

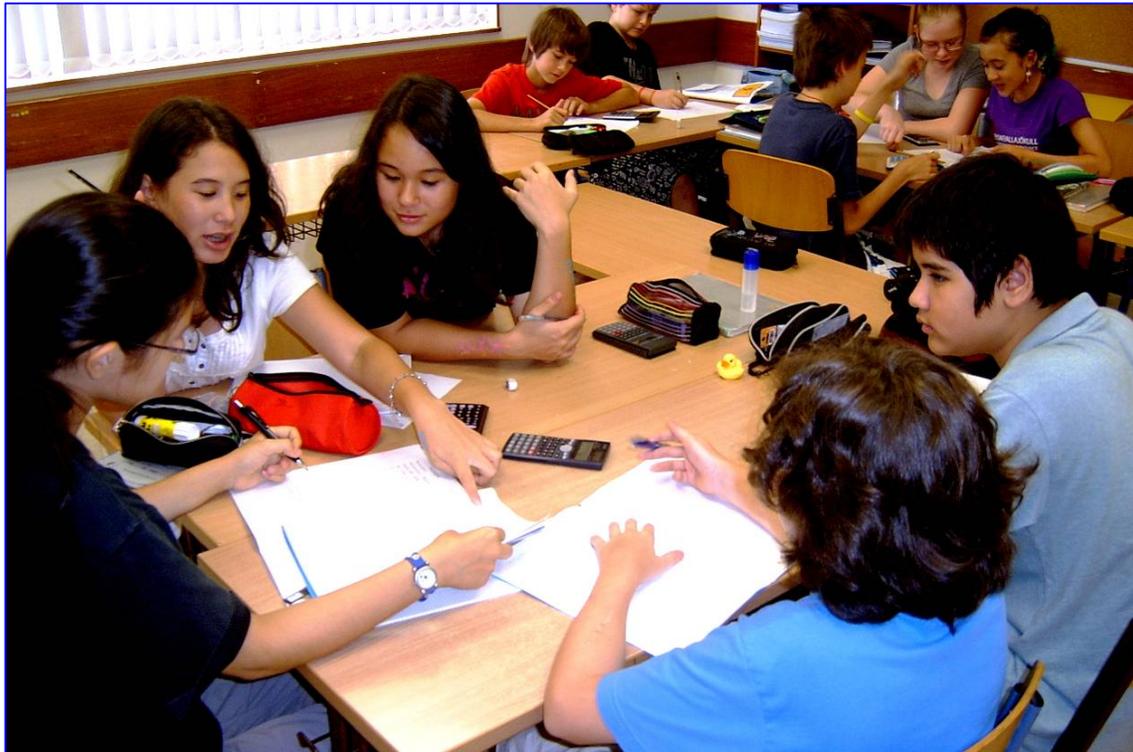


German Section of the Taipei European School  
German School Taipei



## School Programme of the German School Taipei

Implemented by the Section Council on 5 March 2012



Exzellente  
Deutsche  
Auslandsschule



DAS  
Deutsche Auslandsschulen  
International

## **Preliminary Remarks**

The German School Taipei (Deutsche Schule Taipei) is integrated within the Taipei European School as its German Section.

In 2008 the Taipei European School codified its Mission (Mission, Vision, Core Values) and its goals for future development in the form of a Ten-Year-Development Plan as laid down in the document “Strategy 2018”. This document is binding for the German Section and as a result also for the German School Taipei.

In addition, the German Section also has further internal goals for development.

This School Programme discusses exclusively these additional internal goals of the German Section and does not reiterate the goals of the Taipei European School as a whole.

From that perspective, this School Programme must on principle only be read in the context of the School Programme of the Taipei European School.

The German School Taipei is a subsidised German overseas school within the network “German Schools Abroad International” and leads to the qualification exams for Secondary School stage 1 as laid down by the Standing Conference of the Ministers of Education and Cultural Affairs of the German Länder (Kultusministerkonferenz/KMK) for German schools abroad. It also leads to the International Baccalaureate Diploma while meeting the conditions laid down by the same conference of Ministers of Education and Cultural Affairs for the qualification exams of Secondary School stage 2 in order to be recognised as a general qualification for enrolment at an institution of higher education (Hochschulzugangsberechtigung).

The German School Taipei follows the quality framework set up by the Federal Government and the Länder for German Schools abroad and continuously strives to meet the prescribed quality standards in all seven quality areas.

## **General Conditions**

The statute of the school association describes in paragraph 2 the purpose and the objective of the school association and of the school as follows:

1. The purpose of the association is to set up a school of general education including kindergarten and nursery school for German language pupils.
2. The school has the objective to provide its pupils with school education that follows German education objectives by using German curricula and that aims at German school qualifications. The school supports the objectives of the Taipei European School.
3. Furthermore, the school undertakes the task to give the pupils an understanding of Chinese culture and language, to cultivate personal contacts and cultural ties and to further mutual understanding.
4. Within the framework of these objectives the school also welcomes pupils of non-German nationality, as long as they have a good command of the German language,

the school has sufficient capacity and their enrolment is not in conflict with the laws of the host country.

5. The structure of the school follows these objectives and the relevant details are decided in agreement with the Taipei European School and the German Ministry of Foreign Affairs (Auswärtiges Amt) with the participation of the German Institute (Deutsches Institut), the representative office of the Federal Republic of Germany.

The statute also stipulates the integration of the German School Taipei within the Taipei European School as its German Section.

In 2004, the school and the Central Agency for Schools Abroad (Zentralstelle für das Auslandsschulwesen) laid down development objectives for the German School Taipei in the Agreement on Services, Support/Subsidies (Leistungs- und Fördervereinbarung), which have been largely implemented during the subsequent years.

