themselves while they make crafts for the Children's Christmas gift store.

An important first step for integrating a new family into the school community is taken by the PTO Welcoming Committee. They contact the new parents even before the student starts classes and let them know that someone is there for them.



Back row (left to right):
Elisabeth Churchill, Kathleen Kostouros, Rita Stenzel,
Calinda Koster, Teresa Strauss, Silvia van Leeuwen,
Ioana Samareanu
Front row (left to right):
Roohee Heyl, Birgit Ahlers, Mara Russell

On the first day you and your child enter the FIS, a "buddy" from the PTO Welcoming Committee welcomes you and, if needed, shows you to the classroom and guides your child to the correct places for storing belongings. Your "buddy" will hand you the Parents Handbook and a Family Calendar ... you feel well attended to!

She will tell you about our groups such as the Event Committee, Arts and Craft and Toddler Group and she will let you know when the next Newcomers' Coffee Morning will take place.

All this is often so important for the stay-at-home parent. Together you may be encountering for the first time ever a German super-market! Well rest assured many of us felt the same despair and "a problem shared is a problem halved." The team will also explore with you the surrounding cities as well the broad events programme for both children and parents within the FIS.

There are day trips for parents at home, family field trips, parties for the children and nights out for parents, like the popular Quiz Night for the general knowledge fans (not forgetting the prize for the loser!). Events such as these, plus a selection of cultural sharing activities keeps the committees busy and the parents entertained.

The PTO Board is the vital link between parents and school when it comes to the broader issues and the steering hand for all the complimentary committees; hard but worthwhile work. They take care of school events like the annual FIS Christmas party and the annual FIS Sports Day and keep you up-dated on life around the FIS with a monthly newsletter, the PTO Voice.

When a new family enters the FIS the class representative, in no time at all, will be finding out how the new parents would like to be involved with the classroom – from reading help to escorting on school trips – a great chance for a new arrival in Germany to get to see some sights of local interest! The Class Rep often organises birthday surprises for the teacher or leaving parties for the children who are off to pastures new – you can expect a few cake requests!

The school warmly welcomes the parents' involvement because the benefit to the children is immense. The parents welcome these committees because the benefit to the stay-at-home parent is immense! Not only will your child be very proud of you and develop

a stronger feeling of belonging to the school community; you will also meet people from all around the world and make great friends. You can share in a vast selection of cultural events from families from a diversity of countries who host bonfire parties, pétanque tournaments, divali dinners to seasonal events hosted by the FIS. They range from the American style Halloween party to the local Faschings celebrations, from a Lantern Parade in the Fall to a New Year's toast, from the Christmas treats for the teachers to the end-of-year appreciation gifts. None of these events would happen with so much flair without a support team of willing parents. The FIS understands this and truly welcomes not just the child but the parents into the FIS family.

What do you gain? Sure, half way through the year you may wonder how you got involved with so many committees, you may realise that you wish you had never learnt "servietten technique" while in the Arts and Crafts group and you know that there really isn't the time of day for everything that you do. But it's funny how you come back for more the following year ... so somewhere along the line you must have had fun!

Birgit Ahlers
President PTO

Teacher Appreciation Day



Louise Smith

Teacher Appreciation Day? This is the time to show the teachers how much their pupils appreciate their time and patience when teaching new things about the world, about life and much more. Being a teacher is one of the most exhausting and tiresome jobs there are. Teachers have to talk for almost 8 hours a day. They have to pay attention to their students, make sure the students understand everything he or she is teaching them and explain a lot of things over and over again ...! It is not always easy to be a teacher. So it is definitely worth showing them that we appreciate them.

At the end of every school year, the PTO Welcoming Committee arranges a buffet luncheon for all the teachers and staff at our school and this time the parents outclassed themselves with their efforts. The parents prepared delicious specialities from their home countries and the children proudly brought them in with them in the morning. Some of the mothers went in early to set up the tables and by the time the teachers started trickling in, the tables were packed to capacity. The buffet consisted of several varieties of pasta, sushi, shrimp salads, quiche, meatballs, shashlik followed by mouth-watering desserts: trifles, chocolate mousse, pineapple cake, swiss chocolates and many more. Each teacher was handed a rose to take home.

One teacher said, “Thank You’ for yesterday’s lunch. It really was lovely and was one of the nicest ones yet ... I could get used to being spoiled like that every day ...!”



Front (left to right): Kerstin Siegling, Karine Chaveriat, Elisabeth Churchill, Louise Smith, Rohee Heyl
Back (left to right): Felicia Sauerbrey-Ruf, Silvia van Leeuwen, Nancy Bressler

Louise Smith

Chair of the Welcoming Committee

The Founding of the Franconian International School e. V. and the Site Decision (1995-2008)

Fürth

The end of an era set the stage for the Franconian International School. On November 9, 1989, the Berlin Wall came down, which signaled the beginning of a new period in European history. Germany was reunified; the Warsaw Pact and the Soviet Union were dissolved. The Cold War dissipated. New challenges and opportunities emerged.

Since the end of World War II, the US Army had stationed troops on elaborate military bases in Middle Franconia: in Fürth, Herzogenaurach, Erlangen and Nuremberg. In Fürth, a Department of Defense Dependents School (DoDDS) with generous sport facilities had been built. Suddenly and unexpectedly the U. S. Department of Defense lost its enemy and consequently reduced its foreign commitments. On October 27, 1994, HQ USAREUR announced a total closure of the remaining facilities in Nürnberg-Fürth, also the DoDDS schools, to be completed no later than December 31, 1995.

The end of an era provided a surge to globalization. International companies could expand in previously unknown ways, also in Franconia. A geographical disadvantage disappeared and foreign investors became more interested. In 1993 the American company Kennemetal acquired the Hertel AG in Fürth. In 1996, Lucent Technologies/Bell Labs purchased the Nuremberg branch of Philips Kommunikations Industrie (PKI) and built its major European R & D facility in Nuremberg.

With the closing of the Nuremberg Military Community and the DoDDS school, foreign families with school-age children had a problem. The first question expatriates with kids ask their global employer before accepting an assignment abroad had been easily answered for Middle Franconia. English-speaking non-military personnel had been able to enroll their children in the DoDDS school in Fürth. What to do after the closure? The Lucent families solved their problem by renting homes in Pfaffenhofen. They bussed their children to the Bavarian International School in Munich (90 minutes) and commuted to Nuremberg (90 minutes). Needless to say, this was not a very attractive solution for them or for our region. The Financial officer of Kennemetal/Hertel, Wayne Moser, decided to explore the possibility of opening a new English language school in Fürth to meet the demand of the foreign employees in the region.

He approached me as Director of the German-American Institute/ America House Nuremberg and asked if I would get involved. I knew that educational facilities and English language instruction were absolutely necessary for regions interested in attracting foreign companies and employers. Munich had two international schools, which is one reason why foreign companies settle there. I made the establishment of the international school a principal goal of the America House and employed one of my staff, Marita Wotruba, to work half-time as secretary for the FIS.



Prof. Dr. William Sheldon

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It looked to me like it would be easy to open an international school. The school facilities remained physically in Fürth, many of the DoDDS teachers expressed a desire to continue teaching there and the lord mayor of Fürth, Uwe Lichtenberg, made a school building available. Kennemetal/Hertel donated 50,000 DM as start-up capital. I persuaded the U.S. embassy to acquire excess DoDDS school equipment from the Department of the Army, which they granted to the GAI/American House and I, in turn, to the international school. The “International School,” established world-wide as an institution, provided us the pedagogical and organizational concepts for the school.

I quickly learned that there was more to opening a private school in Bavaria than hanging up a shield. Before it could be opened, it had to be officially recognized as a “Staatlich anerkannte Ersatzschule.” The professional educators at the Bavarian International School (BIS) in Schwaig/Munich came to our aid. They generously gave us their documentation for getting state approval, which we more or less copied: school calendar, curriculum, approval of staff, staff contracts. They advised us on the organizational form of a legal association.

The first step was to establish a legal structure for the school. On September 29, 1995, in the City Hall in Fürth, the Franconian International School e. V. was founded. I was elected Chairman of the Board; Vice-Chairman was the newly elected Lord Mayor of Fürth, Wilhelm Wenning; as Treasurer, the financial Vice-President

of Kennametal/Hertel, Wayne Moser; as Secretary, the legal officer of Kennametal/Hertel, Dr. Thomas Lask, who is still a member of the Board. The president of the Chamber of Commerce and Industry in Nuremberg (IHK), Prof. Hubert Weiler, joined the Founding Board and was represented by Otto-Dietrich Knapp. The first meeting of the Board of Directors took place on November 15, 1995, in the City Hall of Fürth.

Thereafter many things had to be done simultaneously. Fortunately start-up capital was sufficient since all of the founders of the FIS worked voluntarily. Our only expense was for a half-time secretary. A building needed to be located and made ready, teachers recruited on a tentative basis, a curriculum developed, some supplies purchased (though most were available from the DoDDS transferal) and, what was most important, parents found, who wanted their children enrolled in an international school. We held our first press conference on Dec. 18, 1995, in the IHK, which was (and continues to be) an important ally. Our goal was to open with Grades 1-4 in August, 1996. By the summer, all of the administrative work had been done. The only state requirement which we had not yet fulfilled was to enroll the number of students required by the Bavarian Ministry of Culture and Education. On July 1, 1996, we had to announce that due to inadequate enrollment, the FIS could not be opened in the coming fall. The same fate awaited us the following year.

The FIS Board was disappointed that the school could not be opened. Wayne Moser, the Chief Financial Officer of Kennametal/Hertel and the person whose company provided the initial start-up capital, moved to Pfaffenhofen when the FIS was not allowed to open and enrolled his children in the Bavarian International School in Munich.

Although not legally a part of a “staatlich anerkannte Ersatzschule,” we included an English language Kindergarten in our concept. Parallel to the work for the school, we negotiated with the Bavarian Red Cross, Section Fürth, to sponsor a Kindergarten offering English for our students. FIS Founding Member Gert Rohrseitz was also on the Board of the Red Cross and instrumental in setting up the Kindergarten. In a wing of the DoDDS Grade School for Monteith Barracks in Vach (Fürth), the “Little Friends” with 15 students began operations independent of the FIS on January 7, 1998. As a visible sign of its success, the city of Fürth built a new Kindergarten for them in Fürth-Oberführberg which opened its doors on December 1, 2003. The first English language Kindergarten in Northern Bavaria, it now has 40 places for Fürth residents and English-speaking families from the region.

