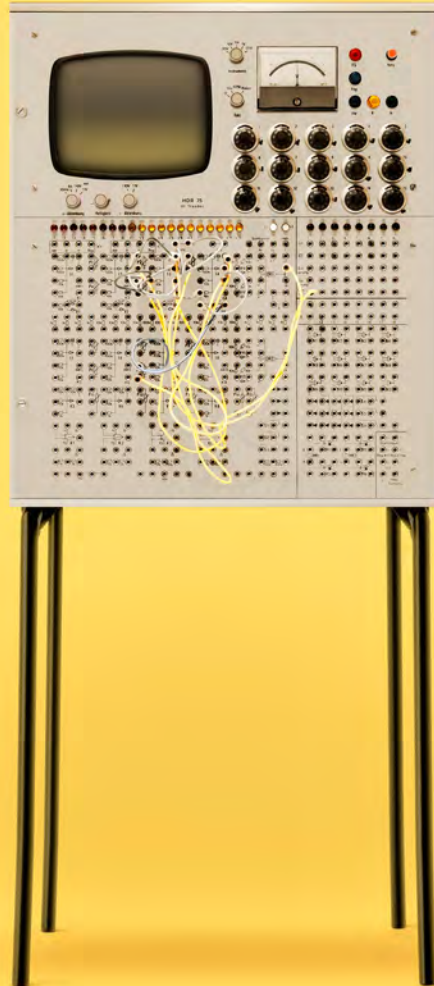


ZURICH INTERNATIONAL SCHOOL

VOICES



THESE FEET WERE MADE FOR RUNNING

Each October, an intrepid bunch of runners assemble in Rüslikon for the Turkey Trot.

A DIGITAL FUTURE

What is it like to come of age in a time of dizzying opportunity and rapid change?

AN EDUCATION FOR LIFE

Visiting Scholar Will Richardson outlines his vision for the future of education.



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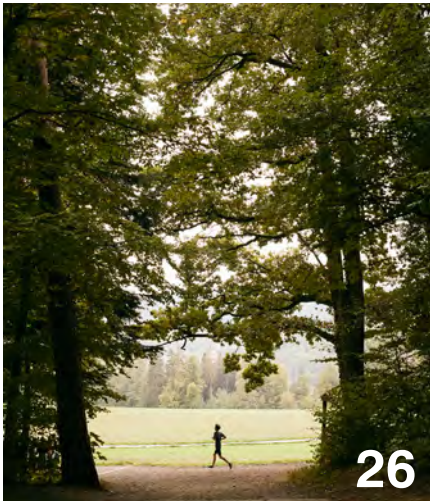
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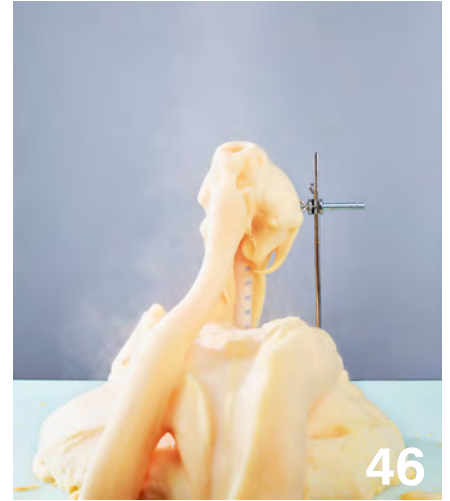
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The opinions expressed in Voices are those of the contributors and not necessarily those of Zurich International School or YBM

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At home on the slopes.

Jan, Ben, Finn and Ron dream of being ski racers. And they always wanted to live right next to the slopes. That wish came true.

[MySwitzerland.com/81436](https://www.myswitzerland.com/81436)

30 pairs of skis, a mountain of ski poles, protectors, gloves and helmets. «Where's my lift pass», shouts Finn. Jan (15), Ben (13), Finn (11) and Ron (6) want to get on the piste – although the chair lifts don't open for another half an hour. Just a normal day for the four brothers.

Jan, Ben, Finn and Ron are living the life that a lot of people only dream of. They spend every free minute on the piste. The brothers didn't have an easy time of skiing so much and so well. The family lived in the lowlands, while the ski region is 170 kilometers from their home. But their parents are also real winter sport enthusiasts – just like the boys' grandparents, they have a second home in Obersaxen.

The boys always have a good laugh, when they ski together, searching some secret paths or building jumps. The only time their spirits are dampened is when they have to return to the lowlands. The boys always wanted to live permanently in Obersaxen. This wish is now coming true. Jan and Ben have been accepted by the Surselva Talent School – reason enough to move here. The pistes are now really next to their beds. They can't do more skiing than this. Or can they?

Les Diablerets

A short chairlift ride takes you to your starting point. After that the 7.2-kilometer run pledges 45 minutes of fun and thrills. Les Diablerets is located 30 kilometers from lake Geneva's east-end.

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Gstaad

The fondue carriage is heated and covered, so a hearty atmosphere is guaranteed even on the coldest of winter days. It seats up to 20 people and can be used all year round.

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Switzerland.

WELCOME

Welcome to the Winter edition of ZIS *Voices*. Last semester, Ron Steijn, our new Board Chair, presented the school's vision, reiterating ZIS's commitment to developing independent thinkers. It is an important statement for ZIS, not least because of the emphasis it places on students developing the intellect, skills and integrity they need to become caring individuals and adaptable, global citizens. Our aim is that our students will become life-long learners, able to join the global community of those who are making a difference to the communities and organisations in which they work and live. You can read Ron Steijn's thoughts on the vision, and the role it will play in shaping our school, on page 43.

This year we have been delighted to welcome educationalist, author and teacher Will Richardson to ZIS as our Visiting Scholar. After more than two decades teaching, Will has spent the last 10 years addressing some of the biggest questions in education: what is education for, now that information is everywhere? How do schools put into practice what we know about optimum learning environments? What new skills, literacies and dispositions are required to succeed in the networked, connected world of learning that our children will live in? On page 14 you can read more about Will's vision for 21st century education.

When Middle School teacher Kimara Meier established the ZIS Turkey Trot, she never imagined that the annual run around a Rüsçlikon circuit would go on to become a school tradition. We may no longer present the winner with a giant turkey, but that does not mean that the competitive spirit has in any way lessened. On page 28, we tell the story of the annual Turkey Trot and find out what it really feels like to make it to the top of 'Killer Hill'.

We're lucky to have a supportive community here at ZIS, but what impact does your donation have? On page 36 we talk to donors and beneficiaries about the difference that gifts have made on every aspect of school life, from our new Den to the way that one student now sees the world. Each one of us can make a difference by donating our time and resources, and I ask you to join me in giving to the annual fund. We're grateful for your investment and engagement in our community.

Finally, we hope you will notice that *Voices* has a new look: we welcome your thoughts on this and on all the topics in the magazine. We are active on Facebook, Twitter, Instagram and LinkedIn – please do connect with us and let us know what you think.

Michaela Seeger
Director of Community Relations





ZIS LIFE

NEW DIRECTOR ANNOUNCED

“A place I could fall in love with” is the way Lisa Lyle described ZIS, on the announcement that she will become the next Director of ZIS, taking up the role in August 2019.

“ZIS is truly a community living the mission of Learn, Care, Challenge, Lead,” said Lisa on a recent visit with her husband, David Sanders. “I feel honored to be invited to join in that inspiring effort and look forward to working with the full community to build on the excellent work led by Jeff Paulson and other leaders in the ZIS community.

“Our visit provided us with a wonderful window into the ZIS learning community and led us to believe that both ZIS and Zurich will be a wonderful fit. At every turn the members of the school community greeted us warmly, asked great – and probing! – questions, and responded eagerly to our own. From students and parents to faculty, staff and board members, each had prepared carefully and demonstrated both great love for what ZIS is today and great excitement about the future.”

Lisa comes to ZIS from Mary Institute and Saint Louis Country Day School (MICDS) in Missouri, US, a PreK-Grade 12 school, where she has served as Head of School since 2007. Prior to that, she spent five years as Assistant Head of School

at the Blake School in Minnesota, US. She started her career as an Instructor of French and Humanities at the Lawrenceville School on the East Coast of the US.

A graduate of the University of Texas at Austin, Lisa received her Master's degree in French Literature from the University of Pennsylvania. She received a Master's in Private School Leadership from Teachers College, Columbia University, where she was also a Klingenstein Fellow.

Lisa brings more than 25 years of experience in working with students, faculty and parents in a range of distinct school settings. “I’m looking forward to working with the whole school community to surface our collective yearning for the next evolution of what the school should become,” she says, “and to figure out ways to make that happen.”

The appointment concludes a worldwide search begun by the Search Committee in February 2018, with the assistance of specialist consultants Carney Sandoe. The committee involved the whole ZIS community, including trustees, faculty, administrators, current parents and alumni.

See zis.ch/about-us/incoming-director for more.

BEFORE AND AFTER SCHOOL CARE

PROGRAM EXTENDS HOURS

The before and after school care program for children in Pre-School to Grade 5 has extended its hours, offering activities and breakfast from 7am and after school care with more activities such as arts and crafts and board games and puzzles through to 6pm.

zis.ch/student-life/after-school-care

EXAM RESULTS

HIGH ACHIEVERS

ZIS students achieved excellent IB results for the 2017/18 year, averaging 33 points, alongside exceptional AP scores, with more than 90 per cent of students receiving a score of three or better. Congratulations to students, as well as faculty and staff on all campuses, for a job well done.

For full results visit zis.ch/profile2018

SCHOOL CAMPUS

TWO-CAMPUS MODEL

Plans to move towards creating a two-campus model for the school have been announced. The Early Childhood program will relocate to the Lower School in August 2019, and plans for a new, purpose-built Middle School adjacent to the Upper School are progressing well.

Look out for further updates in the Spring.