In May 2008 the school identified its strong points and development potential by making use of the evaluation instrument SEIS+ (“Selbstevaluation in Schulen”: self-evaluation in schools) and had the evaluation report commented on by external school experts.

In November 2008 the commentators held an evaluation meeting with the teachers and with representatives of the parents and pupils in order to determine further development goals based on the results of the self-evaluation. One of the results of the meeting was to set up a steering committee to that end.

The steering committee coordinates these development goals. It formulated and implemented the concepts required for the further development of teaching, organisation and staffing.

In May 2009, the school received advice in its process of quality development from the process consultant of the Central Agency for Schools Abroad.

In March 2010, the school underwent a peer review and sought external advice on teaching and school quality based on focused questions.

In May 2010, the Section Council laid down the short term and medium term development objectives as discussed in the relevant bodies:

- Attainment of the quality seal “Quality School of the Federal Republic of Germany” (Qualitätsschule der Bundesrepublik Deutschland)
- Accreditation to CIS/WASC of the Taipei European School as a whole
- Examination and update of all guidelines and regulations of the German Section – including those relating to the Taipei European School
- Consolidation of structures and workflows within the Taipei European School
- Detailed formulation of the concept for differentiating pupils within the same class (“Binnendifferenzierungskonzept”)
- Further development of the Flexible School Entrance Stage by semi-annual transition from Flex 0 to Flex 1
- Independent authorisation for holding qualification exams in Secondary School Stage 1
- Recognition by the Standing Conference of the Ministers of Education and Cultural Affairs of the German Länder (Kultusministerkonferenz/KMK)

- German Language Certificate (Deutsches Sprachdiplom/DSD) for German as a foreign language
- Mixed-language IB
- Next self-evaluation in 2013

In September 2010, the Federal and Länder Inspection was carried out. As a result, the school received the quality seal “Excellent German Overseas School” (Exzellente Deutsche Auslandsschule).

At the time the inspection was carried out, however, a few quality criteria were not quite pronounced enough. The school therefore undertook the task to initiate a further improvement of quality in these respects.

In October 2010, the school restructured the Steering Committee and assigned it with the task to lay down this school programme on the basis of the short-term and medium-term development objectives as well as on the requirements for further quality improvement that resulted from the inspection report.

## **Steering Committee**

The Steering Committee consists of the following members:

Chairperson:	Emmanuel Fritzen, Headmaster
Teachers:	Beate Gemp, Secondary School Horst Lange / Ingrid Castritius, Secondary School Margareta Fritzen, Primary School
Pupils:	Max Klemm (Class 11) Senta Kretzschmar (Class 10)
Parents:	Linda Cheng, Parents’ Council
Section Council:	Regula Weiß (in charge of communication and school development)

## Mission

### **Taipei European School: Mission, Vision and Core Values**

The mission of the Taipei Europea School is to provide educational excellence and European culture and values within the context of Taiwanese society.

The three key elements of the TES Mission statement are:

#### **Educational Excellence:**

- Striving to reach each child's own potential.
- Knowing and developing the "whole" child.
- Developing love of learning.
- Recognising mobility needs of the students.

#### **European Culture and Values:**

- Europe gives us common values that unite us and cultural diversity that strengthens us.

#### **Context of Taiwanese Society:**

- Respecting, understanding and learning from our host country.
- Seeking interaction, partnership and service contribution.

### **Taipei European School: Vision**

To be the school of choice for parents, students and staff who are looking for excellent accredited education programmes delivered in a variety of languages and who want to join an active and caring community.

### **Taipei European School: Core Values**

At Taipei European School we believe in:

- Striving for excellence in all that we do.
- Encouraging the development of the whole student.
- Sustaining a strong ethos emphasising students' welfare and their personal, social and emotional development.
- Encouraging students to pursue their natural curiosity,
- thereby developing enquiring and challenging minds and enhancing their critical thinking and preparation for life-long learning.
- Promoting good citizenship through a concern and compassion for social, global and environmental issues.

- Respecting and celebrating the multicultural environment of our school for the enrichment it brings.
- Developing the potential of each member of our school community.
- Maintaining a strong partnership between our school, parents and the community.

The German section offers its pupils a school education within the context of the Taipei European School that follows German education objectives by using German curricula and that aims at German school qualifications.

## **German School Taipei (Deutsche Schule Taipei) - German Section of the Taipei European School**

### **One school, many cultures, one community – the German School Taipei**

The German School Taipei (Deutsche Schule Taipei) is one of the pillars of the Taipei European School. It is in a constant process of adapting to the evolving needs of its pupils and supports them in order to meet the challenges of an ever changing world. A holistic learning approach and innovative teaching methods lead to German school qualifications, which are attained by interacting with the culture, language and society of our host country Taiwan as well as with our European partners.

## **Profile of the German School Taipei**

The German School Taipei was founded in 1990 and provides children from German speaking families with school education according to German curricula and standards leading up to general qualification for enrolment at institutions of higher education.

The school has engaged in close cooperation with the British and French schools at an early stage. The schools have combined resources and benefit from a larger shared system.

When reaching the age of three, the three to five year old children attend the kindergarten affiliated to the school where they are prepared for school according to proven and modern pedagogical principles. When reaching the age of five, pupils attend primary school within the framework of the 'Flexible School Entrance Programme' (Flexible Eingangsstufe). In this context they enjoy an individual programme consisting of teaching and advancement of basic skills. Step by step they acquire the capability to attend the full scale teaching programme.