Herzogenaurach

Unknown to the FIS Board of Directors, an important member of the adidas Board of Directors was also disappointed that the FIS could not open. A native of Switzerland with international experience,

Michel Perraudin was responsible for “Global Human Resources” and “Key Projects and Corporate Services.” Since 1989 at adidas, one of his first policy changes was to make English the official company language. One of his goals was to recruit young American marketing specialists and to facilitate their integration into Middle Franconia. No leading businessman in Northern Bavaria realized as much as he the importance of having an international school in our area to attract mobile employees. In 2006, adidas alone had 500 “Third Country Nationals” working in Herzogenaurach. About 1/3 of them came from the US; 45 foreign countries were represented.

After seriously considering a relocation of company headquarters, adidas decided in 1995 to remain in Herzogenaurach. Michel Perraudin was responsible for the planning and execution of the new adidas headquarters, the “World of Sports,” on the former “Herzo Base.” He had a carefully thought-out vision for the FIS within the World of Sports. In 1997, he proposed to the FIS Board of Governors a long-term commitment by adidas. We wholeheartedly accepted – one of our goals had always been to gain the support of farsighted business people in Middle Franconia. We agreed to change the by-laws to reflect the concerns of adidas. I resigned as chairman but remained on the Board. We elected as my successor Rolf Witt, who was a Vice-President in Perraudin’s section. The rest of the FIS Board remained in office, which provided continuity. In the words of business, it was a “friendly takeover” in everyone’s best interest. The Board of Governors >>>

was delighted that a company as important as adidas was willing to get actively involved. Michel Perraudin was in a position to get professionals involved from the adidas staff. From this point on, the management of the school was largely in his hands. We were happy and proud to include in our Logo “supported by adidas.”

Since almost all of the state requirements for opening a private school had been completed in the previous 2 years, Rolf Witt could concentrate his efforts on recruitment. He succeeded where we had failed: he enrolled 25 students for a start-up class with Grades 1 and 2 combined and got state permission to open the school in September, 1998. Witt located and refurbished a school building in Haundorf, a suburb of Herzogenaurach.

New Lucent families no longer rented houses in Pfaffenhofen, but now located in the Metropolitan Region of Nuremberg. Lucent became an important sponsor of the FIS. Witt hired staff and prepared a new set of by-laws.

In 1998 Michel Perraudin succeeded Rolf Witt as Chairman of the Board of the FIS. He became personally involved in advising and overseeing the school’s development. The FIS profited immensely from his



Convent

expertise and insight and for the role he played in gaining and maintaining the support of adidas. In 1989 adidas made available its beautiful Dassler Villa in Herzogenaurach and invested € 800,000 to transform it into a handsome school. An additional grade, Grade 3, was added, and since then the school has grown, as planned, one grade each year. By the year 2000, we had also outgrown the Dassler Villa. Again, adidas and the city of Herzogenaurach came to the rescue. Herzogenaurach bought the Convent, which the city and adidas renovated as a Middle School to meet our growing needs.

Our long-range planning goals always included the construction of a state-of-the-art school building with classes from pre-school to graduation after 12 years with the International Baccalaureate as the principal graduating degree. In the new plan for the World of Sports on the Herzo Base, Perraudin had the architects include an attractive site with 2.5 hectares for the FIS! He persuaded the adidas Board of Directors and the City of Herzogenaurach (Mayor Hans Lang) to continue their support.



Dassler Villa

Erlangen

In sporting fashion consistent with the adidas company philosophy, Perraudin opened up the site competition to the cities in the Metropolitan Region of Nuremberg. In the light of past experience, no one on the FIS Board of Directors expected any serious counter offers. For that matter, we were happy with the City of Herzogenaurach and the proposal of adidas. Many cities made offers, but none could compete with that of adidas. A meeting of the FIS Board of Trustees had been scheduled on September 28, 2004, to make a site recommendation. Everyone on the FIS Board of Directors and the other members of the Board of Trustees assumed that there would be no serious alternative to that of Perraudin and adidas. We were all surprised when the Lord Mayor of Erlangen, Dr. Siegfried Balleis, and the Siemen’s Site Manager, Manfred Hopfengärtner, made an extremely promising counter proposal. A window of opportunity opened for the FIS.

What happened? External events had changed the scene. Whereas in the previous two chapters of FIS history, personalities – Wayne Moser and Michel Perraudin – were important, so now a new protagonist for the FIS appeared on the scene, Dr. Klaus Kleinfeld, who set new priorities for Siemens. In January 2004 he had become a member of the Siemens Central Board of Directors in Munich. In the middle of 2004 he was named Deputy Chairman of the Siemen’s Board of Directors. He knew and valued the institution International School, was fully aware of the importance of an English language school for the

global work force, knew from past work and experience our area, was involved in the expansion of Siemens in Erlangen (“the secret center of the concern”) and realized how important an international school was for Siemens personnel. Shortly before the September meeting of the Board of Trustees, he gave Manfred Hopfengärtner the task of bringing the school to Erlangen.

Like Herzogenaurach, Erlangen had acquired additional property from a former US military base. Like adidas, Siemens also had hundreds of international families working for it in Erlangen. Because of the lack of support by Siemens in the past, the members of the FIS Board of Directors were taken completely by surprise when Dr. Balleis and Hopfengärtner made an attractive concrete offer of a site in Erlangen on the former Ferris Barracks. Many of us on the FIS Board had not even viewed this site since it was never considered a serious option. I arranged with Dr. Balleis and Klaus Roas† to provide a tour of the site for the Board members so that we could make an intelligent decision in what had now become an open competition.

The final decision was not easy for the FIS Board of Directors to make. The proposal of adidas in Herzogenaurach was attractive. However, after considering all relevant factors, on February 25, 2005, the Board of Directors decided that the Erlangen offer was the best choice for the future development of the school.

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The school continues to enjoy the support of major companies and prominent politicians in the region. In the good sporting tradition, adidas continues its considerable financial support of the FIS in Erlangen. Michel Perraudin left the Executive Board of Directors of adidas on March 31, 2005, and on November 22 officially resigned as Chairman of the FIS Board of Directors. His successor as Chief Human Resource Officer, Matthias Malessa, continues to serve on the FIS Board. On November 27 the General Assembly of the FIS elected Ralf Guntermann as Chairman and Perraudin as Honorary Chairman of the Board of Directors. Guntermann is the recently appointed Chief Financial Officer of the Section Energy at Siemens AG. Dr. Heinrich von Pierer, “Mr. Siemens,” is Chairman of the Friends of the FIS Association (Freundeskreis der Wirtschaft der Metropolregion Nürnberg/Nord-bayern für die Franconian International School e. V.) The Prime Minister of Bavaria, Dr. Günther Beckstein, was one of the early supporters of the FIS. The Industrie und Handelskammer Nuremberg for Middle Franconia continues its support. The honorary president of the IHK, Hans-Peter Schmidt, is Chairman of the FIS Kuratorium.

Ultimately, the success of a private school depends on the commitment of the parents, the students, teachers and staff. All are committed! A spirit of optimism prevails at the FIS, which is reflected in the articles in the Festschrift.

While looking to the future, it is worth reflecting a minute on the fact that without the support of the global players Wayne Moser, Dr. Thomas Lask, Michel Perraudin, Dr. Klaus Kleinfeld, Manfred Hopfengärtner and Dr. Siegfried Balleis, no doors would have opened on August 25, 2008, in the Röthelheimpark in Erlangen. They and others took advantage of the challenges offered by the post-Cold War period. They created a “home away from home” for expatriates and an international learning environment for Germans living in the Metropolitan Region of Nuremberg. They thought global and acted local.

Prof. Dr. William F. Sheldon

Founding Chairman (1995-1998) and now Secretary of the Board of Directors
Director GAI / America House Nürnberg 1981-2003

Celebration of the official Opening of the FIS in the City Hall of Herzogenaurach, September 16, 1998



Petra Niemczyk, Head of the first school in Haundorf



Thomas Lask, Vice-Chairman and Rolf-Dieter Witt, Chairman of the FIS BoD



Prof. Hubert Weiler,
President of the IHK Nürnberg



The Audience



Michel Perraudin, Board of Directors of adidas; Hans Lang, Mayor of Herzogenaurach; Rudolf Klinger, Bavarian State Secretary in the Ministry of Culture; Karl Inhofer, President of the Regional Administration of Middle Franconia; Marga Beckstein, Director for the Education of Elementary School Teachers; Günter Scharf, Head of the School Section of the Regional Administration of Middle Franconia



Frank Galuppo, in 1998 President of Lucent
Technologies' Optical Networking Group

Architecture has to do with people, not pushing buttons



Manfred Dittrich, Frank Jakobs und Hubert Brennauer

Die familiäre Atmosphäre und die Kleinteiligkeit der bestehenden Franconian International School in Herzogenaurach begeisterte uns schon beim ersten Besuch. Dieser Eindruck, den das Schulgebäude sicherlich auch der ursprünglichen Nutzung als Wohngebäude zu verdanken hat, entwickelte sich zum Leitgedanken unseres Entwurfes für den Neubau im Röthelheimpark.

Abwechslungsreiche Kleinteiligkeit und Individualität der einzelnen Bereiche sollten für die Lernenden und Lehrenden in der neuen Schule unbedingt erhalten bleiben – Ansätze, die im heutigen Schulbau leider fast gänzlich verschwunden sind. Wie sonst aber kann man den unterschiedlichen Bedürfnissen sowohl 4-Jähriger als auch junger Erwachsener gerecht werden? Aus diesem Anspruch heraus wurde das Konzept mit mehreren überschaubaren und in ihren Dimensionen angemessenen, miteinander verbundenen Baukörpern angelegt.