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ADMISSIONS: IN NUMBERS

Over the past three years, the admissions team, now led by new Head of Admissions Monita Singh, has dealt with almost 3,000 enquiries and given more than 1,850 individual campus tours.

zis.ch/admissions

2018

898

ENQUIRIES

583

TOURS

355

PLACES OFFERED

ZIS VISION

TAKING OUR SCHOOL FORWARD: OUR VISION

“ZIS remains committed to fostering independent thinkers who will strengthen the global community they join,” said Ron Steijn, new Chair of the Board of Trustees, at a recent presentation of the school’s vision.

The ZIS Vision has students at its heart, focusing on developing an outlook and a set of skills that go beyond intellectual ability and curriculum basics. Students are thus equipped to take their place in a community of thinkers and doers who take their responsibility to that community seriously, and who are determined to make a difference.

Teaching students how to reason, understand and think objectively is the

cornerstone of the ZIS curriculum, and building essential skills such as adaptability, readiness and an ethical compass will ensure they thrive in the 21st century. “Our students are constantly encouraged to problem-solve, to voice their opinions and work from first principles,” explained Ron. “These are skills certain to serve them well.”

The ZIS Vision sets the stage for students to be active learners throughout their lives, people who are open-minded, resilient, playful and reflective, who value integrity, compassion and fairness, and who will be able to adapt to changing circumstances with rigour and skill.

Visit zis.ch/about-us/vision

“Our vision is for all ZIS students to join and strengthen a global community of citizens, determined to make a difference to the organizations and communities in which they work and live. We’re committed to ensuring our students develop the intellect, skills and character to become caring individuals and adaptable and independent thinkers”

COMMUNITY

ZISMEETS IN 2019

Looking for a springboard to help you achieve personal or professional goals? You may need to look no further than ZISMeets events in 2019.

In the Netherlands in April, for example, executive career and transition coach Caroline van den Bogaard, an alumni parent, will lead an apero and discussion on career planning, promoting your personal brand and global transitions. And in London in May, leadership coach Lesley Symons, Class of 1975 (1971-73) features in a similar session, looking as well at the benefits of mentoring.

For a more hands-on experience, food blogger, cook and alumna Claire Matern, Class of 2008 (1997-2000) will give a cooking demonstration in New York early in the new year, the perfect chance to network over some winter specialities.

Two important reunions are also taking place, for the classes of 2009 and 1999, so please do get in touch if that’s you.

For full information on ZISMeets events, alumni@zis.ch

ILLUSTRATION: MICHAEL KIRKHAM





#BrillianceForAll

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STEAM

MAKERFAIRE SHOWCASES STEAM POWER

The strength of STEAM (Science, Technology, Engineering, Art and Maths) activities at ZIS was on show recently, with a number of students demonstrating their inventions and creations at the Zurich Makerfaire.

It's the second year that Lower School students have taken part in the event. All students are regulars at the lunchtime Tinker Lab sessions, and many also attend after school clubs such as Arduino (a type of programmable circuit board) and Coding. Some are also members of an informal student tech club called the Tech Talkers, which plans and promotes activities, including mini-workshops, to inspire more students to tinker or learn a new skill.

According to one ZIS parent: "It's very important to get involved with STEAM at a young age because our children can clearly see that it is pertinent to their future and the future of the whole world."

This year, the Annual Fund continues to support STEAM activities, including Makerspaces on all campuses. Special emphasis is on training and hands-on experiences, through guest speakers, extracurricular opportunities and professional education for STEAM faculty leaders.

We can all support these important priorities by giving Swiss francs through zis.ch/giving, or contributing in US dollars, through transfer or credit card donation at the ZIS Foundation, zisfoundation.com



JOINERS AND LEAVERS

NEW UPPER SCHOOL PRINCIPAL, AND TWO FAREWELLS

David Markus will become Upper School Principal from August, when he takes over the post from John Switzer. David is in his seventh year as Upper School Principal at Washington International School, and will be joined by his wife, Penny, and younger daughter, Alli.

We wish John all the very best as he heads for Frankfurt International School, and thank him for all his hard work over the past seven years. We also say farewell to Middle and Upper School Learning Leader Ian Hoke, who leaves after eight years to become Secondary Principal at the American International School of Mozambique.

From left to right:
David Markus, John Switzer and Ian Hoke.

ALUMNI

ZIS COMMUNITY

We are always delighted to hear from you and share your updates! Email us at alumni@zis.ch and read more classnotes in Alumni Links, our e-newsletter.

Geneve Anderson, Class of 2010 (2007-10) says that having completed a postgraduate degree in Fashion and Lifestyle Journalism at London College of Fashion and working at Yahoo! UK as a fashion and lifestyle journalist, she is now a fashion copywriter at New Look.

Fine art photographer **Bo Bridges**, Class of 1992 (1991-92), asks: "Can you spot Spider-Man?" His new collaboration sees Marvel Universe characters hiding in his photography imagery. Bo says: "Zoom in – and you'll find 'em!" The collection includes fine art prints, posters and speciality items such as MX tires. Visit bobridgesgallery.com

The latest photographic work from **Frederik van den Berg**, Class of 2004 (1993-2004), focusing on Alpine walks, was exhibited at AWC Zurich. He says: "It can sometimes take years for the right scene to reveal itself, but as Bertrand Piccard once said: 'An adventure is a crisis you choose to accept. A crisis is an adventure you do not choose to accept!'" See fvdb-photography.com

Natascha Rupp, Class of 2009 (1995-2005) and **Virginia Hasenmeyer**, Class of 2010 (1996-2010), together run a Munich-based boutique PR agency focusing on sustainable travel and tourism. They say: "One of our clients is a tour operator founded on the principles of the IB!" rupp-pr.com

Last summer, brothers **Mark Thomas**, Class of 1971 (1966-71) and **Reid Thomas**, Class of 1974 (1969-74), walked the Jakobsweg trail across Switzerland; you can read about their adventures at jakobswegswitzerland.com

From his new home in California, **Don Bowden** (AISZ faculty, 1963-66) looks out across Corte Madera Creek. He says: "I see **Vasco** and **Holly Morais** (both Class of 1976) frequently, and I meet **Susan Hall** (Class of 1965), **Heidi Campini** (Class of 1969) and others at least twice a year. My 88th birthday is on the horizon, so I really must get that cell phone and learn how to use it soon. But I hate having an object that seems to have more intelligence than I do."

Share your personal and professional news!
Email us at alumni@zis.ch.



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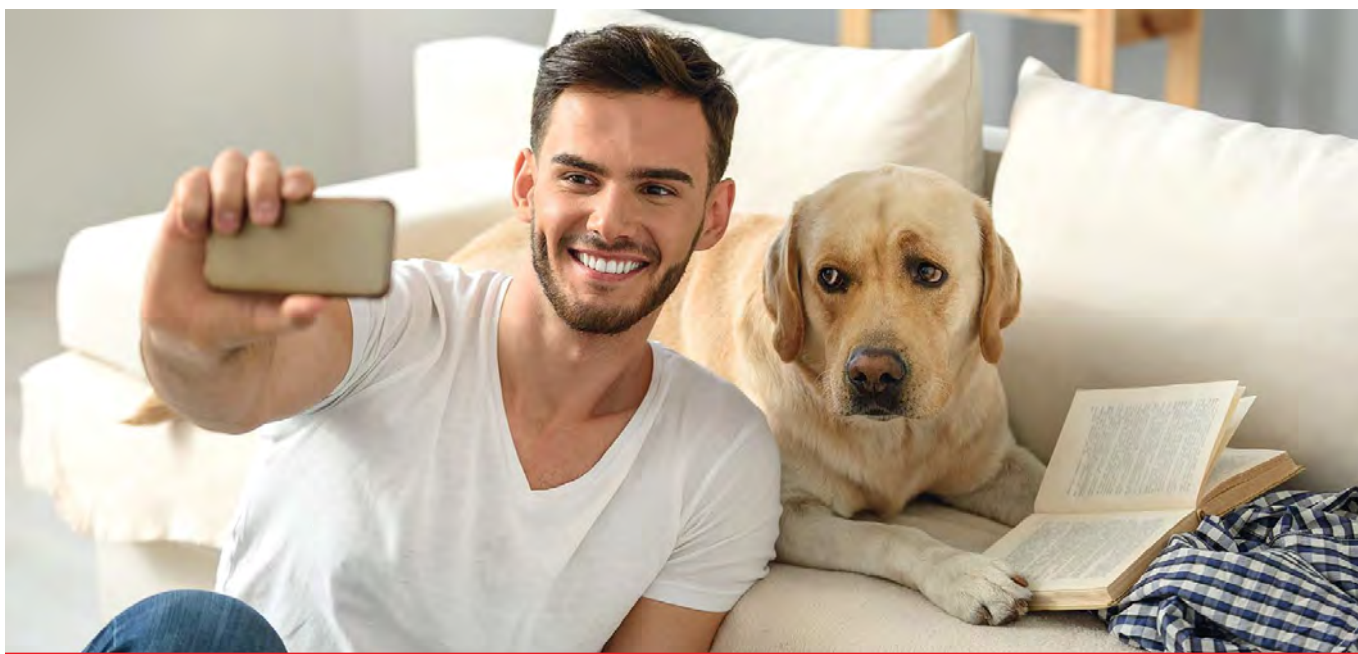
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ENGEL & VÖLKERS

THE ZIS PERSPECTIVE

Seven years after I began, this is a good time to reflect on what we've achieved together

Back in 2012, I was lucky enough to take up the position of Director at ZIS. The previous decade had seen great change, from the rapid rise of technology to the financial crisis. I was eager to play a part in ensuring that ZIS prepared its students for a future that is certainly unpredictable, but also exciting – full of both grand challenges and bright hopes. Now, seven years later, as I come to the close of my time at ZIS, it seems like a good time to reflect on what we have achieved together.

Facts and knowledge, of course, are vital. But we owe it to our students to take their learning beyond the rote. The new century demands a very different set of skills. Our adherence to the three Cs – conceptual, competency and character learning – encourages them to learn how to learn. They have the conceptual and analytical skills to deal with whatever is thrown at them – whether that's in higher education systems across the globe or in their future careers.