In primary school up to class 4 and in secondary school (phase 1) up to class 8 classes are given on the basis of the framework curricula for German overseas schools in regions 20 and 21 (South Asia, East Asia and Australia) as approved by the Standing Conference of the Ministers of Education and Cultural Affairs of the German Länder (Federal States).

Pupils in classes 9 and 10 are taught in cooperation with the High School Section according to British curricula in preparation for the International General Certificate of Secondary Education (IGSCE) of the University of Cambridge and also according to the framework curricula for German overseas schools. Classes are conducted partly in English, partly in German. The pupils sit both the British IGCSE school-leaving exams as well as the German school-leaving exams leading to intermediate qualification with centrally administered exam questions. In this way, the path to senior classes within the German system (Oberstufe: approx. "Senior High School") as well as to international higher grade programmes is open to them.

Classes 11 and 12 are conducted in English in cooperation with the High School Section and lead to the International Baccalaureate Diploma (IB). In topic area A1 (A1-Themenfeld) pupils attend German classes on a native speaker level. They thereby acquire the bilingual IB Diploma, which is recognised in Germany as a general qualification for enrolment at an institution of higher education.

The German School Taipei features especially small groups of learners, in which pupils are supported intensively on an individual basis. Usually two successive classes are combined into one group of learners (Lerngruppe) in order to reap the pedagogical benefits of learning in groups encompassing pupils from different year groups.

## **Integration of the German School Taipei**

The German Section of the Taipei European School functions as the German School Taipei and is as such supported by the Central Agency for Schools Abroad (Zentralstelle für das Auslandsschulwesen/ZfA). Support consists of sending teachers for overseas service (taking leave from their previous domestic assignment: "Auslandsdienstlehrkraft") and in granting school subsidies. The German School Taipei fulfils tasks of the Foreign Culture and

Education Policy (Auswärtige Kultur- und Bildungspolitik) of the Federal Republic of Germany.

The responsible body for maintaining the school is the School Association of the German School Taipei (Schulverein Deutsche Schule Taipei). Parents and pupils take part in the decision making processes in an advisory capacity.

## **Public Relations, Transparency and Flow of Information**

### **Public Relations**

Systematic public relations efforts enable all those involved or interested in the German School Taipei to stay constantly informed about the courses offered, pedagogical work being done and the development trends in its capacity as a German overseas school.

### **Openness to new developments**

Constant advances and changes in science and society demand that we keep an open attitude to things new. The school takes feedback on its work very serious and strives to improve continuously and to document its progress.

### **External Transparency**

Openness and transparency are interdependent. Form and contents of our public relations work are designed in such a way to enable anyone within or outside of the school to understand its organisational structure and to stay informed about developments in the school.

The school announces all important dates and events on its website. The monthly newsletter continuously informs the school community about current events and provides insight into the work of all classes.

The school brochure and leaflet also serve to inform the wider public.

The school reaches out and presents itself at a multitude of various events.

The school administration, members of our teaching staff and members of the Board of the school association called 'Section Council' can be contacted at any time.

### **Target Group Orientation**

Our work is mainly targeted at the present and future pupils of our school, their specific needs and their parents. But any other persons interested are also welcome to receive information on our school and school life.

### **Flow of Information**

Conferences, individual meetings with parents, talks of the head office with the section council and parents' council as well as parent-teacher meetings are held on a regular basis.

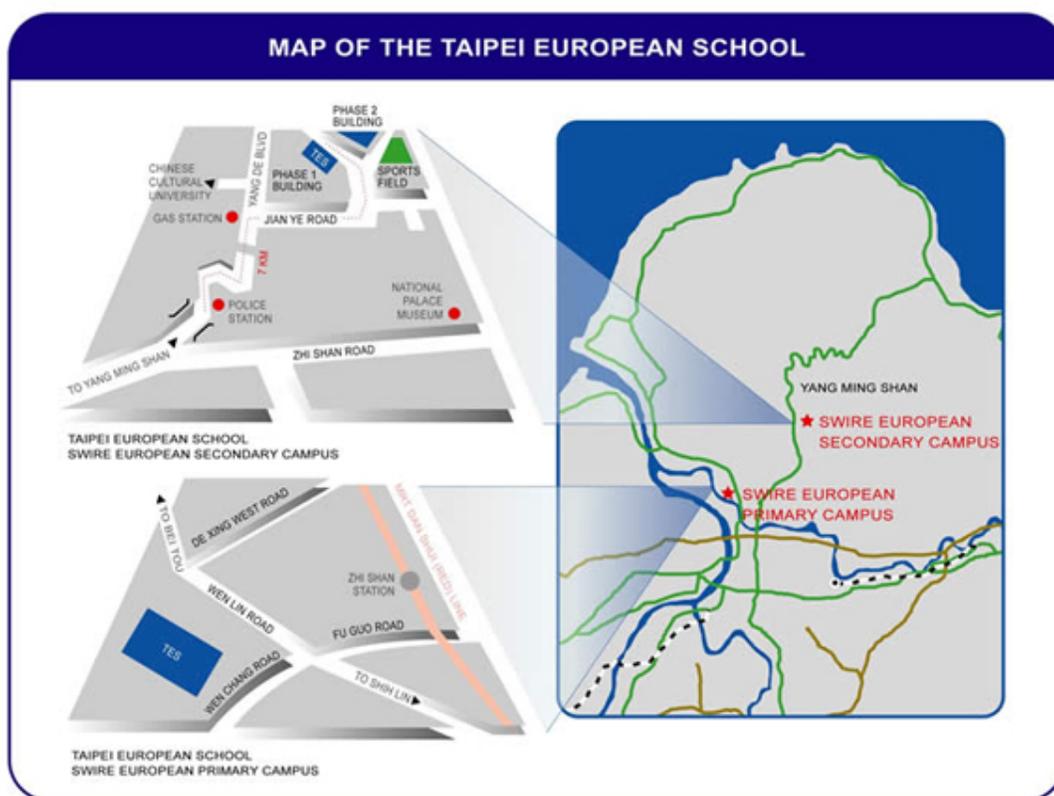
The school informs parents regularly through ‘Letters to the parents’. To ensure the smooth flow of information, our staff use the web-based platforms “Sharepoint” and “Information System”.