Es sollte ein Gebäude entstehen, das trotz neuer Größenordnung weiterhin behüteten Raum im Kleinen schafft und eben keine Schulmaschine darstellt. Dazu wurde der gesamte Raumbedarf auf verschiedene Gebäudeflügel verteilt, dazwischen liegen den Altersstufen entsprechend gestaltete und geschützte Innenhöfe.

home away from home

Neben der Individualität steht die Schulgemeinschaft als Ganzes mit der Notwendigkeit, zeitlich begrenzt ein neues Zuhause für einen Großteil der Schüler zu bieten. Die Aula als Pausen- und Veranstaltungsraum liegt im Zentrum der Schulanlage, verbindet alle Bauteile und ist Schnittstelle zur Kommunikation.

Kindergarten, Elementary School, Middle und High School, Fachklassen, Cafeteria, Verwaltung und Sporthalle, hier in der Aula laufen die verschiedenen Wege zusammen und verschmelzen zu einer amorphen Form, zum Herz der neuen Schule, zur emotionalen Mitte.



Ruhepol im turbulenten Umfeld

Im Gegensatz zum transparenten und offenen Innenleben umgibt die Gebäudehülle nach außen behütend den Raum der Schüler, darf und soll gegenüber störenden Einflüssen des außerschulischen Umfelds im Erscheinungsbild der Baumasse auch entsprechend massiv wirken. Städtebaulich verbindet die Außenfassade die einzelnen Gebäudeteile zu einem zusammenhängenden Bauwerk.

Loungecharakter mit Ausblick

Allein die drei „FIS-Boxen“ – eigenständige, baumhausähnliche Raumkörper als Sonderbereiche für die Schüler – transportieren die Grundsätze des Innenlebens, den pädagogischen Gedanken „open mind“, in die stark frequentierte Allee nach außen. Hier treten die lebendige Schumatmosphäre und die dem Gebäude innewohnende Farbenfreude in einen Dialog mit der Umgebung. Die „FIS-Boxen“ als Werbeträger und Guckkasten: von innen nach außen und von außen nach innen. >>>





flags

Wie stellt sich eine internationale Schule in einem farblich überladenen baulichen Umfeld dar? Mit der entsprechenden Behandlung der Fassadenoberfläche verwandelt sich die Gebäudehülle vom Raumabschluss zum Informationsträger. Ohne die Farbe als Thementräger weiter zu beanspruchen, erhält die Fassade der neuen Franconian International School eine fast subtile

Struktur, deren Inhalt sich erst dem interessierten Betrachter klar erschließt. Wie ein „internationales Band“ umhüllen abstrahierte Flaggen als eigenständige Struktur die gesamte Schule.

Vielfältigkeit in der Einheit

Beim Durchschreiten der einzelnen Schulbereiche wandert die Aufmerksamkeit von einem Punkt zum anderen, es eröffnen sich fortlaufend neue Perspektiven, Ausblicke und Blickwinkel. Eine Dynamik, die dem Leben der Schule entspricht. Geschlossene, räumlich reduzierte Flächen weiten sich auf zu hellen, transparenten Bereichen, die nicht nur Flurzone, sondern Handlungsraum darstellen.

Das Innenleben ist den Wünschen und Bedürfnissen der Kinder und Jugendlichen angepasst und berücksichtigt die Erfahrungen der Lehrer. Man fühlt sich unbedrängt in den hellen und großzügigen Räumen, die Platz bieten für Nischen, so wie Kinder sie mögen.

Die Vielfalt der hier unterrichteten Nationen spiegelt sich wider im Farbenspiel der Wandflächen, das abwechslungsreich und animierend die Flurzonen als Kommunikationsbereiche begleitet.



Die Raumwahrnehmung erneuert sich im Prozess des Gehens, entstanden aus der architektonischen Dynamik. Die Möglichkeiten von Kommunikation und Verständigung sind vorweggenommen in der Sprache des Gebäudes, die die jungen Menschen zum lebendigen,

fairen und demokratischen Umgang miteinander auffordern soll. Helligkeit, Transparenz, Fülle der Farben und Materialien, in Form und Ausrichtung frei und individuell, so stellt sich die Schule im Inneren dar, stimmig mit der inhaltlichen Wertschätzung von Fairness, demokratischer Struktur, Teamgeist und dem über alles schwebenden „open mind“.



Nach 2 1/2 Jahren Planungs- und Bauphase beginnt für die Franconian International School nun eine neue Zeit. Das eigene Gebäude ist fertig – von vielen hoch motivierten Planern, Beratern und in enger Abstimmung mit einer überaus engagierten Baufrauen-, Bauherren- und Leh-



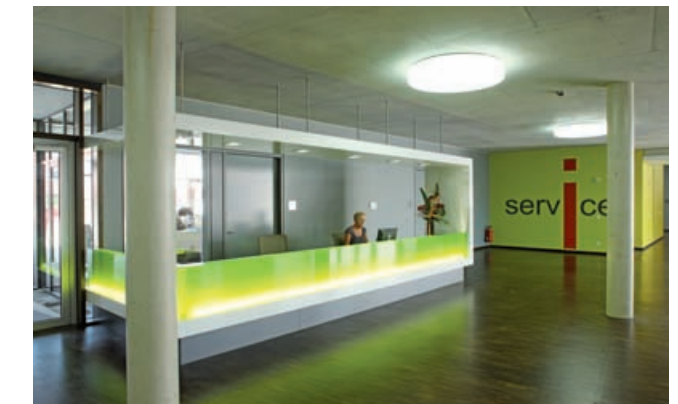
erschaft in einem sich stets freundschaftlich begegnenden Team erarbeitet. Eine Vielzahl von Pädagogen, Ingenieuren und Handwerkern hat ihr Bestes gegeben, ihnen sei hier für ihr Engagement gedankt.

Wir wünschen allen Kindern, Schülern, Lehrern und Eltern in ihrem neuen „Zuhause“ einen guten Start und hoffen, ihnen eine Schule gebaut zu haben, die die Umsetzung ihrer pädagogischen Ziele angemessen unterstützt.

Frank Jakobs

djb-Architekten GmbH
Dittrich - Jakobs - Brennauer

Fotos von Kurt Fuchs
und Dr. Thomas Fath



The Governance of the FIS



Dr. Thomas Lask

If you consider personnel as the flesh and students as the blood of a school, the legal framework can be seen as the skeleton of the organization. And as with a human body those skeletons are best which you do not feel or see when carrying out your daily operations.

I. The Franconian International School e. V.

1. Non-Profit Association

The FIS is organized as a non-profit association (*gemeinnütziger Verein*) under the name “Franconian International School e. V.” The association pursues exclusively charitable purposes in the sense of “tax-privileged purposes” of the German tax law. Therefore, donations to the association, and to some extent also school fees, are tax deductible.

2. Membership in the Association

The by-laws of the association differentiate between ordinary, associate and supporting members. Parents/guardians of children attending the school are “ordinary members” of the association. If these parents/guardians are employees of the school, they are regarded as “associate members” and may not become members of the board of directors. “Supporting members”

support the association significantly by donations or otherwise.

3. General Assembly (Mitgliederversammlung)

Under the German law for associations (*Vereinsrecht*), the “general assembly” is the highest instance in an association. In general it is held once after the end of the fiscal year of the association. The most important rights and duties of the “general assembly” are the election of the members of the board of directors, the modifications to the articles of association and the approval of the management report and the financial statements.

The distribution of the voting rights reflects the special roles of the different types of members in the association and is somewhat different from other German associations in which all members have one vote.

At the FIS “ordinary” and “associate members” have one vote each in a general assembly. However, the sum of the voting rights of all “ordinary” and “associate members” comprises only 50 % of the total number of voting rights.

The remaining 50 % of the voting rights are reserved for the “supporting members.” The distribution of the

voting rights for these members reflects the differences between the significance and the amounts donated by the different “supporting members.” It is done in proportion to the amounts of donations in cash or in kind which were granted during the prior three fiscal years of the association. Therefore, during the first years of the life of the school, adidas and for the last couple of years Siemens as the main sponsors of the school had by far the most voting rights among the “supporting members.”

That 50 % of the voting rights belong to the “supporting members” and most of them have multiple voting rights reflects the huge donations of Siemens and Adidas worth many millions of Euros. Without these commitments the start of the school in Herzogenaurach and a new state-of-the-art school building in Erlangen would not have been possible.

4. Board of Directors

The total “board of directors” consists of at least four and up to twelve members. Each member serves for a term of three years. The board of directors has a chairman, a vice-chairman, a secretary and a treasurer. These four members make up the registered “board of directors” according to § 26 BGB (German Civil Law), which

has the power of attorney to represent the association vis-à-vis third parties. One major difference compared to associations of other international schools lies in the composition of the board of directors. Whereas in most of the international schools the board of directors is totally composed of representatives of the parents, at the FIS the board chairman and half of the board members come from the “supporting members.” This regulation of the FIS has proven to be quite successful in the past as it is a stabilizing element in the governance of the school and provides continuity. The history of the FIS as well as of other international schools shows that changes of representatives of the parents take place often since the fluctuation of students at international schools is usually high. In contrast thereto the “supporting members” have a long-term commitment to the FIS. Board changes on the “supporting members” side are quite rare. Thus the “supporting members’” representatives are an important part of the corporate memory of the FIS and stand for the realization of the long-term strategies of the FIS. On the other hand the representatives of the parents have a better insight into the business of the school and make valuable contributions from their perspective. >>>

History also shows that conflicts between the board members representing the parents and those representing the supporting members are rare. In almost all cases decisions were made unanimously. In the exceptional cases where no unanimous decision could be reached, there were no decisions involving parents' representatives versus sponsors' representatives. The question of representation was no criterion for the decision-making process. The composition of the board of directors is a well balanced mix and one reason for the success of the FIS. Board meetings usually take place every two or three months. Regular guests are the school director, the head of administration, the business manager as well as the principals of the high school, middle school and elementary school. The board has formed several committees such as the presidential committee, the fund-raising committee, the policies committee etc., in which most of the work is done and board resolutions are prepared.

5. The Parent Teachers Organization, PTO

An important body for the good governance of the FIS is the PTO (*Elternbeirat*). Its purpose as stipulated in the by-laws of the association is to mediate between parents, the school director and the board of directors.

In fact, the PTO assumes many more responsibilities such as the organization of school festivals, the welcoming of new parents, in particular from abroad, and the co-ordination of parents' activities and fund-raising activities.