This might seem counter-intuitive, especially for those of us who were raised in a very different system. But we all know what learning looks like, as our Visiting Scholar Will Richardson memorably pointed out in his TED talk, *The Surprising Truth About Learning in Schools* (and I highly recommend you watch it, if you haven't already). We see our children learn through passion, questions and play. Why not, therefore, bring these methods to the classroom?

Of course, implementing this curriculum has only been possible with the hard work and dedication of the teaching community here at ZIS. They, too, are eager to find new and better ways to do this, the most important job in the world. To that end, they're encouraged to constantly grow and develop, just as their students are. We have introduced implementation workshops, development days, coaching and accountability – all with one purpose: to improve learning.

Then there's the huge amount of work that has gone on behind the scenes to ensure that this learning happens

in the best and most effective way possible. We have updated our systems and processes, and built a leadership team around our strategic vision. That means a seamless transition for the children, enabling them to hit the ground running and improving results across the board. And it's easier for parents to understand, too, meaning they are better placed to continue their vital support of students' learning.

New challenges are always exciting. I'm excited to be working with our transition committee to ensure a smooth handover to the new Director, Lisa Lyle. She comes to ZIS from Mary Institute and Saint Louis Country Day School (MICDS) in St Louis, Missouri, where she has served as Head of School since 2007. Under her leadership at MICDS, the academic program has grown in strength and stature.

Most importantly, Lisa's values and vision for education align with our mission – Learn, Care, Challenge, Lead. She matches rigorous, disciplined analysis with an open mind, keen intuition for people and a strong sense of community.

For my own part, I'd like to thank the Board, the Strategic Leadership Team, all the wonderful employees and our fantastic ZIS community. You are what makes ZIS the inspirational place it is.

Succeeding over a period of almost 60 years takes a fundamental commitment to sustainability and continuous improvement, and I know that ZIS will stay at the forefront of international education.

“Our students have the conceptual and analytical skills to deal with whatever is thrown at them, whether that's in higher education or in their future careers”

Jeff Paulson
Director



AFTER SCHOOL

With a dash of this and a dollop of that, Middle School Maths teacher Dan Allen is the improvisational – inspirational – king of the kitchen

WORDS DIANE SHIPLEY PHOTOGRAPHY NATO WELTON

With music blasting and glass of wine to hand, Middle School Maths teacher **Dan Allen** couldn't be any more at home in his kitchen. Like his hero Jamie Oliver, he's an improvisational cook, adding a dash of this and a dollop of that to various pans. "I love his philosophy of just having a go and playing around, it doesn't need to be overly precise," he says.

Dan wasn't always such a foodie. Growing up in the American Midwest (his family lived in Iowa, Illinois and Wisconsin), a typical meal was meat and potatoes, with the occasional TV dinner. He learned to cook out of necessity when he went to Butler University in Indianapolis in 1990, but didn't spice up his palate until he moved to Texas with his wife, Shea, Middle School English and Social Studies Teacher, after graduation.

"Living in Houston was my introduction to my all-time favourite type of food – Tex-Mex." His initial attempt to replicate

it didn't go well, however. "I bought an avocado to make guacamole, but I didn't realise it had to be ripe. I was cutting at it with a knife and this thing was hard as a rock. I thought, how do they make this?"

Since then, Dan has picked up a few tricks, and often swaps tips with his colleagues. "Molly Mullens [Upper School ATAC Coordinator] and I share recipes, Adrian Castelli [Upper School Learning Support Teacher] is a phenomenal chef who knows all these different techniques, and I got my favourite slow-cooked pork recipe from Ian Hoke [Middle and Upper School Learning Leader]."

Things still don't always go to plan, though. "I've spilled water, burned pans beyond repair and sliced open every finger, but that comes with real cooking."

While he loves breaking bread with friends, Dan's main inspiration is making sure his children, Chloé (Grade 12) and Kai (Grade 10), eat well. "They're always on the run, so I spend a lot of time thinking about how to get the most nutrient-dense food into them. I make fish tacos, pizza with goat's cheese or slow-roasted meat. I also cook lunches in bulk for all of us. I'll roast sweet potato, pumpkin and zucchini while cooking some type of meat, and possibly rice or quinoa. These enormous batches are gone within a few days."

When they moved to Switzerland 10 years ago, Dan had plans to cook traditional national dishes, but his fondue pot is now



01



02

03



04



05

01—04

Fresh produce sourced locally is a key part of Dan's cooking.

05

Returning from the market shop near his home in Wädenswil.

06—08

Cooking up a storm in Dan's kitchen.

gathering dust. It turned out that the best local food is all the fresh organic produce. “We live by a farm and buy our apples, vegetables and eggs there. It’s been in the family for 12 generations, and we can see the effort that goes into the food we eat. Visitors always say things like, ‘I haven’t had a tomato that good in years’.”

“I've spilled water, burned pans beyond repair and sliced open every finger, but that's what comes with real cooking”

Despite his daily efforts, Dan still has some cooking ambitions to fulfil. “I’d like to add Indian food to my repertoire, and one day I want to take a Jamie Oliver cookbook and make everything in it.” Mostly, though, he thinks the simplest recipes are the best. “My favourite food memory was on a trip with students in Norway. We caught mackerel in the North Sea, immediately cooked it over a fire and then ate it outside. It tasted ridiculously fresh.”



CARNE ADOVADA – NEW MEXICO-STYLE PORK WITH RED CHILLIES

Dan Allen

Serves six

- 3 lbs boneless pork shoulder
- 6 cloves garlic
- 4 whole dried ancho chillies
- 4 whole dried pasilla chillies
- 1 cup conc. orange juice
- 2 tbsp white vinegar
- ½ cup raisins
- 1 quart chicken stock
- 3 bay leaves
- 2 tbsp vegetable oil
- 2 tbsp fish sauce
- 3 chipotle chillies in adobo
- 3 medium onions
- 2 tsp dried oregano
- 1 tbsp ground cumin
- Corn tortillas
- Handful of coriander
- 1 lime
- Queso fresco

Remove the seeds and stems from the dried chillies and then cook the chillies over a medium-high heat for a few minutes, stirring frequently, until they are slightly darkened and give off an intense, roasted aroma. Add the chicken stock, raisins, orange juice concentrate (or reduction), chipotle chillies, white vinegar and fish sauce. Bring to the boil and then simmer for about 15 minutes, or until the chillies are softened. Blend to a smooth puree and set aside.

Trim and dry the pork. Heat the oil in a heavy-bottomed pot over a high heat until it smokes and then add the pork all at once, spreading the pieces evenly over the surface. Cook for about eight minutes until the bottom is well browned and then transfer to a cutting board and set aside.

Next, thinly slice two onions and mince the garlic. Add these to the pot, stirring frequently until they are softened and beginning to brown. Add the oregano and cumin.

Add the chilli mixture and stir to scrape up any browned bits from the bottom of the pan. Dice the pork into five-centimetre chunks, then add to the mix. Throw in bay leaves, bring to the boil and then simmer. Cover, leaving the lid slightly ajar, and cook for around two hours, stirring occasionally until the pork chunks break apart with a spoon.

The sauce should be thick, with an almost ketchup-like consistency. Season with salt to taste.

Serve with corn tortillas, lime wedges, diced onion, roughly chopped coriander and queso fresco.

Based on a recipe by J Kenji López-Alt, chief culinary consultant of Serious Eats.

07

08

ON THE LAKE



With its laidback vibe, the Schlossgarten has been a hub of life outside of school for more than 30 years.

WORDS LUCY JOLIN PHOTOGRAPHY KATE PETERS

It may have evolved from the Swiss café of choice to a sophisticated Italian eatery, but for many, the Schlossgarten restaurant on Dorfstrasse in Kilchberg will forever be remembered as the hub of life outside school.

“We’d all meet there after school,” remembers Patrick Spreng, Class of 1986 (1981-86). “We’d get cheap eats like sausages and French fries, and big, foaming mugs of beer. We were always on a budget,

Take a seat

The Schlossgarten's garden terrace, a focal point for former ZIS students.

so most of the time we'd eat the cheapest we could get if we were hungry – not necessarily the best! That's why the sausage came into play! And we'd sit under that canopy of greenery just waiting for everyone to show up and deciding where to go next. It was a great place to be."

“We’d get sausages and French fries. We were always on a budget! And we’d sit under that canopy of greenery just waiting for everyone to show up and deciding where to go next. It was a great place to be”

Oddly enough, however, the restaurant might not even have been called the Schlossgarten back then. The current owners, the De Paolas, believe it was called Castello between 1981 and 1992. “We always referred to it as Schlossgarten,” says Patrick. “1981 was my first year at the school, and I’m sure the older kids just continued to call it that – and so did we.”

Before Friday night dances, the Schlossgarten was the second stop for students on the way from the train station to the school. Schwelle was the first, another typical Swiss café where, says Patrick, old men would sit peacefully and play cards.

“And then there was us, the international students. The school was much smaller then, of course – we only had around 120 students. I’m not sure we had the best of reputations but everything was genuinely very innocent.”

Zurich in those days was still a cosmopolitan place, Patrick remembers, but it didn’t have the international mix that the school and the city enjoy today. “Nowadays, you hear a lot of English everywhere, plus all kinds of other languages. Back then, you would still stick out if you were an expat or a foreign kid.”

Despite now specialising in Italian cuisine and regional delicacies, and boasting its very own pizza ovens, the Schlossgarten’s 100-year-old surroundings have changed little. And for Patrick, the restaurant is still one of the anchor points of his school memories.

“In July, I attended a memorial event at the Middle School villa to honour English teacher Dick Killen, who died in 2017,” he says. “My friends came too, and we met at Schlossgarten. It felt a bit odd to be back as 50-year-olds in the surrounds of a nice-looking restaurant, but it did also feel completely natural for us to meet there before making our way back to school.”