## School Campuses

The Taipei European School including the German Section is located on two campuses.

Kindergarten and primary school (up to class 4) are located on the Primary Campus in Wenlin Road.

The secondary school sections (beginning with class 5) are located on the Secondary Campus in Jianye Road in the Yangmingshan area.



The German Section has offices on both campuses. The secretary’s office is located on the primary campus, while the office of the head of school administration is based on the secondary campus.

## Overall view of the course of studies for pupils of the German School Taipei

School Stage	Year	Description			Age (approx.)
Kindergarten	1st Year	Mixed age groups			3
	2nd Year				4
Primary School		Flexible School Entrance Stage beginning at the age of 5. Duration according to individual development.			5
					6
					7
	Class 3				8
	Class 4				9
Secondary School Stage I	Class 5	Orientation Stage			10
	Class 6	Gymnasium (Grammar School)	Realschule (Intermediate Secondary S.)	Hauptschule (General Secondary S.)	11
	Class 7	Gymnasium	Realschule	Haupt-schule	12
	Class 8	Gymnasium	Realschule	Haupt-schule	13
Cross-sectional School Years	Class 9	Gymnasium	Realschule	Haupt-schule	14
	Class 10	Gymnasium	Realschule		15
Secondary School Stage II	Class 11	Senior Classes in cooperation with HS within the system of courses acc. to IB programme			16
	Class 12				17

### School Diplomas

The German School Taipei takes part in the Secondary School school leaving exams organised by the Standing Conference of the Ministers of Education and Cultural Affairs of the German Länder (Kultusministerkonferenz/KMK) with excellent results.

Class 9: General Secondary School Diploma (Hauptschule)

Class 10: Intermediate Secondary School Diploma (Realschulabschluss) or Secondary School Diploma that entitles a pupil to change over to the qualification phase for senior classes at grammar school (Gymnasiale Oberstufe) **and** the International General Certificate of Secondary Education (IGCSE) of the University of Cambridge

Class 12: International Baccalaureate Diploma (IB) with German (native speaker level) in topic area A1 (A1-Themenfeld), which entitles the pupil to attain a general qualification for enrolment at an institution of higher education (Hochschulzugangsberechtigung) also in Germany

## **Kindergarten**

Children who have reached the age of three can attend the kindergarten. They learn in mixed age groups (3-5 years) following a daily plan. Every day has a clear structure, quickly giving children, who are new to the kindergarten, a sense of self-confidence.

The daily plan includes having breakfast and lunch together, sitting together in a circle (Stuhlkreis) to discuss important matters, to learn or play together as well as physical education and music lessons or going to the library. Meetings and exchanges with the other sections are also an important part of the weekly plan. They give the children the opportunity to gain initial foreign language experience.

Pedagogical work in the kindergarten follows the “Education Plan of the Federal State of Thuringia for Children up to 10 years” (“Thüringer Bildungsplan für Kinder bis 10 Jahre”), dated August 2008 and covers all of the following education areas:

- Language education
- education in motor skills and health issues
- education in science and technology
- mathematical education
- music education
- education in art and design and
- education in socio-cultural, moral and religious matters

The kindergarten staff especially focuses on developing language and speaking skills of the German language. There are joint activities with the groups from the French and British kindergartens at regular intervals, enabling the children to experience the European dimension and the diversity of languages on our Eurocampus.

The kindergarten offers working parents and other interested parents the option of extended opening hours until 5 pm.

## **Flexible School Entrance Stage 0**

School education for children from the age of five takes place in a special pre-school class, the Flexible School Entrance Stage 0 (Flexible Eingangsstufe 0). This learning group is taught daily between 8 and 9 am.

The weekly plan furthermore provides for five lessons to be held together with the pupils of Primary School class 1/2.

Apart from these hours, the children from Flexible School Entrance Stage I take part in the structured programme of the kindergarten.

A trained primary school teacher is in charge of teaching the children from Flexible School Entrance Stage 0. Teaching takes place in a separate classroom specially equipped for that purpose.

Teaching in the grouping of classes 0/1/2 is usually conducted according to the team teaching approach, including the form teacher of class 1/2 and the teacher of the children in Flexible School Entrance Stage 0. Depending on the specific content of the lessons, these may take place either in the children's respective classrooms or in a specialised classroom.

Transition to Flexible School Entrance Stage 1 takes place on 1 August or 1 February, depending on the stage of development of each child.

## **Primary School**

The Primary School is an all-day school with one school day lasting from 8 am to 3 pm. Homework is mostly integrated into the course of the school day.

The Primary School operates according to the curriculum for the German overseas schools in regions 20 and 21, which was drawn up on the basis of the curriculum of the Federal State of Thuringia (Thüringen). This ensures that children can change to other primary or secondary schools either within the region or in Germany, Austria or Switzerland without facing any particular problems.