6. The Board of Trustees

The FIS also has a board of trustees (*Kuratorium*) which is composed of prominent people in the community. The board of trustees advises the board of directors especially regarding organizational matters, public relations and provides contacts to local and other authorities as well as business executives.

II. Freunde der Wirtschaft der Metropolregion Nürnberg/ Nordbayern für die Franconian International School e. V.

From a financial point of view, the Freunde der Wirtschaft der Metropolregion Nürnberg/Nordbayern für die Franconian International School e. V. is crucial for the well-being of the FIS. It generates donations which help the FIS to meet its financial obligations, which due to the costs of the new school building are now very high. Its aim is to raise at least Euro 120,000 per year in donations. Organized as an independent non-profit association, donations to it are tax deductible.

All in all the school operations are carried out smoothly within their legal framework. The different bodies of the organization work together efficiently and contribute to the success of the FIS. A minimum of time is spent on legal matters. The legal settings have proven to be viable and resistant and the governing skeleton of the FIS does not show any signs of deterioration – which is not a surprise ... the FIS is still a young organization.

Dr. Thomas Lask
Vice-Chairman of the Board of Directors
European Counsel Kennametal Europe Holding GmbH



From left to right:
Dr. Thomas Lask (Vice-Chairman),
Tanja Weiß, Steve DeSanto,
Marcel van Leeuwen (Treasurer),
Michael Ahlers, Matthias Malessa,
Ralf Guntermann (Chairman),
Johannes Schmidt,
Dr. William Sheldon (Secretary),
Dr. Clemens Bloß

The Economics of the FIS: Personal, Regional and Global Economic Development



Marcel van Leeuwen

Being a not-for-profit association, based on its own financial resources from fees and tuition the FIS would never be in a position to finance a new school building. Yet today, we can witness a wonderful new compound, designed to be a home for the continuously growing school. How and why was this financed?

While the FIS has always enjoyed the support of a handful of generous private charitable sponsors, the lion’s share of the school’s financing is not based on charity but on a sound economic calculation. Besides the school fees to cover a part of the school’s regular operations, the financing of the new school as well as a part of its operations is coming from three sources, all of which have a sound financial interest in investing in the Franconian International School.

First, as a “staatlich genehmigte Ersatzschule” (a school acknowledged by the state to be a fully licensed alternative to a state school), the FIS is entitled to school subsidies. For this, the FIS works very closely with the school authorities of the state of Bavaria and the government of Middle Franconia. This way the state secures the availability of high-quality international education, coming at a cost to the state that is no higher than the cost of any other comparable state school.

Second, the City of Erlangen has supported the school by providing a piece of land at terms that enabled the school to realize its building project. Also, the city has been supportive in the planning and building phase of the new school. Of course, this makes good economic sense to the city. An international school is one of the key prerequisites to attract and keep companies that operate internationally. Cities are increasingly finding themselves in competition to attract companies that provide jobs and support economic development of the region. Nowadays most of the companies that are attractive to the city operate internationally.

Third, but definitely not least in importance, private corporations are supporting the school with major financial donations. With its large commitment in financing and supporting resources, Siemens has paved the way for the realization of the building project. At the same time, the school counts itself very lucky to have retained the founding major corporate sponsor of the school, adidas Group. Both companies are perfect examples of the economic sense that investments in international education make to corporations.

As the CEOs of both Siemens and adidas Group have stressed, it is vital to companies to not only operate internationally but to be international. This naturally incorporates sending people abroad, just as well as bringing people in from abroad. For families with children, this will only work out if they have the guarantee that their children will receive good international education. Not only do the parents need high-quality education for their children, they also need a school that offers international compatibility. Therefore the school needs to be experienced in integrating incoming children from different cultures and backgrounds. At the same time, the school needs to make sure that outgoing children can continue their academic development at other international schools around the world. This international compatibility is needed not only for foreign parents coming to Germany, it is equally important to German parents moving abroad.

Of course, the school’s main mission is to enable the personal development of its students. Yet, in doing this, the FIS is also contributing to the economic development of involved corporations and regions. Within the FIS community it is only natural that people come in from and go out to many countries of the world. Indeed, the FIS is one of the facilitators of international development, benefiting the involved corporations, the economy of Middle Franconia, and the many

local regions throughout the world in which FIS alumni and their parents will be active.

Against this background, the financial support from all parties involved is not only an investment in the personal development of the FIS students. For all parties, it is also a sound investment in their own future.



Board of Directors Tour on August 21st with the Regierungspräsident of Middle Franconia, Dr. Thomas Bauer
From left to right: Petra Niemczyk, Tanja Weiss (standing), Marcel van Leeuwen, Dr. William Sheldon, Dr. Thomas Bauer, Matthias Malessa

Marcel van Leeuwen
Treasurer of the Board of Directors
Geschäftsführer YEALD Vermögensmanagement GmbH

The Kindergarten



Jane Jäger

The move to the new building in the Röthelheimpark is an exciting phase in the history of the FIS.

The doors to the FIS Kindergarten opened for the first time on Wednesday 12th January 2000 in the Dassler Villa, Herzogenaurach. Initially we had one group of 17 children four to five years old from both international and German families. Due to demand we opened a second group in September 2003, increasing overall enrolment to 30. This solved the problem of a waiting pool for a while but applications continued to flood in.

With the opening of the new purpose built school building in Röthelheimpark, this problem will hopefully be solved. There in a separate Kindergarten tract we have room to accommodate up to 100 children in 6 different classrooms. In addition to the four classes for 4- and 5-year-olds, we will introduce a new program for 3-year-olds. These two classes will allow us to meet the needs of many parents and allow them to become acquainted with the FIS for future years.

The concept of the Kindergarten follows the international philosophy of the FIS and serves the international families from the area as well as those German families who wish their children to be internationally educated. The children are taught in English and German by a team of internationally educated teachers – British, American and German.

Jane Jäger
Head of Kindergarten



From left to right facing the camera: Tomer Ashlag, Annika Strauss, Lola Blucher, Sabrina Manna, Ella Renners, Lauren Dond, Fay Jonkers, Beau Jonkers, Annika Lueg, Giacomo Cesano, Chika Hikita, Kai Dörring, Constantin Grepentin, Signe Nord;
Scene: Mrs. Jäger teaching 4-year-olds that roots grow down



Back row: Fay Jonkers, Ella Renners, Sabrina Manna;
Middle row: Giacomo Cesano, Constantin Grepentin, Annika Strauss, Jette Kunze;
Front row: Beau Jonkers, Kai Dörring, Tomer Ashlag, Signe Nord, Annika Lueg, Anna Strasser, Mrs. Samareanu, Chika Hikita, Lauren Dond;
Scene: 4-year-olds reading with Mrs. Samareanu is so much fun

From back to front:
Garance Manzon, Anina Gaudio, Drew Leek, Kohei Miyoshi;
Scene: 5-year-olds in computer class



From left to right: Frederik Doht and Sebastian Fackelmann;
Scene: 5-year-olds building a tower on their own



From left to right:
Signe Nord, Sabrina Manna, Jette Kunze, Giacomo Cesano,
Tomer Ashlag, Kai Dörring, Mrs. Ashlag, Annika Strauss, Ella Renners;
Scene: Mrs. Ashlag enjoying Hannukah with 4-year-olds

The International Primary Curriculum (IPC)



Glenn Lawler

International schools have always faced the issue of finding a curriculum that is best suited to the needs of the students who come from a wide variety of different countries and different school systems. State schools teaching a set national curriculum do not face this problem. In recent years there have been major developments in designing curricula suited especially for international elementary schools. One of these is the International Primary Curriculum (IPC). It has been developed over the last 15 years and the number of international schools adopting this new curriculum is increasing every year. The FIS made the decision to adopt this programme back in 2006.

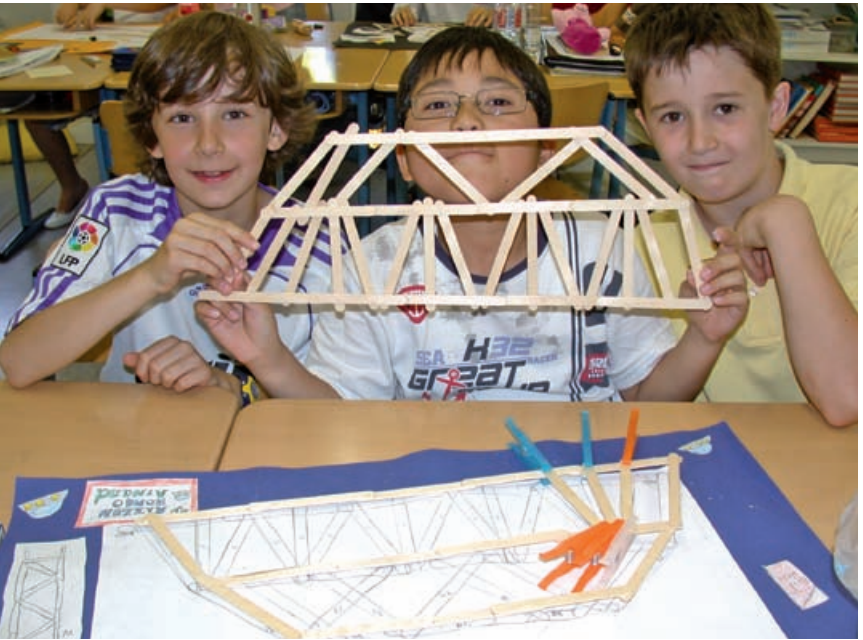
So what is the IPC? The IPC is a challenging and exciting inquiry-based curriculum with over 90 Units of Work providing the most appropriate support for teachers to develop children’s learning. It is an international curriculum used by around 400 international and national schools world wide in 47 countries.

The IPC is based on a set of standards or learning outcomes which clearly defines what children should be capable of at certain important periods of their development. The learning goals are clearly identified in terms of the development of knowledge, skills and understanding and have a clear parallel to our current FIS curriculum. The IPC is influenced by research into the brain and the development of brain-friendly learning and teaching strategies. The activities also take into consideration the different learning styles of children.