ILLUSTRATIONS: MUTI

24 HOURS IN MOSCOW



Olga Malova, ZIS parent, gives us the inside track on her unique and ever-surprising home town, Moscow.



SAIL THROUGH THE CITY

A boat ride along the Moscow River gives you the chance to see the Kremlin and the ‘wedding cake’ skyscrapers from a different perspective. My mum first took me when I was six years old, so it brings back tender memories.



GO UNDERGROUND AT BUNKER-42

Bunker-42 was a top-secret shelter and military command centre built in the 1950s in case of a nuclear attack. Now it’s a unique Cold War museum and entertainment and restaurant complex, 65 metres below ground, with a reconstructed command centre.



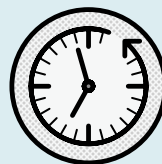
EAT LIKE IT’S 1859

Enjoy traditional Russian *pelmeni* (dumplings) or beef stroganoff at Restaurant Oblomov, a 19th-century mansion named after a classic literary character known for his love of good times. I’ve been going for 20 years, and I’m always greeted by the resident parrot.



STROLL IN THE RED OCTOBER DISTRICT

This island on the Moscow River used to house the Red October Chocolate Factory. Now it’s a popular art district, with galleries, bars and small restaurants. Even though the factory is long gone, I can still smell the delicious Stratosphere candies I first tasted as a girl.



HAVE A BLAST FROM THE PAST AT GUM

The Moscow branch of Russia’s main department store GUM was built at the end of the 19th century. It has the best ice-cream and more than 100 boutiques. There’s even a grocery store with original Soviet packaging that will make any Russian over 50 deeply nostalgic.

Share your insider insights using #ZIStravels on Twitter (@ZISnews), facebook.com/zurichintschool and Instagram (zurich-international-school)



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SMALL WORLD



Erika Darmstaedter, Chief Client Officer at FCB

WORDS DIANE SHIPLEY PHOTOGRAPHY OLIVER OETTLI

Art lover

Erika outside the Kunstmuseum Basel, one of her favourite places to visit.

From self-styled ‘ski bum’ to award-winning ad agency leader, **Erika Darmstaedter** (Class of 1981 (1979-81) is proof that there’s more than one route to success. Responsible for global account management and client strategy at FCB, one of the largest global advertising agency networks, she has overseen some of the biggest brands in the world. But it hasn’t always been straightforward.

She left AISZ in 1981 with no clear career goals. Instead, she brushed up her German and spent two years lost on the ski slopes. It was when she landed a junior secretary job at Geneva-based advertising agency Y&R that she found her true calling. Within five years, she’d worked her way up to account management but, at 26, she decided it was time to get a degree and studied Business Administration at New York University.

Erika admits she was a more committed student as an adult than as a teenager, but she always loved English, particularly class discussions. “Mr Kruger [English teacher, 1966-90] and Mr Killen [English teacher, 1972-90] were superb teachers who both brought literature to life. They opened up this world of exploration and discovery.”

Having grown up in Saudi Arabia, Taiwan and Israel, as well as Zurich, international schools made a big impression on her. “They really influenced my career and who I am today because of the diversity of the people and the cultures that come together.”

After eight years at Saatchi & Saatchi in London, Erika returned to her native Switzerland in 2011 to be closer to her family and so that her children, now 19 and 20, could take the IB. She was on the AISZ board from 1999 to 2001, during the time it adopted the programme, and still thinks it’s the best way to learn. “It has a lot of academic rigour, but more importantly teaches kids to think and value learning. It’s not just teaching kids to pass tests.”

Her love of advertising is as strong as ever, particularly knowing she’s part of a bigger picture. “I get to shape a little of the history of the company and of these beautiful legacy brands.” There are constant challenges, including evolving communication methods and bright young things defecting to tech. But Erika remains optimistic.

“Every day, we try to make our creativity come to life in this new world. We’ve just won another global contract, so we’re moving in the right direction. I have creative projects happening in Brazil, Mexico, India, England and France – and that’s just today. I’m living proof that you don’t have to do things in a linear way, you can still take something great from each stage of life. If we teach our children that, they’ll be better prepared to go into the world.”



The future of learning

Educator Will Richardson is ZIS's Visiting Scholar, sharing his expertise and insight, collaborating on innovative teaching methods and contributing to the intellectual life of the school. Will says that the key challenge is making "schools amazing places to learn for kids", something ZIS does by encouraging students to come together and share their learning experiences. On these pages, drama and Makerspace students collaborate on different aspects of a current performance project.

AN EDUCATION FOR LIFE



“We know how to help students develop into powerful learners, but making that happen in classrooms takes care, dedication and passion.” Educator, author and ZIS Visiting Scholar Will Richardson outlines his vision for the future of learning.

INTERVIEW HELENA POZNIAK PHOTOGRAPHY KATE PETERS

The classroom model has been unchanged for centuries: teachers teach and students learn. It’s worked forever, so surely it doesn’t need an upgrade? Well, actually, yes it does.

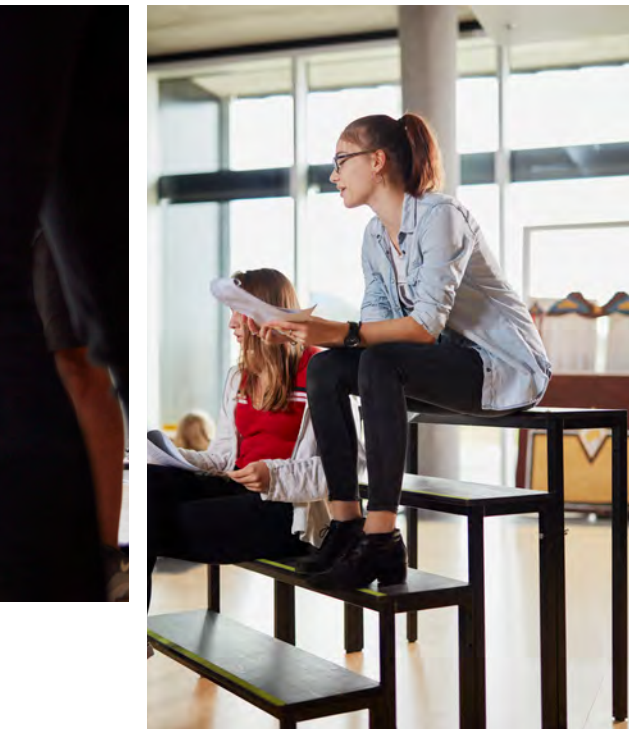
Schools weren’t built for this information-everywhere, technology-in-your-hand world. Teachers are everywhere and are no longer the smartest people in the classroom. Now we can learn so much on our own, on demand, and so it’s time to face up to the new challenge: schools can no longer effectively recreate the natural aspect of learning, and it’s time for some new thinking.

I don’t think anyone would argue about conditions that enable powerful learning. People talk about fun, relevance, autonomy, agency, and that learners need to be challenged and that learning is social. What they don’t ever talk about is sitting in rows, grouped in ages, an emphasis on handing stuff in, being graded and controlled by a teacher and so on.

ZIS is one school that has begun to grapple with this conundrum, attempting to define what learning is and the differences between conceptual, competency and character learning; most schools don’t do that. But this is a long-term challenge, one that brings into question the whole spectrum of what and how schools teach, and what and how students learn.

ZIS’s learning principles – learning must be authentic, it must have purpose or resonance, that we learn by collaborating with one another in a safe environment – are a great starting point. And a playful disposition, as defined in ZIS’s character standards, is critical and often overlooked.

One of the most important elements is the statement that everyone in the community continues to learn. Very often we see learning through a strict student lens only. But teachers must display these dispositions – being open-minded, playful and reflective. Crucially, school culture must expect and support teachers to continue to learn. ►



“At best, schools teach one-billionth of one per cent of what knowledge exists in the universe, while quibbling endlessly over which one-billionth of one per cent is important”



ZIS is asking the bigger questions about education. More widely, schools are beginning to understand what these questions are – and really getting to the heart of the role of education. But beyond asking these questions, are schools actually changing?

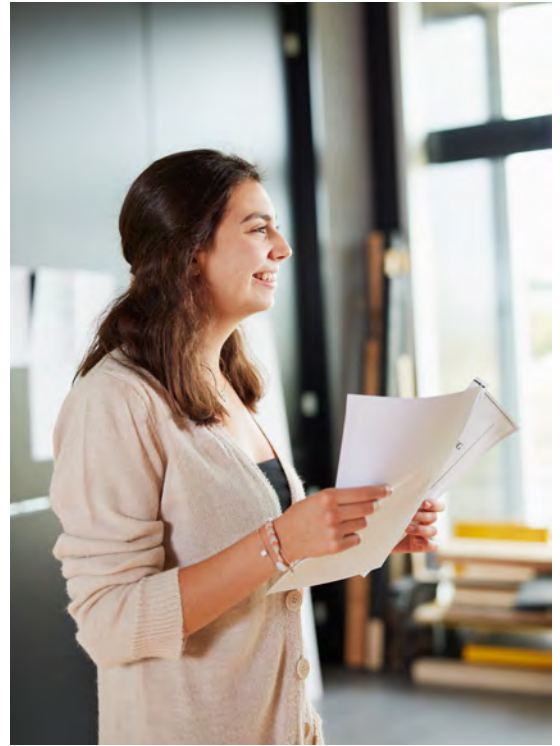
The answer is not so much – it is a slow and arduous process and it requires great leaps of imagination. We need to acknowledge that the world has shifted fundamentally, and change our focus. Then we can help kids learn to become learners, help them develop a disposition to learn deeply. And we can try and make learning in schools resemble the outside world – that means giving students choice, agency, freedom to pursue things they want to learn.

Change is difficult because schools tend to see their roles differently. Every structure and support system is deeply rooted in a traditional narrative – what a school is supposed to look like, what people are supposed to do when they are there. And that comes from parents as well as many teachers. To come in and change that narrative throws a whole bunch of stuff into chaos.