Mixing classes from various age groups is a guiding principle of teaching from the Flexible School Entrance Stage until the end of class 4. The number of children in a learning group is usually less than 20 pupils. The school supports every child and at the same time demands results from every child on an individual basis. We encourage the children to develop their capability to work on their own initiative, to work independently, assume responsibility and develop their own creativity. This is achieved by encouraging periods of independent work and a project-oriented teaching. Special attention is given to practising and improving social competence, team capability and the capability of cooperating with others as well as taking into consideration the individual situation of every child at the outset.

The language of school instruction is German. The school teaches English and Chinese beginning with the first school year. Lessons are conducted at various levels and include pupils from all sections:

English:	4 lessons a week on 2-3 levels
Chinese:	3 lessons a week on 6 levels and beginning with school year 2012/13 5 lessons a week in 4 pathways.

In this way, the primary school pupils learn German at a native-speaker level and English as a second language at a very advanced level, which is considerably higher than that of comparable groups in Europe. Moreover, they also learn Chinese – the language of our host country – on the basis of the children's individual previous knowledge.

During lunch break and after school the pupils enjoy the opportunity of being able to participate in numerous activities offered to all school sections. These include physical education, art, music, the choir, computers, science and technology as well as languages. During these activities, which include different cultures, the language of instruction is usually English. The children's language competence is thus further developed in a playful and relaxed manner.

An advisory teacher is at the pupils' or parents' service to provide diagnostics and advice.

## Primary School Timetable

Lessons per week and subject	Flexible School Entrance Stage Class 1/2	Class 3/4
German	11/10	11/10
Mathematics	7	7
English	4 (5)	4 (5)
Chinese	3/5	3/5
General knowledge	4	4
Art	2	2
Arts and crafts	1	1
Music	2 (incl. 1 in English)	2 (incl. 1 in English)
Physical Education	2	2
Ethics	1	1
Elective subject	3/2	3/2
<b>Compulsory lessons per week</b>	<b>40</b>	<b>40</b>

## Secondary School Classes 5 to 8

Instruction in classes 5 to 8 is also given on the basis of the framework curricula for German overseas schools in regions 20 and 21 as approved by the Standing Conference of the Ministers of Education and Cultural Affairs of the German Länder. As a result, the German School Taipei is compatible with any school in Germany, whether grammar school (Gymnasium), intermediate secondary school (Realschule) or general secondary school (Hauptschule).

Small class sizes allow us to combine classes 5 and 6 as well as classes 7 and 8.

The pupils gain knowledge on geography, history and natural sciences during a two-year cycle consisting of a range of various topics.

Instruction in German and mathematics is conducted partly by external differentiation (i.e. teaching some pupils separately) or internal differentiation (i.e. teaching pupils with different needs within one class). Since the learning groups include grammar school pupils, intermediate secondary school pupils and general secondary school pupils, it is essential to provide for individualised learning processes.

The subjects of art, music and physical education are taught in English by native speakers in courses including pupils from the British and French sections. Because of this bilingual education programme our pupils benefit automatically from extra support in developing their command of the English language.

## Timetable of Classes 5 to 8

Lessons per week and subject	Cl 5	Cl 6	Cl 7	Cl 8
German	6	6	6	6
Mathematics	6	6	5	5
1 <sup>st</sup> Foreign language: English	6	6	6	6
2 <sup>nd</sup> FL: French or Chinese		4	4	4
Chinese	4			
History	2	2	2	2
Geography	2	2	2	2
Biology	2	2	2	2
Physics			2	2
Chemistry			2	2
Natural phenomena	1	1		
Information technology (ITG)	2	2		
Art	2	2	2	2
Music	2	2	2	2
Physical Education	4	4	4	4
Ethics	1	1	1	1
Lessons per week	40	40	40	40

## Secondary School Classes 9 and 10

Classes 9 and 10 have a special status within the secondary school stage of the German school. Beginning with class 9, the pupils attend a bilingual two-year programme organised jointly with the High School Section. This programme leads both to the school leaving exams of Secondary School stage I as organised by the Standing Conference of the Ministers of Education and Cultural Affairs of the German Länder (Kultusministerkonferenz/KMK) as well as to the International General Certificate of Secondary Education (IGCSE) of the University of Cambridge.

At the end of class 9, pupils can acquire the General Secondary School Diploma (Hauptschulabschluss) and at the end of class 10, the Intermediate Secondary School Diploma (Realschulabschluss) or the entitlement to change over to the qualification phase for senior classes at grammar school (Gymnasiale Oberstufe).

In this way, the path is open for pupils to continue their school education either in Germany or at other German overseas schools or to change over to other international school programmes.

The relevant examination standards are set by the framework curricula for German overseas schools in regions 20 and 21 as approved by the Standing Conference of the Ministers of Education and Cultural Affairs of the German Länder and the framework curricula of the University of Cambridge.

Instruction in the subjects of German and history is conducted exclusively in the German language and within a class of German pupils, whereas mathematics, English, one compulsory elective subject, natural sciences and physical education are integrated in the High School system, where instruction is in English. In order to gain the knowledge and learn the specialised terminology required by German examination standards, pupils receive supplementary German language instruction in mathematics, biology, physics and chemistry.

<b>Timetable of classes 9 and 10</b>	
<b>Integrated Lessons (Instruction in English)</b>	<b>Lessons</b>
English First or Second Language	6
Mathematics	6
Coordinated or Combined Sciences (Ph, Ch, Bi)	8
Physical Education	2
Compulsory elective subject (various subjects to choose from)	4
<b>German Programme (Instruction in German)</b>	
German	4
Supplementary instruction in mathematics (specialised terminology and deviations from framework curricula)	2
Supplementary instruction in physics, chemistry and biology (specialised terminology and deviations from framework curricula)	2
History	2
<b>Second Foreign Language</b>	
French or Chinese/Mandarin (Instruction meets the German framework curricula standards for second foreign languages)	4
Total	40

English is the first foreign language. French or Chinese are continued as second foreign languages.