Inquiry and teamwork are built into the IPC Units, giving the students the chance to become self-motivated, interested and committed learners. There is a comprehensive assessment package based on the learning outcomes. The assessments are authentic, and skills based.

The IPC includes the development of international understanding as an integral part of all that it does. There are international learning activities and goals in every Unit of Work. Each unit contains activities that focus on international issues. Each unit contains specific activities which require children to think about their study from an international perspective.

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From left to right: Romeo Dugardin, Raiken Takahashi, Armand Alija;
Scene: In Grade 4 class – bridge design and construction for IPC topic “Rivers”



From left to right: Anne van Leeuwen, Alexander Churchill, Emma Ohlmeyer, Matthew Cambizaca, Robert Bergner, Tom Galasek, Katharina Trappe, Sophie Reid, Denizhan Akar;
Scene: In Grade 2 class – Visiting the Nürnberg Zoo for IPC topic “Saving our World: The Rainforest”

The IPC ensures consistency throughout the Elementary School. With its stimulating units it enables teachers to focus on learning and make learning fun. It supports parental involvement. And it allows easy integration with our existing curriculum. The IPC Units are mainly Science and Social Studies based and provide links into the other areas of the curriculum. There are IPC brochures available in the school office. Information is also available on the IPC website: www.internationalprimarycurriculum.com

The Kindergarten and Elementary School launched the programme at the beginning of the 2006/2007 school year. Both the teachers and students have noticed a positive change in the learning at the FIS since the launch.

Glenn Lawler
Elementary School Principal



3 boys on left: Max Kyle, Noah-Baptiste Hammer, Matthew Williamson (the boys on the right are hard to see); Scene: In Grade 3 class - Making brezel at the Bad Windsheim Freiland Museum for IPC topic "Community: Living Together"



From left to right: Tarik Scheffler, Mrs. Scheffler, Susanne Lechler, Rhys Thomas and Sophie Renners; Scene: In Grade 1 class – constructing birdhouses. IPC topic "Buildings and Structures"



Marlene van Leeuwen; Scene: In Grade 4 class – Investigating at the Aurach River for IPC topic "Rivers"



From left to right: Saga Nord, Stephanie Russell, Daan Reneman, Martina Manna, Rebecca Cartwright, Anne-Fleur Koster, Friederike Maag, Adriana Samareanu; Scene: In Grade 3 class – Egyptian day for IPC topic on "Archaeology: Treasure"

Overnight Class Field Trips



Peter Thorpe

Overnight class field trips have become an integral part of the Middle and High School programs at the FIS. These week long events provide students with the opportunity to experience educational activities outside the walls of the school building while bonding with their classmates and teachers. The first of these week long field trips took place in June 2002 when the Grade Five class (at the time the oldest students in the school) endured a 10 hour train trip to get to Anzère, Switzerland, to take part in a week of outdoor education provided by Village Camps. The students participated in many ecological games as well as hiking trips and mountaineering activities. During the 2002-2003 school year the Grade Five and Six classes combined forces and took off to the Euro Space Centre in Transinne, Belgium, for a week of astronaut training on the multi-axis chair and the moonwalk simulator. They also had the opportunity to take part in a real space shuttle flight simulation. It was a truly out of this world experience! The next year the school added a Grade Seven class and the entire middle school headed to the Berchtesgaden region of southern Germany for some fresh air and exercise. The Grades 5 and 6 classes stayed in the Hintersee area where they learned to rock climb and rappel, visited the salt mines and went hiking while the Grade 7 class climbed up to 1680 m above sea level to their somewhat rustic accommodation at the Blaueishütte. They also took part in many climbing activities and hiked to the summit of the Schärtenspitze.



Luisa Smith rappels off a boulder near the Blaueishütte, September 2007

In the 2004-2005 school year the Grade Eight class took part in the first student exchange offered at the FIS. Our Grade 8 students had been studying Spanish for three years and were given the opportunity to put their knowledge to the test as they spent a week living with families from the Instituto de Educación Secundaria school in Llaneras-Oviedo, Spain. Later in the year the same Spanish students came to experience a week at the FIS while living with our students and their families. It was a wonderful way to promote international awareness while learning to celebrate the variety of cultures available in Europe.

During the same year, the Grade 5, 6 and 7 classes learned to walk in the footsteps of the American Indians as they visited an Indian camp on the bank of the Danube River. The students learned about Native American songs and spirituality and how to live off the land around them. At this point, after having sampled several field trip opportunities available, the Middle School classes solidified their offering for the upcoming years. The Grades 5 and 7 classes have continued to head to Berchtesgaden with the Grade Fives exploring Hintersee and the Grade Sevens climbing to the Blaueishütte. The Grade 6 classes have persisted with their Space Camp training and the Grade 8 classes remain the FIS ambassadors on the Spanish Exchange program.



Karim Nour operates the mechanical Canada arm on the spaceshuttle replica at Spacecamp. June 2003

With the addition of High School classes at the FIS, the field trip program began to look further afield for quality experiences to enhance the academic program. In school year 2004-2005, the Grade 9 class spent a week in Berlin studying German history while visiting sites such as the Reichstag, the Jewish Museum and the Sachsenhausen concentration camp. The following year, the Grade 9 and 10 classes travelled to London, England, where they took in the world of Shakespeare, the Tate Gallery and the Science Museum. In this, the last school year before the FIS moves to Erlangen, the Grade 9 and 10 classes will again visit Berlin, while the Grade 11 class visits the Romanian orphanage that has been the beneficiary of many school fundraising projects over the past several years. As the school continues to grow, the field trip program continues to find new and exciting ways to enrich the educational experiences of the students at the FIS.

Peter Thorpe
Middle School Principal

English as a Second Language (ESL)



Sabine Lang

What is this? Why is it important? Who joins this programme? How is it structured? What happens in the lessons? – These might be some of the questions that you have as you read the title of this article.

Since English is the language of instruction at the FIS and our students come from all over the world, we have an “English as a Second Language Programme” (ESL). Students who do not speak any English or whose English is not yet sufficient to cope successfully in most situations in the mainstream classroom receive support through this programme. Our ESL Programme

is levelled and provides instruction for beginners, intermediate and advanced students. Language teaching is linked to other areas of the curriculum through theme-based topics and/or content work from the mainstream classroom. We consider it important that the language



“Carnival is fun” Guess what we’re dressed up as? Lisa Winter, Saga Nord, Kalle Niskanen, Ms. Koyama, Leo Winter, Jan Bolz, Sarah Bühler, Valerie Stirnweiß

objectives are taught through the content, i.e. mainstream topics from Science, Social Studies or Maths, so that ESL students have about the same background knowledge, skills, strategies and concepts as their peers in the mainstream classroom. On the one hand, our ESL teachers take students out of the mainstream classroom to provide language instruction in the ESL classroom (pull-out lessons), as well as content-area support. Content-area support includes pre-teaching and reinforcing of vocabulary and concepts taught in the mainstream class. On the other hand, we also accompany our ESL students into the mainstream classroom to assist them with content work (push-in lessons).

Push-in classes allow ESL teachers to assess how students are coping with the content work, to collect information to direct future pull-out teaching and to observe how ESL students are integrating socially into the mainstream class.

The teaching team supports ESL students until they are able to function independently, both academically and socially, in the mainstream classroom. We try to integrate the ESL students fully in the mainstream classes as soon as possible. To this end, a supportive environment is



Our ESL students from Grades 5 to 8 ran a quiz show and tested the teachers’ and the students’ general knowledge; From left to right: Anna Leena Hagel, Richard Grund (both Grade 6), Peter Thorpe (Middle School Principal)

provided in both ESL and mainstream classes to encourage students to take risks in their language learning and to increase their self-confidence. Language is taught and practised within natural contexts and meaningful situations, in which the students feel accepted, happy and comfortable while feeling challenged at the same time. Misunderstandings and mistakes are accepted as essential in the learning process and the ESL teachers make their students aware of this fact. We use a variety of methods and materials to meet the different language learning styles of our students, including visual, auditory and kinaesthetic learners. These include art projects, communicative activities, drama and movement, songs and rhymes, field trips, computer programmes, Internet websites, books and magazines, as well as board games, maps, pictures and puppets. Certainly we also include

literature and written work in our lessons. We believe in the maintenance and the valuing of the students’ native language and culture. Therefore, we are committed to supporting parents in working with their children at home and to assisting all ESL students in their language learning wherever needed.



Our Grade 2 ESL students telling each other about their costumes: “We are dangerous pirates.” Grade 2 ESL students Jin Manabe and Anne van Leeuwen

Hi, my name is Victor and I am 11 years old. I am in Grade 7 at the Franconian International School. In ESL, I learned many things. For example, when I arrived 2 years ago I couldn’t even say the alphabet correctly and now I can speak English in the past, in the present and in the future and I also know how to say and write many irregular verbs. In ESL we do many activities. For example, one day, we went to the swimming pool and we interviewed some people in English. I really like ESL because all the activities we do we do them in a fun way. One time each of us had to prepare something from his/her country. I made French crêpes, a Colombian girl made Colombian pancakes, a German girl made potatoes with sausages and our teacher made pizza. Another day we watched a movie about geishas (which was really interesting) and we had to write an essay about it. It was a really good experience because I learned many words and it helped me later to speak better English. When I (will) leave the school I will really miss ESL because it is there I learned all my English in a fun way.

Victor Morel

Grade 7

Sabine Lang

Head of the ESL Department

¡Vamos a España!



Laura Pontones

El español es la tercera lengua del mundo en hablantes (tras el chino mandarín y el inglés) y en número de países donde es lengua oficial. Según numerosos estudios, el número de personas que hablan español en el mundo ronda los 380 millones. Por este motivo es de suma importancia la enseñanza del español, sobre todo en nuestro colegio internacional FIS, que está inmerso en un entorno multicultural.

Nuestro programa educativo contempla la enseñanza del español como lengua extranjera a partir de sexto año (Grade 6). En esta primera etapa el alumno comienza a familiarizarse con el vocabulario y expresiones del idioma, avanzando paulatinamente en séptimo (Grade 7) y octavo (Grade 8) profundizando en temas gramaticales y vocabulario. Más tarde en el Ciclo Superior (High School) se prepara al alumno para realizar los exámenes oficiales tales como IGCSE y IB.