I did well in school and so did my children, now 19 and 21. But none of us remember much of what we supposedly ‘learned’ in classrooms. I’m of the mind that if we are asking kids questions they can answer with their phones, we should allow them to use their phones to find the answer.

I’m aware this sounds radical, but it’s unrealistic to expect kids to carry that information around in their heads when they have easy access to it.





Do they need to learn Pythagorean theorem in Grade 7 or 8? Not everyone will need it. Why not learn it when you want it? Learning lots of stuff doesn't really mean you are actually learning. When ZIS talks about quality over quantity, it places the emphasis on being a learner, not being 'learned' in the traditional sense.

And I don't accept that motivation is a problem. I have never met a student who didn't want to learn. The idea that if we don't provide them with something to learn, they won't learn anything is entrenched, but wrong. Our narrative is that it's down to us, as parents and teachers, to help our children find interesting things. We need to believe this for our schools to operate in the way that they have in the past, and to maintain traditional values. But it's just not true.

I'm not suggesting that students can just go and spend time on Fortnite or Minecraft and that will be considered an education – absolutely not. But there is a much better chance that children will thrive if we help them become self-determined, independent learners who know how to discern fact and fiction.

Teachers continue to be incredibly important, but they now have a different role. They are no longer experts delivering content but instead must acquire real expertise around how learning happens, what learning is and how it applies in a modern context. There are certain things that children need to learn – reading, writing, math skills to a certain extent. ►

COURAGE MEANS LIVING LIFE YOUR WAY

WELCOME TO ZURICH

My name is Roberta and I am a ZIS parent. Like most of you, I am also an expat. In fact, I have lived on five different continents. I appreciate that changing countries or cities can be overwhelming and living in Zurich has its own requirements.

I also work for Allianz Insurance and we are offering you as ZIS parents a unique and differentiated package of products and services.

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allianz.ch/gianluca.ablondi





Featured on these pages

With thanks to: Fay Eddy, Upper School Drama teacher; Brian Jolley, Upper School Science teacher; Lorenzo Jose Aragon, Sebastian Heller, Leandros Michaelides and Nikola Vonic (Grade 9); Alexandra Birck and Eleonora Novelli (Grade 10); Laure Depaty (Grade 11); and Johanna Haka, Mia Skjaeret Hanssen, Carmen Savi and Kiara Shey (Grade 12).

To watch Will discussing the 10 principles for modern learning in schools, go to the Visiting Scholar page at zis.ch/community/visiting-scholar-program

And educators have a role in deciding what they are. But, today, we are deciding way too much of what that is.

You might be able to quote Shakespeare, for example. But I could show you lots of students who can quote all sorts of authors that you might never have heard of. These texts have meaning – they resonate for them. So how much should we fix what students learn in a world in which they can learn anything at all? As visionary educator and author Seymour Papert said, “At best, schools teach one-billionth of one per cent of what knowledge exists in the universe, yet we quibble endlessly over what one-billionth of one per cent is important.” It’s a hugely complex question and I’m not sure there’s a right answer. But there may be a wrong answer – and that’s teachers and parents choosing stuff because it was part of our traditional narrative – regardless of whether our children are interested or want to learn it.

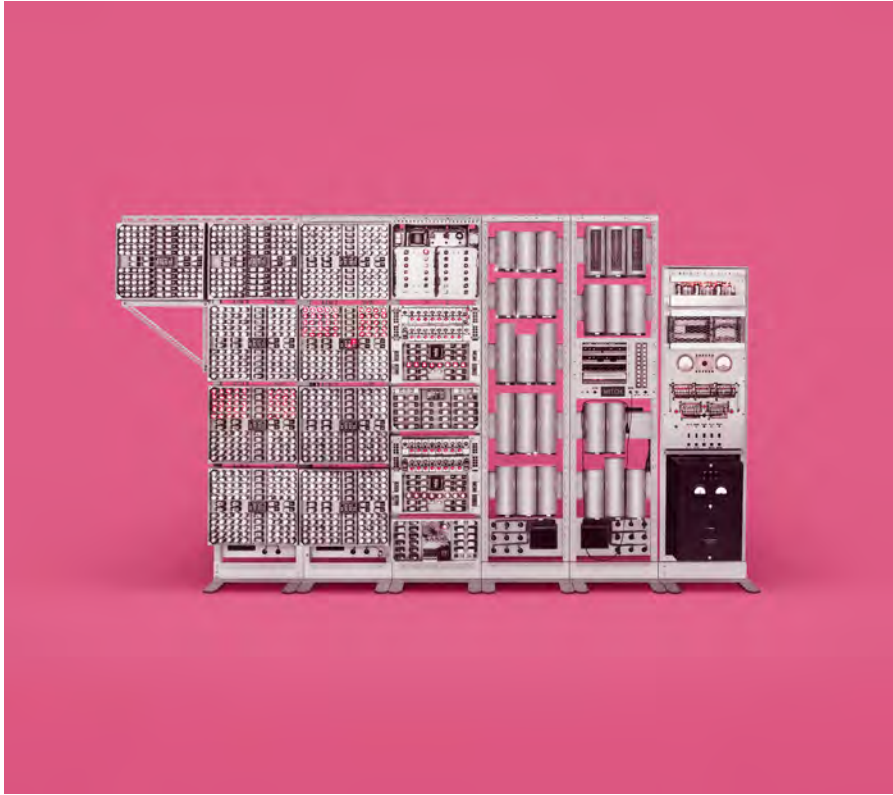
We need to give students more space to pursue things that they care about and we need to teach less. As Papert said, every time we teach, we remove an opportunity for discovery. Learning is discovery, it’s driven by questions that matter to us. I want my students in schools with an adult who cares and pushes them to greater heights than they can reach on their own.

Adults need to know more about learning than anyone and about how to create the conditions for this to happen. When ZIS talks about personal learning, this isn’t personalised learning – that’s simply learning the same thing in a different way. Personal learning gives students agency and freedom to follow their interests. With a lot more freedom, schools can become places where children love to be.

One of the greatest values of schools is the social element. They’re places where students come together to work, engage, collaborate and cooperate. If we could encourage more of this, they would have a greater impact on the world. Pupils would be much better prepared. The greatest service we can do for our students is to help them become learners capable of making sense of an abundant world, so they can navigate complexity and thrive. And, crucially, they continue to learn throughout their whole lives. ♾

HARWELL DEKATRON
WITCH

Weighing in at 2.5 metric tonnes and more than 65 years old, the Harwell is the oldest working digital computer in the world, housed at the National Museum of Computing in the UK.



ELLIOT
803

This medium-speed transistor digital computer, manufactured by the Elliot brothers in the 1960s, cost around £29,000. More than 200 were built, of which only two survive.



The millennial guide to the digital future

Computer says yes

Today, tech is everyday, even mundane. But, as seen across these pages, during the post-war period, computers were rare, huge and confined to the research lab.

IBM
360

Part of a family of mainframe computer systems, this was one of the fastest, most successful machines of its era, the late 60s/early 70s, and influenced future computer design.



HDR
75

This (relatively) small analogue computer was made in East Germany at the Technical University of Dresden, a public research institution originally founded in 1828.



They were born into a world of dizzying digital opportunity and rapid change. So what is it really like to come of age with technologies such as artificial intelligence and big data?

WORDS BECKY ALLEN PHOTOGRAPHY DOCUBYTE

With eight online calendars and another eight digital to-do lists, **Cameron Weibel**, Class of 2014 (2009-14), is only half joking when he says: “I think I’m 30 per cent technology and only 70 per cent human – I do absolutely everything on tech. Without it I couldn’t orchestrate my life.”

Cameron is a member of Generation Z, an entrepreneurial cohort of independent learners with a global outlook who are accustomed to the fact that technology is changing the world profoundly and that that change occurs at enormous speed. According to the World Economic Forum, 65 per cent of children in primary school today are likely to work in jobs that don’t currently exist, and the EU says that 40 per cent of companies are finding it hard to recruit suitably skilled candidates.

And that means that the world of learning is having to adapt, because with so much knowledge available

online, knowing how to find the right resources and being motivated to figure things out for yourself is crucial. “It’s hugely exciting,” says **Alain Meier**, Class of 2012 (2004-12). “There are 15-year-olds who can learn the same amazing things as PhDs – all you need is a \$10-a-month internet connection and a mobile phone. So, the number one skill in any high-performing job is having learned how to learn.”

Alain says his career began not in a first job, but at university, where, as a Computer Science student at Stanford in the US, he attended fortnightly hackathons that sometimes went on until dawn. “Eventually I met a guy with similar skills – and interests. We wanted to know whether cryptocurrencies could reduce the cost of remittances for US migrant workers sending money home to their families.”

That idea led the pair to develop new anti-fraud technology and to go on to establish a startup – Cognito – before ►

BENDIX

G-15

Inspired by Alan Turing's Automatic Computing Engine, the G-15 was developed in Los Angeles, California, by computer pioneer Harry Huskey, and introduced in 1956.

**CRAY**

1-S/2000

The Cray-1 was the first supercomputer to successfully implement the vector processor design and, in 1975, was the fastest supercomputer of its time.



reaching a fork in the road. “We studied and ran the business in tandem for as long as possible – six to eight months – before deciding the business had enough traction to be a full-time job.” Since then, Cognito has gone from strength to strength, and today has more than 500 clients.

Cameron, who studied Computer Science and Engineering at the Eindhoven University of Technology, has put his entrepreneurial spirit to work inside the classroom. With STEAM Coordinator **Clement Cheah**, he recently delivered a series of weekend workshops to introduce younger students to robotics and coding, working with Dash and Dot and LEGO Mindstorms EV3 robots, followed by summer STEAM camps. “You nurture creativity by creating an atmosphere where it’s rewarded,” he says. “When I was at ZIS, our robotics course gave us a sandbox where I could think about these things. It’s not all about passing on information, it’s about sharing our energy and work experience and giving students a reason for learning.”