Newcomers to the IGCSE programme coming from other backgrounds and pupils coming from the German school system who want to enter class 9 are required to take part in an entrance exam in order to determine their English language proficiency and knowledge of other subjects. If necessary, they are given supplementary English lessons.

## **Secondary School Classes 11 and 12**

The IB Organisation in Geneva offers the IB programme for acquisition of the IB diploma (International Baccalaureate) on a worldwide basis. The IB is recognised internationally by nearly all colleges and universities.

Concerning recognition of the IB Diploma, the Standing Conference of the Ministers of Education and Cultural Affairs of the German Länder has laid down guidelines in its agreement as of 3 December 2010 for the subjects that are recognised and required for every pupil and for the calculation of their average marks. It is recommended to follow these guidelines in order that pupils with the IB Diploma can study at all institutions of higher

learning and universities in Germany. The school provides parents and pupils with relevant advice in advance.

The IB programme consists of a range of six subjects from the following areas: native language, continued foreign language, mathematics, natural sciences, social sciences and an elective subject. Three of these courses are instructed on a higher level in the advanced course (Leistungskurs) and the other three on a standard level in the basic course (Grundkurs). In addition, the subject Theory of Knowledge (TOK) is compulsory as well as the subject Creativity Action Service (CAS) that focuses on development of social skills and personality.

With the exception of the subject German (native speaker level), lessons in the subjects of the IB programme are held in English.

The Taipei European School has been teaching the IB subject of German in the A area with great success. During the two-year programme, pupils in their German classes read 12 works in the standard level and 15 works in the higher level taken from the genres of narrative literature, drama, poetry and autobiography. Three of these works are compulsory and are taken from the world canon of literature. The other works give the pupils an understanding of the culture, history and philosophy of their home country.

When completing the IB programme, the pupils sit centralised exams held worldwide in all subjects with marks given by external bodies.

## **Foreign Languages at the German School Taipei**

### **Teaching English at the German School Taipei**

The school subject of English plays an exceptionally important role at the Taipei European School. Beginning with class 5, the pupils are taught together with their classmates from the British and French sections in English in the subjects of art, music and physical education. Beginning with class 9, teaching is conducted largely in English. Due to specific support in developing English language skills, the pupils attain a high level at an early stage.

Beginning with class 1, English lessons are conducted in groups of different levels. The pupils are assigned to these groups according to their level of English proficiency in the required categories of reading, writing, listening and speaking. The pupils are assigned to one of the two to three group levels (standard, intermediate, advanced). Permeability between these group levels is assured even during a school year.

Teaching in these groups of different levels is largely conducted on a cross-sectional scale.

## **Teaching French at the German School Taipei**

The German School Taipei teaches French as a second foreign language in classes 6 to 10 with four lessons a week. When pupils change school – whether in Germany or abroad – continuity is thus ensured, as French is taught as a second foreign language in all German Länder. All pupils who may change school before completing class 10 should therefore opt for French as a second foreign language since continuous attendance of French lessons is required.

## **Teaching Chinese at the German School Taipei**

All pupils of our school are in constant contact with the language of our host country. It is therefore an obvious challenge for our school to provide teaching in this language to our children or to arrange Chinese lessons to broaden their knowledge of the language that they have already.

Since this not only applies to the children from the German section, Chinese lessons at the Chinese European School are organised in such a way to encompass all sections of the school. In this way it is possible to offer instruction in the Chinese language in classes 1 to 5 on various levels, from beginners to native speaker level.

Chinese lessons begin in the first class of the primary school with 3 lessons a week and will be taught with 5 lessons a week beginning with the school year 2012/13. Depending on their existing proficiency of Chinese, they are assigned to the appropriate pathway where they learn the language together with children of the same age from the British and French sections.

In this way even pupils of classes 1 to 5 who have so far never spoken a word of Chinese and who come to Taiwan sometime during their school education will have the opportunity to start learning the language from scratch.

In form six pupils can choose Chinese as their second foreign language. The school also offers different course levels at this stage, i.e. at a foreign language level, near-native speaker level and native speaker level.

Generally speaking, Chinese cannot be chosen as a second language in such cases where it is not ensured that the pupils will remain at the German School Taipei until the qualification exams of secondary school stage 1, because the chances to continue this foreign language at a school in Germany or another German overseas school are very limited.

The pupils can only choose French or Chinese as a second foreign language since lessons take place at the same time.

Our team of Chinese teachers is very experienced in teaching pupils from different countries and employs the most modern teaching methods. Native speakers of the highest level are also supported in developing their language skills according to their specific requirements in order to enable them to meet all challenges within the society of our host country.

It goes without saying that it is also an integral part of our instruction in Chinese to impart knowledge of and sensibility towards culture and tradition of the people of our host country.

## **German as a Second Language (Deutsch als Zweitsprache/DaZ) – Development programmes and Subject Teaching in German (Deutschsprachiger Fachunterricht/DFU)**

To be accepted for the school programme of the German School Taipei, pupils are required to have sufficient knowledge of the German language in order to take part successfully in school lessons.

Pupils who do not speak German as their native language need to undergo a test of their knowledge of the language before being accepted to the school. If their level is not sufficient to attend school successfully, they are required to receive compulsory and payable language tuition. The school organises these courses that usually take place alongside other subject lessons. These lessons take place either in very small groups or in the form of one-to-one tuition. The school will draw up an individual development concept for every single child, which lays down the scope of such lessons and stipulates how they are integrated into the school timetable.