Reconociendo la fundamental importancia del idioma español, nuestro instituto ofrece un intercambio estudiantil, no sólo para mejorar y ampliar las destrezas lingüísticas, sino también para profundizar el conocimiento de la cultura hispana. Este intercambio se realiza en el tercer año de estudio del español (Grade 8) con el Instituto de Educación Secundaria de Llanera en Asturias (norte de España), el cual se llevará a cabo en septiembre de este año por quinta vez.

Para que la experiencia sea productiva es importante tener una buena base teórica sobre la cual poder trabajar, aunque no es obstáculo alguno el hecho de tener sólo conocimientos de principiantes. Los resultados han sido siempre completamente satisfactorios, viviendo una experiencia imborrable.

El programa de intercambio es preparado conjuntamente por las dos instituciones y consta de dos partes. En la primera, los alumnos del FIS viajan una semana a España acompañados de sus profesores. Allí los recibe la familia anfitriona, en la cual permanecen toda la semana, participando activamente de la vida familiar de la misma. Meses más tarde, en la segunda etapa del intercambio, los alumnos españoles nos visitan por una semana en Alemania, hospedándose en casa de sus primeros huéspedes. De esta manera se realiza un intercambio recíproco, donde el alumno pasa de anfitrión a huésped y viceversa. En ese tiempo se realizan juntos actividades de todo tipo: viajes en canoas o trineos de verano, visitas a parques y museos, como así también la asistencia a algunas de las clases en ambas instituciones. Por mi parte creo que la clave del éxito radica en integrarse lo máximo posible a la cultura del país y desenvolverse solo en un entorno donde es imprescindible hacer uso de todas las técnicas de comunicación aprendidas.

Lo más conmovedor es el testimonio de muchos participantes que radica en una singular experiencia multicultural, el perfeccionamiento del idioma español y un estrecho vínculo de amistad con la familia anfitriona, el cual se mantiene durante años, teniendo la oportunidad de visitarse mutuamente.

Concluyo afirmando que para mí y los otros profesores que acompañamos al grupo de alumnos es también una experiencia muy valiosa el poder verlos poner en práctica todo lo aprendido en clase y sobre todo poder compartir con ellos momentos inolvidables.



Grade 8 and exchange students at the school in Llanera

Laura Pontones

Profesora de español

Head of the Spanish Department

Deutsch? – Deutsch!



Evelyn Hempel

Mark Twain, so lautet eine Anekdote, wurde gefragt, was er von dem deutschen Philosophen Hegel halte. Das könne er beim besten Willen nicht sagen: Er habe erst drei Bände gelesen, doch das Verb stehe im vierten. Diese Merkwürdigkeit also, das so genannte Tätigkeitswort ans Ende des Satzes zu stellen, wie lang er auch sei, ist nur eines von vielen Hindernissen, denen sich Fremde beim Erlernen der deutschen Sprache stellen müssen. Dennoch: sie tun es. Rund 20 Millionen Menschen weltweit lernen Deutsch.

„Wenn du im 21. Jahrhundert wirklich mitspielen willst, kannst du mit dieser Sprache viel erreichen, denn schließlich kommunizieren über 100 Millionen Menschen auf Deutsch!“ wirbt die Internetseite des Goetheinstitutes für eine der führenden Sprachen in Wissenschaft, Literatur oder Kunst. Somit nimmt Deutsch weltweit den 12. Platz ein. In der EU ist es die meistgesprochene und nach Englisch auch die an den Schulen meistgelernte Sprache. Im Internet liegt Deutsch auf Platz 2, was den Anteil der Sprachen in der weltweiten Buchproduktion angeht – nach Chinesisch und Englisch – auf Platz 3. Sprachliche Kompetenzen sind immer eine gute Investition: Internationalität und interkulturelle Kompetenz sind heute wichtige Schlüsselqualifikationen für den wirtschaftlichen Erfolg.

Der Deutschunterricht an der Franconian International School trägt diesem Ziel Rechnung. Das Erlernen einer Fremdsprache ist ein wesentlicher Aspekt der Gesamtentwicklung eines jungen Menschen.

Dem Erlernen der deutschen Sprache kommt dabei eine besondere Bedeutung zu, denn die Schüler der FIS können Deutsch im täglichen außerschulischen Leben anwenden. Durch die Sprache gewinnen sie Einsicht und Zugang zu Tradition, Brauchtum und Alltagskultur, insbesondere der Kinderkultur des Gastlandes. Die Erfahrung, die unsere Schüler in einer entspannten, fördernden Atmosphäre machen, bilden die Grundlage dafür, sich auch nach Rückkehr ins Heimatland oder in andere Länder weiterhin mit der deutschen Sprache und Kultur zu beschäftigen.

Die Methodenvielfalt, die im Deutsch als Zweitsprache-Unterricht Anwendung findet, berücksichtigt und respektiert die verschiedenen Lerntypen der Schüler im Hinblick auf ihr individuelles intellektuelles, emotionales, soziales und physisches Lernen. Unsere Lehrkräfte schaffen durch motivierende, anschauliche, helfende und informierende Anregungen sowie Denk- und Handlungsanstöße den Rahmen für lebendige und zyklisch sich erweiternde Lernsituationen. Im Vordergrund steht das systematische an Themen des IPC (International Primary Curriculum) orientierte Lernen. Dem Lernenden eröffnen sich so Perspektiven und Entwicklungsmöglichkeiten hin zu einer mehrsprachigen und differenziert kulturellen Zukunft in einer globalisierten Gesellschaft.

Neben dem Deutschunterricht als Fremdsprachenerwerb bieten wir aber auch unseren deutschen, muttersprachlichen Schülern beste Voraussetzungen, sich auf ihre akademische und berufliche Zukunft vorzubereiten. In den Klassen 5 bis 8 orientieren wir uns am bayerischen Gymnasiallehrplan. In der 9. Klasse folgen wir dem etablierten Plan der Cambridge University für Deutsch als Muttersprache, der mit dem IGCSE Examen Ende der 9. Klasse abgeschlossen wird. In einem eigens vorbereiteten Literaturkurs sollen sich Schüler der 10. Klasse mit den deutschen Klassikern beschäftigen, um sich so auf das IB Programm vorbereiten zu können.



Back row (left to right): Julian Pagani-Salinas, Samkrithi Cheemalamarri, Ms. Hempel, Shiho Inui, Moeka Kogane, Lanie Thompson
Front row (left to right): Kohei Miyoshi, Charlie Asquit, Zoe Coles, Anina Gaudio
Scene: Grade 1 German Beginners, introducing themselves with the help of Hops

Dieses Programm führt in den folgenden zwei Jahren zum weltweit anerkannten International Baccalaureate (IB). Auch hierbei wird zwischen Muttersprachlern und Nicht-Muttersprachlern differenziert, so dass wir jedem Studenten einen passenden Lehrplan bieten und auf diese Weise das Interesse und die Freude an Deutsch nahebringen und vertiefen können.

Evelyn Hempel
German teacher

Physical Education



Mila Fischer

Physical Education contributes, primarily through movement and team experience, to the total physical/social growth and healthy development of all children. Through participation in Physical Education, students develop the knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits and to live an active, healthy lifestyle. Physical Education helps children to develop respect for the body and health – both their own and others. Furthermore, it enhances social development by preparing children to cope with competition, winning and losing, and to co-operate and collaborate.



Adrian Haug

The Physical Education Program guides all children, whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, into being physically active for a lifetime. The PE Program is structured so that the duration, intensity, and frequency of activities motivate students and meets their individual needs. It includes:

- mastery of basic skills and understanding of motor skills related to a variety of physical activities so that each individual can make positive decisions about physical activity choices,
- experience that encourage children to question, integrate, analyse, communicate, and apply cognitive concepts about motor skills and physical activity,

- opportunities to improve social and cooperative skills, and to gain a respect and appreciation for diversity,
- use of fitness education and assessment to help children understand, enjoy, improve, and/or maintain their physical health and well-being.

Teaching objectives for Physical Education have been divided into five components: Motor Skill Development, Physical Activity, Movement/Rhythmic Development, Social Skill Development and Safety.

The Kindergarten PE Program focuses on the development of motor skills and movement concepts and introduces physical activity for fun, enjoyment and health. Experiencing movement is critical to future participation. Appropriate social interaction, basic knowledge of the body, and participation in organized games are addressed. Safety is stressed in all activities. Elementary school children derive developmental and personal meaning from movement and enjoyment as they gain competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction, and group membership and serves an important role in physical maturation processes. The goal of the PE Program at the High School level is to provide students the opportunity to comprehend and experience the benefits of physical activity in their lives.

The program consists of a plan of activities that demonstrates these benefits. Developing the major components of fitness assures self-management skills necessary for an active lifestyle. To promote the concept of lifelong learning to personal health and wellness, the High School PE Program reinforces the major components of the other programmatic levels.

To overcome any potential barriers to learning in Physical Education, if required, students will be offered:

- adapted, modified or alternative activities that have integrity and equivalence to the activities in the PE Program and that enable the students to make progress,
- specific support to enable them to participate in certain activities or types of movement,
- careful management of their physical regime to allow for specific medical conditions.

Students showing exceptional performance are given the opportunity to challenge themselves and extend their skills and knowledge through alternative work or work at a higher grade level. Apart from regular lessons, the school offers a variety of extracurricular sports activities such as swimming, basketball, soccer, volleyball, cricket, indoor hockey, tap dance, cheerleading, gymnastics, running groups and fitness. Some competitive sports have been offered in the past; more will be possible after the move to the new school in Röthelheimpark.



Tug-of-war with Kindergarten students

In 2008-2009 the FIS sports program will offer more in-depth playing experience over a longer period of time. For this reason the PE Department is planning to establish the first ever FIS competitive sports teams that will participate in the City Championships (Schulsport-Wettbewerbe). This will include basketball, soccer and volleyball. The PE Department will also run a series of mini-tournaments and/or friendly matches throughout the whole school year in a wide variety of sports and for all age groups. Relations with other International schools will be expanded. A FIS Sportverein (Sports Club) is planned to integrate FIS students and their parents into the sports programs of the local community, like the SpVgg 1904 Erlangen, and into the NECIS (Northern European Council of International Schools) network. >>>

“Through dedicated and focused practice, we will develop the skills, ideas, and attitudes necessary to prepare for a lifelong love for movement, competition, and team work.”