Not satisfied with helping to encourage the next generation of engineers, Cameron is working at SWISS to expand the airline’s AI portfolio and with the Lufthansa Group to develop a new chatbot, all while completing his MSc in Robotics, Systems and Control at ETH Zurich where he is applying machine learning to miniaturised medical robots.

In Amsterdam, **Oisín Whelan**, Class of 2006 (2002-06), is a Data Analytics Manager in Global Sales at Adidas – and change is par for the course. “Everything is becoming data

driven, and the more data we have, the better business decisions we can make. In a previous era, where we had thousands of records on spreadsheets, this wasn’t possible, but with billions of records you can use machine learning,” he says. “I work in sales, analysing price information. In five to 10 years, all this is likely to be determined by machine-learning algorithms.”

Living through the fourth industrial revolution, dubbed Industry 4.0, where big data and the Internet of Things have laid the foundations for the spread of AI and smart automation across multiple industries, doesn’t phase Oisín. In fact, he finds the prospect “super exciting”, thanks in part to his degree in Engineering from Durham University in the UK – and because he believes that while computers are brilliant at logic, humans have an unbeatable skill: creativity.

“This isn’t the first time that people have felt threatened as a result of new technology. In the first industrial revolution a lot of manual labour was replaced by machines. Something similar is happening now. Jobs won’t disappear – their nature will change,” says Oisín. “However, you still need the expertise to design and validate these algorithms and to understand the business. In the future, some of our shoe and fashion designs might be generated by computers, but I don’t think computers will ever be able to think like a human.”

Alain agrees. “Over the next five years, there’s going to be huge progress in automating existing jobs,” he says. “But I think VR will be the most transformative technology over

TELEFUNKEN

RA 770

Once described as “the finest analog computer ever made by any manufacturer”, the RA 770 is also, believe it or not, one of the first ‘portable’ desktop computers.



XEROX

ALTO

A machine of many firsts, most notably What You See Is What You Get (WYSIWYG) graphics and a mouse. First launched in 1973, it was seen as the future of computing.



“I’ve grown up during an exponential pace of change. It’s a frightening thought that most of what I know now will be irrelevant in 10 years”

Joshua von Scheel Class of 2012

the next 10 years. It’s now cheap enough and good enough for people to want to use, and as AI increases unemployment we may have large swaths of the population not working but spending a lot of time in virtual worlds.”

His ideas resonate with **Joshua von Scheel**, Class of 2012 (2005-08), Director of Artificial Intelligence and Machine Learning at Époque Plus. Over the past seven years, the firm has pioneered AI that can trade on financial markets such as the high-volume, highly liquid forex.

“The team I’m responsible for programmes the AI, continually improving it and looking for disruptions in the financial market – like the latest Tweet from Trump,” explains Joshua. “Traditional traders have lots of experience and intuition, but they also have feelings. Human emotion is a big factor in trading; people get a rush – a bit like a gambling high – which can damage your trading strategy, and AI eliminates that.”

Joshua studied Economics at Carleton University in Canada before completing an MRes in Computer Science

at Sheffield Hallam University in the UK, where his thesis focused on business models of AI and trading. “I got on to the Master’s by having lots of work experience and persistence,” he says. “And I did it because I could apply it alongside my work – it was immediately relevant to the industry and what’s happening now.”

“I grew up during this exponential pace of change,” continues Joshua. “It’s a frightening thought that most of what I know now will be irrelevant in 10 years. It places different demands on students; they need to understand future trends and be able to solve problems associated with them, so the most important thing schools can teach is a way of thinking, a structured approach to solving problems and a critical mind.”

Joshua, Alain, Oisín and Cameron work in different areas of tech, with different visions of the future, but they all agree on one thing: that technology is revolutionising workplaces and that, consequently, in 2019, the ability to problem-solve in a digital world is more crucial than ever. ♾

THESE FEET WERE MADE FOR RUNNING

Each October, an intrepid bunch of runners assemble in Rüschtikon to take on the most challenging event in the Middle School calendar: the Turkey Trot.

WORDS WILLIAM HAM BEVAN PHOTOGRAPHY KATE PETERS

The Turkey Trot, a ZIS tradition that leaves no one behind, means different things to different people. On the one hand, it's a fun run that brings Middle School students, staff and parents together, and in which taking part is deemed as important as winning – for some there may even have been an actual turkey waiting for them at the end. But it's also an integral part of the PE curriculum, concluding three weeks of hard training, and a race that's eagerly contested – not just by cross-country enthusiasts.

Jen Cliff (né Anderson), Class of 2002 (1996-99), was the first girl to cross the finishing line in the original race of 1997. "I'd done a lot of track and field, but I was a sprinter," she says. "I enjoyed those short bursts of exercise, and long-distance wasn't my thing. So I started out on the Turkey Trot by jogging along with a bunch of my friends, just for fun. We were all into sport and we'd looked forward to this new race, though we didn't really know what was going to happen.

"It was a beautiful morning. It was cool and crisp, and the early mist had lifted. And in the middle of the race, I remember choosing to try harder. I thought, why not prove to myself that I can achieve something even if I'm not used to doing it? So instead of sticking with my group of friends, I ran ahead."

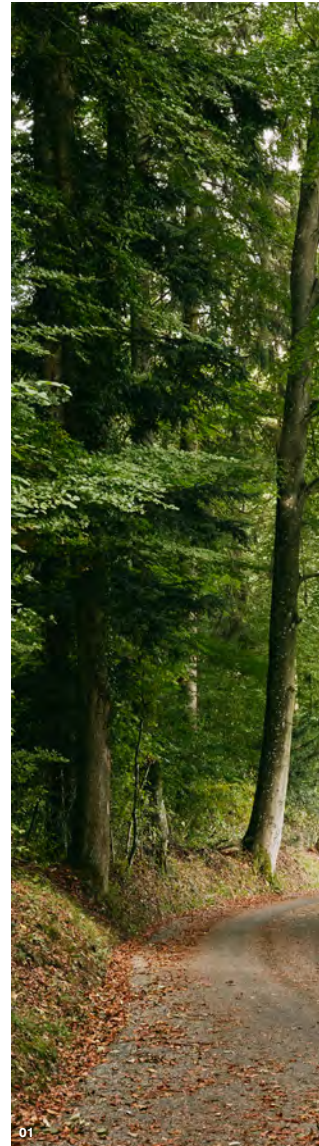
Twenty years on, **Nico Bakker Delgado** (Grade 8) took overall honours in the 2017 race, establishing a new record of 11 minutes and 51 seconds over the 3.3km course. He says: "I like it because it's an event in which the entire Middle School participates, and it's fun but still competitive. Before the race, I got really nervous. But once you start running, you don't

really think about that any more – you just want to go faster. When I realised I was at the front, I was pretty determined to win it." And in also winning the 2018 race in a record time for Grade 8, Nico's name now sits proudly across all categories of the honours board (see p28).

The tradition was brought to ZIS by Middle School teacher **Kimara Meier**, who had started a race of the same name in one of her previous schools in California. "I'd heard of other schools that had a Thanksgiving fun run, and I thought it would be really nice to do that at this small middle school that had a large migrant population. The winner would get a giant turkey to celebrate Thanksgiving with their family. I was able to get the Parents' Association to donate the prizes."

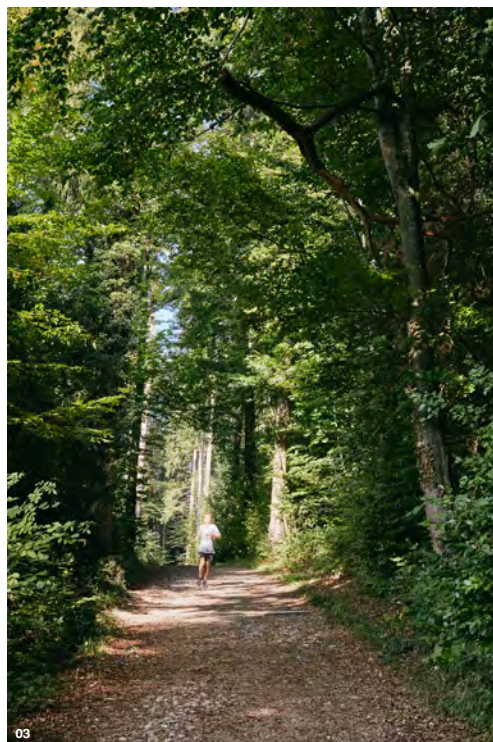
On arriving in Zurich, Kimara put the idea to then Middle School coordinator **Dale Braunschweig**, who became an enthusiastic supporter. "We were still the American International School of Zurich, and Thanksgiving weekend was a time when the community would come together for things like a potluck supper. And so the Turkey Trot started."

To this day, the race takes place on the same Rüschtikon circuit tackled by those first runners in 1997 (and where the steeper of its two climbs has since gained the nickname of 'Killer Hill'). All students in Grades 6, 7 and 8 are expected to participate. Nevertheless, one or two tweaks have been made over the 21 years. It is now held in October rather than November, when clear weather conditions are more likely. This was partly prompted by what has passed into school history as the ►





02



03



04

01
One of the pleasures of the Turkey Trot course is running through the Rüschtikon woodland.

02
A view of the final descent, taken at dawn.

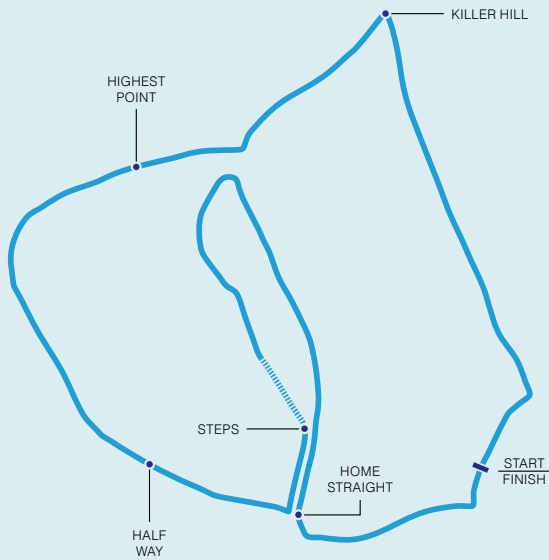
03
Runners reaching the halfway point.