The kindergarten also accepts children without any prior knowledge of German if they can be expected to have a sufficient command of the language to meet the aforesaid requirements by the time they are about to enter Flexible School Entrance Stage 1. If they have not reached that level of language by then, they will also receive compulsory and payable language tuition when they enter Flexible School Entrance Stage 1.

This is why the kindergarten only employs qualified teachers in its core programme, who speak German on a native speaker level.

Implementing the principles of Subject Teaching in German (Deutschsprachiger Fachunterricht/DFU) is a cross-sectional task that pervades day-to-day teaching throughout the whole school.

### **German as a Foreign Language**

Pupils from the British section have been offered the opportunity to learn German as a foreign language for several years. The German language programme includes years Y7 to H4 (sixth to twelfth year acc. to the German system) leading to an IGCSE qualification at the end of H2 and to the IB diploma at the end of H4. The school plans to introduce the possibility of acquiring the German Language Certificate (Deutsches Sprachdiplom/DSD) in the future.

Teachers from the German section also offer German as a foreign language to pupils of the French section.

## **Services**

The Taipei European School organises school bus transport for many residential areas in Taipei. Pupils are picked up in the morning and brought to school and they are taken back home after the regular end of the school day.

The pupils have the option to get a warm lunch in the cafeterias on both campuses.

Payable school bus transport and operation of the school cafeterias are centrally managed by the Student Services Department.

Two nurses at each campus provide medical service.

The school libraries are managed by qualified staff.

An external security service ensures security. An external cleaning company provides for cleanliness and hygiene.

## **Cooperations of the German School Taipei beyond the Taipei European School**

As a part of German External Culture and Education Policy (Auswärtige Kultur- und Bildungspolitik/AKBP), the German School Taipei cooperates closely with the German diplomatic mission (German Institute Taipei/Deutsches Institut Taipei), the Goethe-Institut Taipei (GI) and the German Academic Exchange Service (Deutscher Akademischer Austauschdienst/DAAD). The school participates actively in the partner school initiative (Partnerschulinitiative/PASCH) initiated by the German Foreign Ministry and cultivates close contacts to five partner schools in our host country. The German School Taipei also maintains close contacts to those universities in our host country with German language departments.

The German School Taipei cooperates closely with the German Trade Office Taipei (Deutsches Wirtschaftsbüro), which is the representative body of the German chambers of commerce, and with numerous German companies in Taiwan. They provide our pupils with opportunities to gain insight into the world of employment through company internships and to pick up experience through simulated job interviews with staff managers and CEOs.

The German School Taipei is integrated into the regional network of German overseas schools. In this connection, teachers receive further training within the regional training programme and our pupils participate in the East Asian Games of the German overseas schools. If required, the schools provide each other with examiners for the school qualification exams.

## Development Objectives and Implementation Strategies<sup>1</sup>

Development Focus 1	Sub-objectives	Indicators of reaching Objectives	Measures taken by the School	Milestones, Scheduling
Strengthening of the profile of the German School	Holding qualification exams independently.	In the school year 2010/11, the school successfully holds for the first time exams without an exam partnership.	When recruiting new staff, the school places importance on broadening its authority to hold examinations.	First independent exams in May 2011
	The school receives recognition by the KMK (Standing Conference of the Ministers of Education and Cultural Affairs)	The school has been included in the KMK list of recognised German overseas schools.	After successfully holding independent exams, the school applies for recognition by the KMK.	School receives decision by the KMK, December 2012
	The expenses for lessons held in German in classes 9 to 12 are eligible for funding by the ZfA (Central Agency for Schools Abroad).	Subsidisation is granted.	Consultations and talks are held with the responsible contacts at the ZfA.	School files an application, June 2011

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<b>Development Focus 2</b>	<b>Sub-objectives</b>	<b>Indicators of reaching Objectives</b>	<b>Measures taken by the School</b>	<b>Milestones, Schedules</b>
A school programme for the German Section has been completed and implemented.	The school has set up an organisational structure for developing and implementing a school programme.	The Teachers' Conference and the Section Council have made the required decision for working on the school programme and for setting up the Steering Committee.	A Steering Committee is set up with representatives from the teachers, pupils, the parents' council and Section Council.	The Steering Committee holds its first meeting in October 2010
	A first draft for a school programme is submitted.	The draft for a school programme is submitted to the Teachers' Conference, the parents' council, the students' council and to the Section Council for commenting on it.	The Steering Committee formulates the school programme and forwards it to the responsible bodies.	The draft for the school programme is completed, June 2011
	A final version of the school programme has been completed.	The school programme has been completed and lays down in what way short-term and long-term objectives and measures are to be identified, prioritised and implemented, how the school programme is supposed to be updated and how it is communicated within the school community. The programme includes precise schedules and an assignment of responsibilities.	Discussion within various bodies, the Steering Committee includes comments made on the programme.	Responsibilities are specified, September 2011
	The school programme is put into force by the Section Council.	Decision by the Section Council	Discussion and decision made by the Section Council	Decision has been made by the Section Council, May 2012
	The school continues to work on the development goals of its programme while also evaluating continuously.	Working teams concerned with the various development goals have been set up, evaluations are carried out. Their work is reported on in the responsible bodies and in the monthly newsletter.	Teams carrying out their work, evaluations, reports in the responsible bodies, publication in the monthly newsletter.	December 2012