Mila Fischer
Head of the PE Department

Adrian Haug
PE teacher



Grade 4 students Maxi Distler and Paul-Louis Van-Uem running 400 meters



Matthew Dennet (Grade 4) High Jump competition

Music at the FIS

The Music Program at the FIS has developed over the past several years into a strong, multi-faceted programme that encourages students to develop an understanding and appreciation for a wide range of music styles, develop and extend their own musical interests and increase their ability to make judgments of musical quality. In the early years of the school, music classes were taught by elementary classroom teachers as part of the general program.

At the start of the 2001-2002 school year, the program got a boost with the addition of a music specialist and a new piano, purchased with funds raised by the PTO. From this point on, the Elementary Music Program began to follow the Orff method of music instruction, incorporating mallet instruments, recorders, singing and movement into class activities. In school year 2003-2004 a band program was introduced at the Grade 6 level offering instruction on the flute, clarinet, trumpet, trombone and percussion instruments. It has continued to grow over the past several years and now extends through Grade Nine. Additional instruments that are now available include alto and tenor saxophones, French horn and baritone.

With the addition of the High School, music classes have moved away from instrumental performance based classes due to the wide range of musical abilities among the students at this level. Instead, High School music classes take a deeper look at Music History from Gregorian chant to 20th Century Jazz as well as music appreciation from all corners of the globe. Music has also been an important part of the After School Activity Program at the FIS. Over the years, activities such as “Music with Mallet Instruments,” “We’ve got Rhythm,” “Recorder Club,” “Guitar Club,” Choir and the ever popular Jazz Band have been offered to help extend the music curriculum.

Peter Thorpe
Middle School Principal and Head of the Music Department

Middle School and High School Annual Spring Concert



Johannes Heyl

On May 29th the Music Department held its annual spring concert at the Convent Campus for Grades 5 to 9. It was sweltering hot on the terrace, but we were very excited about playing our instruments in front of the parents. The concert started a bit after 4 o'clock and lasted for just over an hour. Mr. Thorpe had planned the programme in a way that allowed students to play their band instruments according to their abilities and experience. The concert began with Grade 7 and the Beginner Grade 9 bands playing one song. Other groups followed: class bands and sometimes a combination of grades, each playing one or more songs.



There was a mixture of traditional and rock music. In the Grade 6 Band there was a student playing the oboe, the first ever 6th Grader playing this instrument. The youngest students in the Middle School,

the Grade 5s, played on their recorders. Budding musicians! We had two great piano soloists: Marina Tomari played “Impromptu” and Leon Rodi played a piece by Beethoven. Great job, Marina and Leon! Then along came the FIS Jazz Band and wow, they were fantastic. Their two singers singing ‘Big Time in the City’ sounded very professional. Grades 7, 8 and 9 rounded off the concert with Robert W. Smith’s “The Tempest.” Before and during the show, one could buy a drink or two at the PTO stand. Parents could also go inside the school building to look at the art exhibition arranged by Ms. Müller. What an amazing collection of drawings and paintings!

The band concert was a fun experience for everyone. Thank you Mr. Thorpe and all the teachers who helped make this concert enjoyable for both students and parents.



Johannes Heyl
Student Grade 6

Middle School Science Week Trips

Last week the Middle School participated in Science Week. We went to the Planetarium in Nuremberg and the Deutsches Museum in Munich.

At the Planetarium, we learned a lot about space. It was set up so that we could see a sky in movement on the ceiling. During the presentation, the director showed us the Big Dipper, the Little Dipper, the Northern Star and the Zodiac Signs. The Zodiac Signs represent the months of the earth year. We did some hands-on science activities such as trying to make the tallest paper tower and a cargo package for an egg.

We only had a set amount of materials to use for both of these science projects. This forced us to stretch our imaginations with hopes of reaching our goal in an effective way.

The next day, we went to the Deutsches Museum. It is very big and has so many things to see. Each class received a topic to learn about. The Fifth Graders received the topic of power engines, steam engines, and water wheels. Jaelyn said: “What I found interesting were the windmills. I learned that if you do not build a windmill in the direction that the wind is blowing, the mill will collapse.” Janeice said: “What I found interesting were the musical instruments. I was able to see many different instruments and to learn how they have improved over the years.”

We really enjoyed the Science Week and look forward to it again next year!

Janeice (Grade 6) and Jaelyn (Grade 5) Millon
Students



Janeice Millon



Jaelyn Millon

Model United Nations Conference



Dr. Liam Browne

Armed with policy statements, resolutions, speeches and a fear of the unknown, 8 students from the FIS High School set out for the Model United Nations (MUN) of the International School of Stuttgart on April 3rd, 2008. The International School of Stuttgart was hosting its first Model United Nations. It concentrated on the crucial issues facing the planet caused by climate change and specifically on those raised by the International Polar Year 2008 campaign.

The FIS students were divided into two delegations and were given the very demanding task of representing China and France. France was ably led by their ambassador, Conor O’Flaherty; the remainder of the delegation consisted of Jasmin Millon on the Security Council, Jacqui Almond on the Economic and Social Council and Yao Yang on the Special Conference committee. Chris Niksch was the Chinese ambassador, Felix Katzer was on the Security Council and Ellie Welsman and Declan O’Flaherty made up the rest of the Chinese delegation.

From the start the FIS MUNers were involved in some intense lobby-ing. On the second day Conor and Chris, as ambassadors, had to give opening speeches to the General Assembly; quite a daunting task considering the number of people present. The FIS delegates representing France and China were very much on the forefront of this MUN, lobbying intensely, merging and amending resolutions. The delegation from China had to take center stage on Sunday as they were in the midst of a crisis in which a Chinese naval ship armed with two nuclear warheads entered Russian Arctic waters. >>>



Chris Niksch (middle) and Yao Yang (right);
Scene: FIS students representing China and France



From left to right: Conor O’Flaherty, Yao Yang, Jasmin Millon, Ellie Welsmann, Dr. Browne, Declan O’Flaherty, Jacqui Almong, Felix Katzer and Chris Niksch

After three days of parliamentary procedure and early rises, this group was exhausted on their return. I would like to take this opportunity to congratulate all the FIS MUNers on a job well done.

MUN workshops will take a break for the next two weeks and will then resume preparations for the Model United Nations of Alkmaar, Holland at the end of June.

Dr. Liam Browne
High School Principal



Fundatia Inocenti

For the last two and a half years, the FIS has been fundraising for *Fundatia Inocenti* in Bistrita in Romania. Now that *Fundatia Inocenti* is about to celebrate its tenth anniversary, I would like to take this opportunity to reveal a little more about the project. You may remember a Boston Globe photo-documentary by photographer, Michael Carroll and Dr. Bill Griffo of New York. It appeared in the spring of 1990 after the Hospital/Cornell Medical Center exposed the plight of Romanian orphans and the nation's pediatric AIDS epidemic.

At this time Romania was shaking off the shackles of the Ceausescu dictatorship. The country had a highly disproportionate number of orphans as a result of the brutalities of the regime and the disastrous economic situation. Fortunately, since the early 1990s the mission of *Fundatia Inocenti* has changed. With the improved conditions in Romania, the purpose of the organization is to support Romanian children and families in order to prevent abandonment.

Because of the work of *Fundatia Inocenti*, and other organizations like it, there have been dramatic changes in the way abandoned children are cared for in Romania. *Fundatia Inocenti* and its partner Romanian Children's Relief sponsor the professional development and daily work of 22 Romanian staff and more than 100 volunteers serving hundreds of abandoned and at-risk children and children with special needs. They aim to improve the lives of post-institutionalized children by

providing them and their foster families with counseling, training, physical therapy, advocacy, equipment, home visits and monthly support groups. They also work with Bistrita County Hospital to provide children with the psycho-social stimulation and early literacy activities needed for healthy child development. In addition, they conduct nutrition and child care classes for parents to help prevent abandonment. So as you can see the organization can no longer be simply labeled a Romanian orphanage. In fact the *Fundatia Inocenti* does not like the term orphanage associated with it.

Roberta's story is a reminder to all of us about what *Fundatia Inocenti* does. Little Roberta was born to a poor, single mother who abandoned her ten days later because she had heart and developmental problems. On 17 January Roberta was moved to the pediatric section of the Bistrita County Hospital. At ten months Roberta was transferred to the Bistrita Placement Center. Many people involved with *Fundatia Inocenti* have come to know Roberta and her sad story. So last year, when the French government gave *Fundatia Inocenti* a grant to create early intervention (E.I.) services for handicapped babies and toddlers in Bistrita County, little Roberta was chosen to appear on the posters encouraging families to come and get help for their children. Even though everyone knew that Roberta's condition would shorten her life to months instead of years, there was still shock when she died last year. *Fundatia Inocenti* tries to stop a repeat of such cases. >>>

Recently, publicity has revisited the plight of Romanian children in state run agencies. CNN International recently ran a story entitled “The Lost Generation.” In January, Science News reported on a comparative study looking at the thinking and reasoning developments of Romanian children in foster homes and those in state institutions. In other words, although the situation has improved dramatically from that of the early 1990s, a lot still needs to be done.

But of course, the ultimate goal of such a project is to connect people to each other. The FIS school community has been pivotal in this regard. Be it Girls Guides or Middle School Students or the Elementary School or Creativity Action Service (CAS) students, everyone has played their part. Past and present members of the PTO have also been crucial in orchestrating the FIS’s involvement in supporting *Fundatia Inocenti*. Members of our PTO visited Bistrita from 29th September to 2nd October. Without their involvement very little of this would have gotten started!

The Grade 11 class will take their class fieldtrip to Bistrita in June, 2008. They will engage in a series of projects which will not just satisfy CAS requirements, which encourages students to get involved in organizations that provide opportunities for improving the lives of others, but will also act as another tangible means of linking people to people.