04
The course is marked by huts, the last signifying the end is in sight.

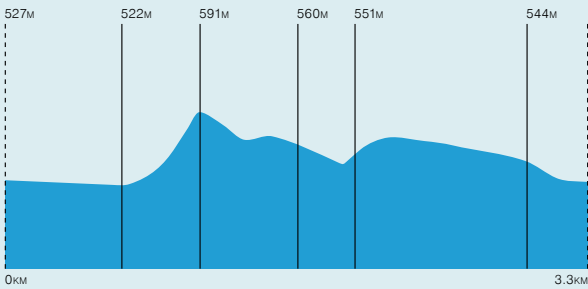
The Turkey Trot

3.3KM
RÜSCHLIKON, ZÜRICH
SWITZERLAND

ROUTE



ELEVATION

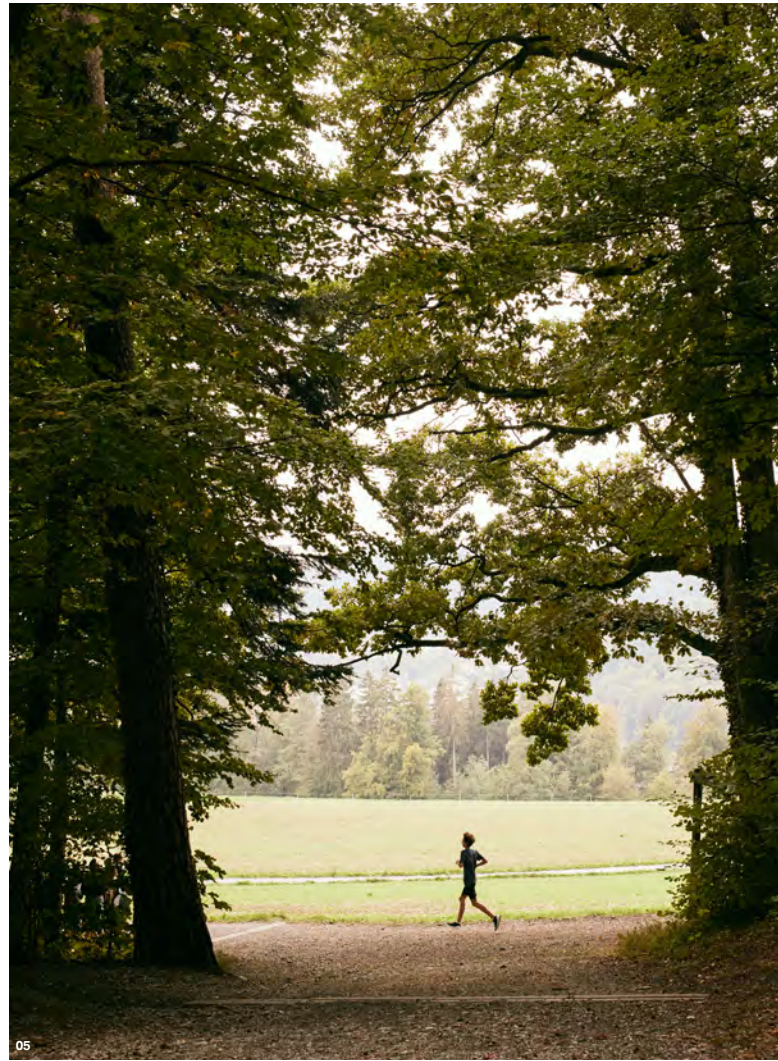


A RUN TO GLORY

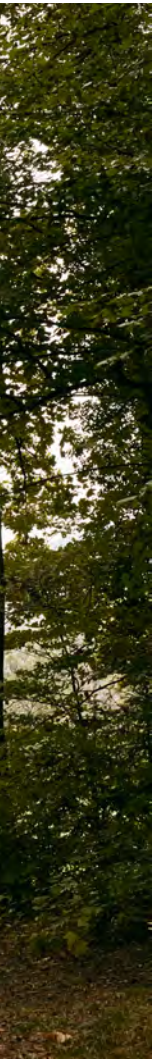
- Start** Runners make the short walk to assemble nervously!
- Killer Hill** The iconic, and feared, hill marks the first turn.
- Highest Point** At 591m you've made the hill and it's all downhill...
- Half Way** Check your pace: are you on track?
- Steps** The legs may be tiring but this will give them a work out.
- Home Straight** A turn for home and a welcome route down.
- Finish** You've made it! Time to bask in the glory.

RECORD TIMES

Category	Gender	Name	Time	Year
All Time	Girls	Natalia Diego	12:41.00	2015
	Boys	Nicolas Bakker Delgado	11:51.75	2017
Grade 8	Girls	Natalia Diego	12:41.00	2015
	Boys	Nicolas Bakker Delgado	12:00.06	2018
Grade 7	Girls	Ella Frauenlob	13:01.05	2017
	Boys	Nicolas Bakker Delgado	11:51.75	2017
Grade 6	Girls	Anna Clay	13:25:10	2012
	Boys	Nicolas Bakker Delgado	12.28.90	2016



“The runners were so wet that the name stickers were coming off their T-shirts. Thank goodness the kids were such troopers. Talk about true grit!”



08



07

05
The treetop canopy.

06
Time to get the heavy legs moving on up.

07
No time to rest here.

08
Almost at the finish line.

'Turkey Trot from Hell', when the Middle School was temporarily relocated to Horgen in 2006.

The morning of the race brought torrential rain – and with the course no longer within walking distance, staff had to make two runs in the PE minibus to bring everyone to the starting line. While the second journey was being made, the first group were soaked to the skin. And because the only place to park was at the roadside, parents' and teachers' cars (and the PE bus) got parking tickets.

"Nobody got injured or hurt, but it was miserable," says Kimara. "The runners were so wet that the name stickers were coming off their T-shirts, and we were struggling to do the timing. Thank goodness the kids were such troopers. Talk about true grit!"

At around the same time, a decision was made to stop giving out poultry as prizes, in recognition of the growing number of vegetarian staff and students at the school. A faculty meeting even discussed whether the name should be changed. One idea was rebranding the event as the 'Basket Chase', with a basket of fruit for the winners instead.

"We voted that the name would stay, because it had already become legendary," says Kimara. "But for the past 10 years, we've been giving out movie

tickets instead of turkeys – which had always caused difficulty, because they had to be ordered in specially. Twenty years ago, you couldn't find them easily in Switzerland."

The other big development is that staff, alumni and parents are now invited to compete alongside students and have prize categories of their own. Among those running in the 2017 race was **Martina Diedrich**, mum of **Annabel** (Grade 10) and **Julia** (Grade 7).

"I hadn't prepared to run the race," says Martina. "I'd gone along to cheer, because we had a very young puppy. But we met a neighbour, who said she'd look after the puppy so I could take part. It was a gorgeous day and we set off at the back of the crowd, running with the kids."

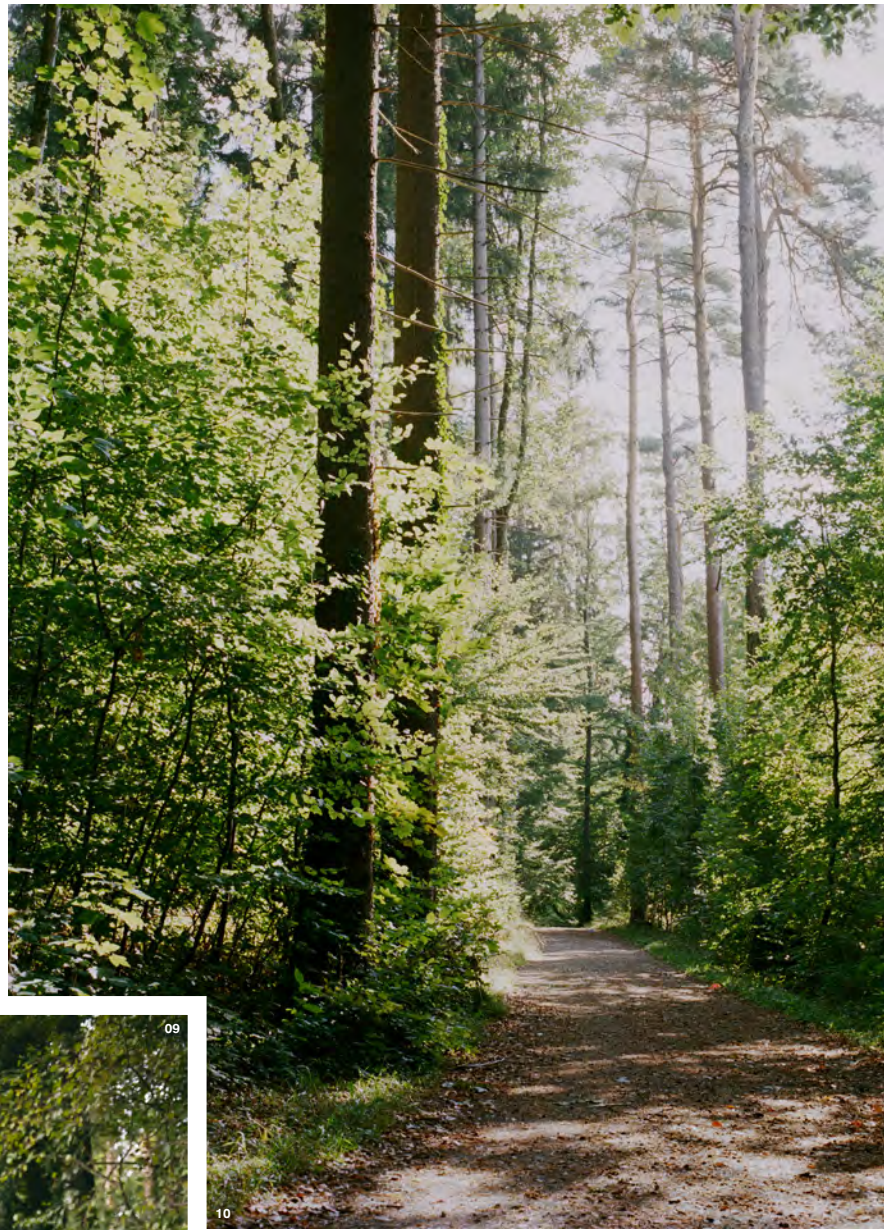
Like Jen in the first race, Martina found herself grabbed by a sudden competitive spirit when she reached the top of the first climb. "I said to myself, I'm really going to run now, because it was giving me such joy. My husband stayed with Julia. I made it to the line and we all laughed and cheered and went home. Then Julia came back and told me they had been asking for my name. Apparently, I had been the fastest woman on the course." ▶

Martina wasn't quite able to enjoy the same success this year. "Although I was more prepared, so was everyone else! But it's such a joyous occasion, it really doesn't matter. It's one of my highlights of the year."