<b>Development Focus 3</b>	<b>Sub-objectives</b>	<b>Indicators of reaching Objectives</b>	<b>Measures taken by the School</b>	<b>Milestones, Schedules</b>
Teaching quality is being improved further.	The school has set up an organisational structure for evaluation of the methodical curriculum.	Experience with the methodical curriculum has been analysed and conclusions have been formulated.	A working team is set up including teaching staff from all school stages.	The working team meets for the first time in December 2011
	Transition from Flex 0 to Flex 1 can take place twice a year.	Transition from Flex 0 to Flex 1 after a half-year team is implemented.	Individual meetings with parents and information session, staff reinforcement	School enrolment in February has taken place, 2011
	Transition from Flex 0 to Flex 1 takes place twice a year.	Experience with the Flexible School Entrance Stage have been analysed and conclusions have been drawn.	Asking teachers' and parents' opinions (evaluation conference)	Evaluation completed, June 2012
	The school attaches importance to a meaningful changing of forms of action and of social forms during lessons.	Appropriate changing of forms of action and of social forms during lessons is noticeable.	The problems to be tackled are discussed in the school stage conferences and subject conferences. Colleagues sit in on classes and the headmaster visits classes to give advice. A form is drawn up for class visits.	A meaningful changing of forms of action and of social forms takes place during lessons, June 2013
	Measures of internal differentiation (i.e. teaching pupils with different needs within one class) are used in classes.	A concept for internal differentiation has been completed. Various forms of internal differentiation are noticeable when colleagues, school administration or KMK representatives sit in on classes.	The school sets up a working team that meets regularly. Colleagues sit in on classes and the headmaster makes advisory visits to classes. Implementation of internal differentiation is agreed upon in individual meetings with staff.	A concept has been worked out, June 2012; forms of teaching with internal differentiation are applied, June 2013

	<p>Targeted DaZ (German as a Second Language) / DFU (Subject teaching in German) methods are applied.</p>	<p>The methods are noticeable in classes, e.g. the pupils keep a notebook for putting down specialised vocabulary and apply methods of text analysis. The existing concept is followed in class. Class tests document the results achieved. Parents are kept informed.</p>	<p>Further training within the school aimed at implementing the existing DaZ/DaF concept. Advisory visits by KMK representatives.</p>	<p>Notebook for specialised vocabulary is used in class, June 2013</p>
	<p>Learning time is used effectively.</p>	<p>Classes begin on time. The methods make efficient use of learning time. Required material is fully available.</p>	<p>School stage conferences lay down binding rules. Agreements are reached with the pupils. Parents are informed of the rules, agreements and violations thereof.</p>	<p>June 2011</p>

<b>Development Focus 4</b>	<b>Sub-objectives</b>	<b>Indicators of reaching Objectives</b>	<b>Measures taken by the School</b>	<b>Milestones, Schedules</b>
Professionalism of teaching staff has been improved and measures of human resource development are applied.	Contents and findings of further training, which follow the main areas of the school programme, have been sustainably implemented.	Planning of further training based on the school programme. Courses of further training are attended and evaluated.	The school coordinator in charge with further training communicates needs for further training measures in the region. Results from further training measures are systematically multiplied within the school in many ways. Concept for further training.	Continuous planning of further training measures, teaching staff present certificates of attendance.
	An incentive system has been established.	A concept has been completed. The school grants financial compensation and creditable hours.	A human resource development plan has been drawn up.	The school grants financial compensation. Staff are given creditable hours, 2015
	The school holds individual meetings with staff.	Target agreements are reached systematically on a regular basis.	The school administration holds individual meetings and concludes target agreements with staff.	Targets agreed upon are attained. 2011/2012

<b>Development Focus 5</b>	<b>Sub-objectives</b>	<b>Indicators of reaching Objectives</b>	<b>Measures taken by the School</b>	<b>Milestones, Schedules</b>
The school is integrated as a strong partner into the quality development process of the Taipei European School.	Structures and workflows within TES have been consolidated.	The school has attained planning reliability. Dates are arranged in good time and are kept to. Problems are communicated in an appropriate manner.	There are regular meetings of PSLT and SSLT.	June 2012
	The German School is involved in the expansion plans on the Secondary Campus.	Space and equipment needs of the German Section have been accounted for and funding issues have been solved.	A list detailing the needs of the German School has been drawn up.	December 2011
	All guidelines and regulations of the German School have been updated.	A working team has been set up.	The working team presents its results to the Teachers' Conference.	June 2012
	The Taipei European School has been accredited by CIS/WASC.	The school has received its certificate of accreditation.	The German colleagues participate in all relevant working teams.	March 2011 Visit by a team of inspectors

## Glossary

BLI	Federal and Länder Inspection (Bund-Länder-Inspektion)
CIS	Council of International Schools
DaZ	German as a Second Language (Deutsch als Zweitsprache)
DFU	Subject Teaching in German (Deutschsprachiger Fachunterricht)
ELT	Executive Leadership Team
Flex	Flexible School Entrance Stage (Flexible Schuleingangsstufe)
KMK	Standing Conference of the Ministers of Education and Cultural Affairs of the German Länder (Kultusministerkonferenz der Länder der Bundesrepublik Deutschland)
LuF	Agreement on Services, Support and Subsidies between the Central Agency for Schools Abroad and the School Association (Leistungs- und Fördervereinbarung zwischen ZfA und Schulverein)
PSLT	Primary Senior Leadership Team
SSLT	Secondary Senior Leadership Team
TES	Taipei European School
TESBOG	Taipei European School Board of Governors
WASC	Western Association of Schools and Colleges
ZfA	Central Agency for Schools Abroad (Zentralstelle für das Auslandsschulwesen)

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