From left to right: Declan O’Flaherty, Felix Katzer and Ivo Chladek;
Scene: Grade 11 Romania fieldtrip – working on a playground in Romania

Dr. Liam Browne
High School Principal

The International Baccalaureate (IB)

The International Baccalaureate Organization (IBO) was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. Its original purpose was to facilitate the international mobility of students preparing for university by providing schools with a curriculum and diploma recognized by universities around the world. Since then its mission has expanded, and it now seeks to make an IB education available to students of all ages. The IBO, along with approximately 400 other organizations, is part of the Economic and Social Council of the United Nations (ECOSOC). This relationship with the United Nations and its agencies does not extend to curriculum development or assessments.

<http://www.ibo.org/libna/actionpacks/documents/MythvFacts.PDF>

In April, 2007, the FIS became authorized to offer the IB Diploma Program.

The International Baccalaureate (IB) Diploma Program (DP) is taught in 2,075 schools, often in international schools, in 125 countries (as of 2007) around the world. It is the most widely recognized pre-university educational program. In February, 2000, the Conference of German Heads of Universities (Hochschulrektorenkonferenz) accepted the IB diploma for admission to German universities. It is conditioned on a certain combination of subjects, which can be fulfilled in the IB program. For more details, see www.anabin.de.

Over 800 universities in the United States alone recognize the IB Diploma as a mark of academic excellence. Such universities include Brown, Columbia, Cornell, Johns Hopkins, MIT, Princeton, Stanford, the US Air Force Academy, and the US Naval Academy. In the United Kingdom, most universities, including Oxford and Cambridge, accept the IB Diploma as an alternative to A-levels and Scottish Highers.

The diploma program is a challenging two-year curriculum designed for the last 2 years of the students’ education. More than a collection of facts, it challenges them to raise questions, to develop a sense of their own identity and culture and an understanding and appreciation of other cultures. The curriculum consists of 6 subject groups and a core comprising three separate parts. The 6 subjects include two languages, Individuals and Society, Mathematics and Computer Sciences, the Arts, and Experimental Sciences. Usually 3 of them are studied at a higher level, which means 240 hours of work. The remaining three are studied at the standard level, which means an accumulation of courses representing 150 teaching hours. The core to the curriculum consists of three parts: an Extended Essay, Theory of Knowledge (TOK), and Creativity, Action, Service (CAS). The core is compulsory and is central to the philosophy of the Diploma Program. >>>

In the Extended Essay, the individual student has the opportunity to investigate in depth a topic of personal interest. It is to be composed with writing skills expected at the university level. The Theory of Knowledge (TOK) encourages students to be critical thinkers and exposes them to epistemology. The CAS program makes students aware of life outside of academe. It involves them in artistic pursuits, sports, and community service. The FIS students, for example, can develop a CAS project from their involvement in the *Fundatia Inocenti* project (see p. 67f). If candidates successfully pass examinations in the languages and meet all the other criteria for successful completion of the Diploma Program, they are eligible to receive a Bilingual Diploma.

The assessment of student achievement takes place in many ways throughout the IB program. The goal is to achieve a common standard worldwide, which is as objective and reliable as possible. Faculty in the school, who fulfill IB qualifications, evaluate individual pieces of work, which include oral exercises in language subjects, individual projects, student portfolios, class presentations, and, where appropriate, laboratory work, mathematical investigations and artistic performances. There is also an external assessment. Students generally take six examinations, which include one in each of the above mentioned subject groups. The final exams are given on the same day worldwide, usually in May, and graded by a group of external educators. An exam taken in Erlangen in Chemistry might be graded in India.

There has been little inflation in the grades in the last years. Because of their objectivity and reliability, the externally marked examinations provide the larger share of the evaluation for each subject. For additional information, see www.ibo.org; and http://en.wikipedia.org/wiki/International_Baccalaureate.

Prof. Dr. William F. Sheldon
Founding Chairman (1995-1998) and now Secretary of the Board of Directors

Accreditation of the FIS

Early on in the school's development, a decision was made to align the FIS with the organizations which support international schools throughout the world. This link into the international schools' network provided many advantages for our school. We could take advantage of the professional development offerings of the organizations, adhere to their guidelines regarding membership, and eventually receive the stamp of approval for excellence and become an accredited school. Accreditation is an on-going process, which means that the FIS must constantly uphold high standards.

The FIS joined the Council of International Schools (CIS) and the Association of German International Schools (AGIS) in school year 2000-2001. With this move the FIS took the first step toward aligning itself with the guidelines set by CIS as standards of excellence. In school year 2003-2004 the FIS entered the accreditation program of CIS. By joining the New England Association of Schools and Colleges (NEASC) we became eligible to achieve accredited status from an additional internationally renowned association. The FIS hosted a preliminary visit with representatives from both of these organizations in the fall of 2003. The two visitors approved the school to undertake a rigorous self study based on standards for becoming an accredited school. The self study resulted in a year of further improvement for the FIS operation. All of the changes at the FIS were now made with the continually reviewed standards for accreditation in mind, which are based on what is considered

best practice today in international education. The self study was completed in the middle of school year 2004-2005. Based on this internal assessment the FIS hosted a visiting team of 8 professionals from schools around the world. The team was chaired by Bill Rose†, then Director of the International School of Vilnius in Lithuania. During the team's visit, the members verified the findings of the school during the self study in 7 major areas of school operation: philosophy, curriculum, governance and finance, staff, resources, student support services and student and community life. The final report presented the visiting team's findings. As a result both the CIS and NEASC Boards voted to award the FIS the status of an accredited school.

Most of recommendations which the visiting team suggested were implemented. They resulted in more improvements to the FIS program. The FIS management described them in the one-year report, which was accepted by both organizations and continued the accredited status of the school. The FIS continues in the accreditation cycle, periodically hosting representatives of both accrediting organizations to further confirm the standing of the FIS in their eyes as a school of excellence

Fred Runkel
Director

World Book Day (WBD)



Elaine Smith

The Elementary School celebrated World Book Day on April 23rd. This celebration was started by the UNESCO in 1995. It drew inspiration from the Catalan tradition of lovers marking St George’s Day by exchanging books and roses. On this day in Catalonia, Spain, numerous book fairs and street festivals are held and customers are offered a rose with every book they buy. April 23rd is a symbolic date in world literature, marking the birth or death of such writers as Cervantes, Shakespeare and the Inca Garcilaso de la Vega.

We organized several events at the Dassler Villa on World Book Day. In the “Get Caught Reading” Photo Competition, it was so difficult to choose the funniest photo of a student caught reading in an unusual situation that we decided to put all the names into a hat and Romeo Dugardin was the winner. All photos were subsequently displayed on the Library Notice board.

At the “FIS Book Exchange,” students brought unwanted books, which Mrs. Smith exchanged for a “RUFIS voucher.” On WBD the very first FIS Book Exchange took place. RUFIS vouchers could be exchanged for books. If you did not have enough vouchers, you could pay 50 cents or 1 euro per book. It was a very successful event and half the proceeds were donated to the Romanian Appeal and the rest for future library competitions.

For the “Book Character Dress Up,” students and teachers came to school dressed as their favourite book character. We anticipated that many Grade 3 boys would come as Captain Underpants!

The “Students vs. Teachers Library Quiz” excited the students. 4 teams of students (each made up of 4 students, 1 from each Grade) competed against a team of teachers (Mr. Lawler, Ms. Dufresne, Mrs. Andrews and Mrs. Allen). “Spud Murphy” (aka Mrs. Smith) was the Quiz mistress. The PTO donated prizes for the winning team.

Elaine Smith
Librarian



Cosimo Gaudio (Grade 3) as Captain Underpants



Martina Manna as Matilda and Anne-Fleur Koster (both Grade 3) as Pippi Longstocking at the Book Exchange



Elaine Smith in costume as Spud Murphy

The FIS After School Activity Program



Carrie Quinn-Thorpe

The FIS After School Activitiy Program takes place for 10 weeks two times per year. The first round of activities typically begins in October and finishes in December. The second round typically begins in March and ends in June. The students (and staff!) anxiously await the start of this fun and exciting program each year!

There are a variety of activities covering a wide spectrum of interests from sports to cooking to music to drama ... just to name a few! The activities are primarily offered by our teaching staff and vary to some degree from semester to semester and year to year.

Some of the activities which have been offered at the FIS are:

Sports

- | | |
|--------------|--------------|
| Cricket | Cheerleading |
| Floor Hockey | Volleyball |
| Basketball | Running Club |
| Swimming | Football |

Music

- | | |
|----------------|---------|
| Jazz Band | Choir |
| Guitar Lessons | DJ Club |

Crafts

- | | |
|-----------------------|--------------|
| Seasonal Crafts | Magic Club |
| Sewing | Scrapbooking |
| Easy 30 Minute Meals | Printmaking |
| Observational Drawing | |

Languages/Cultural Sharing

- | | |
|-----------------|-------------------|
| Spanish Club | Australian Baking |
| French Club | German Drama Club |
| Italian Cooking | |

Miscellaneous

- | | |
|-------------------|----------------------------|
| Board Games | Modelling and Fashion Show |
| Quiz Club | Computer Fun |
| Chess Club | Eco Club |
| Drama Productions | FIS Newspaper |

... and the list goes on and on and on!

We look forward to further developing this ever popular program in our new facilities in Erlangen!

Carrie Quinn-Thorpe
Admissions Officer

Acknowledgements

The Festschrift deals with the beginnings and first decade of the Franconian International School. But it exudes the flavor and fervor of the present and the future. The FIS is a success story par excellence. The authors have been, are and continue to be involved with the FIS, most of them personally and the rest through the institutions, which they represent. On the occasion of its tenth year in operation, government officials, school administrators and staff, parents, the school architect, business people, teachers, and students all took the time to comment on some aspect of the FIS. Although busy in the best of circumstances, the teachers had an additional burden on their hands with the move from Herzogenaurach to Erlangen. My thanks go out to the authors and those who helped me with the edition. I am grateful to the FIS Board of Governors for supporting this project, to Matthias Malessa for letting Gudrun Vogt help me and to Ralf Guntermann, who arranged for a generous donation from Siemens AG to make the publication possible. I hope it provides you a vivid picture of what life and learning at the FIS is like.

Prof. Dr. William F. Sheldon
Founding Chairman (1995-1998) and now Secretary of the Board of Directors
Director GAI / America House Nürnberg 1981-2003



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