When running in Grade 8, **Margot Rohner**, Class of 2002 (1997-2002) and two of her friends also notched up a winning time: one that immediately raised suspicions for being rather too good to be true. "I had been dreading the big day, and my two best friends were equally apprehensive," she recalls. "We had made a pact: share the pain and stay together. Up the hill we ran. I knew that hill like my back yard, which was an advantage..."

The three decided to take a short cut through the woods. Margot says: "I excused the misdeed with Ralph Waldo Emerson's quote: 'Do not go where the path may lead, go instead where there is no path and leave a trail'. We giggled and hopped back on to the road with the finish line in sight. Little did we know that not only were we the first to finish, but Ms Meier had timed the run and knew we couldn't possibly have been that fast. Feelings of shame and guilt were the repercussion."

A tough lesson was learned, but no hard feelings endured: teacher and student have kept in touch since, and Kimara would go on to attend Margot's wedding. Competitors are deterred from any similar skulduggery by race marshals stationed at regular



09
Nico Bakker Delgado, current Turkey Trot record-holder.

10
No time to take in the stunning landscape.

11
A view of the opening stretch from above.

12
Runners on what is fondly known by Turkey Trotters as 'Killer Hill'.

13
One of the quintessentially Swiss buildings on the route.

14
The home run!





intervals along the way, and by **Frau Annette Keller** – the Middle School German teacher who acts as sweeper at the back of the course, dressed in a full witch’s outfit and carrying the requisite broom.

For those who finish at the front of the field, the Turkey Trot can be a stepping stone to sporting achievement on a bigger scale. “I’d definitely like to carry on with distance running,” says Nico. “I heard that **Charlie Perry**, Class of 2018 (2012-14), whose record from 2013 I broke, later got a scholarship to Stanford University for running. I’m thinking of joining a track team in Zurich or Zug so I can train all year round – I don’t want to stop halfway through the year when cross-country at school finishes, and then have to catch up on my training.”

What’s more, after recently starting up a new business to teach Reiki online, Jen found herself thinking about the experience of pushing her boundaries at the original Turkey Trot. She says: “When you get physically, mentally and emotionally exhausted, you can choose to stop or you can keep on going forward. I can recall our parents and teachers on the sidelines, surrounding us and cheering us on, and I remember how that resonated with me.

“That brings me back to now. I’ve discovered you can apply these lessons to challenges like parenthood, or the business I’m starting up – because life is a long race, not a sprint.” ☺

“We took a short cut through the woods. We were the first to finish, but Ms Meier had timed the run and knew we couldn't possibly have been that fast!”

Margot Rohner *Class of 2002*





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Lasting impact

How do you really make a difference to your community – and what does it feel like when you do? Here, ZIS parents and alumni discuss how donating their time, energy and funds has had a transformational impact on student and school life.

WORDS LUCY JOLIN PHOTOGRAPHY KATE PETERS AND DRAGANA RANKOVIC

The teacher-student relationship is, of course, just the very start of how education works. Good schools will do everything in their power to create an environment for high achievement, to enhance the learning experience and to help everyone achieve their true potential. Going the extra mile is essential, which is where donations can make all the difference, providing a deeper, richer experience for students – a truly 21st-century education.

ZIS remains focused on using its donations to take learning to the next level and deliver real impact. “Donations, for us, are not just about the money,” says **Michaela Seeger**, Director of Community Relations. “We work hard to find points of connection between school and giver: how best can we use both their donation and that shared vision to drive excellence forward at ZIS? Whatever their motivation, the size of their donation or the extent of their involvement, we are grateful to each and every one of them.” Here are just a few of their stories.

A LIFE-CHANGING EXPERIENCE IN HEIDELBERG

When **Hadley Detrick**, Class of 2018 (2013-16), won the Hanna Gasser award in Grade 9, he was delighted, stunned – and completely unaware of how it would change his life. As his Mum, **Kirsten**, explains: “My son was given a scholarship but he received so much more – it was priceless.”

The award is named in honour of Hanna Gasser, an illuminating ZIS teacher who has sadly passed away, and takes the form of a scholarship to attend a German-language residential educational programme in any German-speaking country. It is given to the student who has demonstrated the most growth and potential for German language capabilities.

“Hadley had begun his German studies just two years earlier,” says Kirsten, “when he started at the ZIS Middle School. As part of the scholarship, he chose a two-week programme in Heidelberg, his first experience of living away from home as a student. It was an incredibly valuable experience in terms of life skills and language skills: after two weeks of total immersion, his ability to speak and write the language rocketed. He was more independent; we saw an incredible change.

“I come from the US, where there is a culture of giving and support for your alma mater, so my husband and I decided that as someone had paid for our son’s life-changing scholarship, we should pay it forward and support the programme in the future.

“At ZIS, there’s a real culture of giving time, talent and resources – not just money. Giving, for me, is actually receiving. If a school doesn’t have that culture of giving, it’s hard to develop it. Since ZIS does have this culture, I believe it’s each community member’s job to sustain it.” ►



“
IT HAS MADE AN
AMAZING DIFFERENCE
TO MY
GERMAN.
MY SWISS
GRANDFATHER IS
SO PROUD
”

Freddy Macdonald (Grade 12)
*Recipient of the 2017 Hanna
Gasser Award.*

COMING TOGETHER FOR DINNER – SO THAT OUR COMMUNITY COULD GATHER

When alumni parent **Kristhyana Amaral** heard about a gala dinner planned to raise funds for The Den – a new permanent meeting space for the whole school – she knew she had to get involved. She says: “I realised it was a unique opportunity for our family to support ZIS, as the main theme was the Olympic Games in Rio de Janeiro. So, I consulted my husband, who was the CEO of Banco Itaú (Suisse), a subsidiary of Banco Itaú, the largest private-owned bank in Brazil. He could see that the event would be an opportunity to reinforce the brand awareness of the bank among a selected group of expatriates living in Zurich.

“The gala event was a joyful and happy taste of a Brazilian carnival.

Inspired by the rhythmic samba provided by the Baila Brasil group, the ZIS parents transformed the midwinter Dolder Grand Ballroom into Rio's Carnival parade. To enhance the sense of Brazilian culture, we also donated some items, including a Brazilian blue topaz gem and a headdress made from seeds, called a Kokar, from Amazonian artisans. The highlight of the night was seeing the ZIS community dressed for the occasion with the vibrant colours and plumages of the Rio de Janeiro style!

“During the seven years that my kids were studying at ZIS, I was happy to support the community. I volunteered for three years as a Brazil and Portuguese-speaking countries Parents' Association (PA) representative, helping the new Brazilian families to settle and meet other parents from the school. Then I helped other fantastic parents as one of the Grade 12 PA reps during my daughter's and son's Grade 12 year. It was a unique experience to meet and work with such wonderful people.” ►



Katja Terziev (Grade 11, left)
and Andrina Stöckling (Grade 11)
*Both are regular users of The Den,
Katja as a member of the basketball
team and Andrina as part of the
soccer team.*

“

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FEEL
THE

PRIDE

AND SENSE THE

TEAM

SPIRIT

”





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Mike Marlow

Math teacher 1988-2005 and winner of the John Mattern Award in 2017.

“
IT MEANS
SO MUCH TO ME
BECAUSE I WAS
PUT FORWARD BY MY OLD
STUDENTS
”



HONOURING THE INSPIRATIONAL TEACHERS WHO ILLUMINATE LEARNING

When **Harry Korine**, Class of 1980 (1977-80) first met ZIS director, **Jeff Paulson**, he sensed a positive spirit. Harry explains: “He had an interest in the school’s past, as did **Jenny Wyss**, Head of Development. It felt like a wonderful opportunity to make the history of the school whole, all the way back to its founding in 1963. I felt that the school has given me a great deal: particularly the teachers of my time. And what better way to bring the past and present together than honouring the teachers – the people who, throughout that history, had given above and beyond to the kids? Calling the award after John Mattern, our first head, was a perfect fit.

“We present the award in front of the entire Upper School. It gives teachers the sense that they might be up there one day, and we hope that current students will see that former students appreciate their former teachers. Perhaps that helps them appreciate those who are teaching them now.

“Why do I give to ZIS? My wife has asked me the same question: why not give to the needy? But to me, giving to ZIS is not about giving to a need: it is about showing appreciation and gratitude. I was thrilled that Jeff and Jenny’s openness and willingness to work together have made this award possible, and enabled us to bring the history of the school together.” ▶

MARKING A LIFE-CHANGING EXPERIENCE WITH A GIFT THAT ENABLES STUDENTS TO SEE THE WORLD WITH NEW EYES

Dan Floersheimer, Class of 1977 (1972-77), has strong and happy memories of his time at AISZ and of the life-long friends he made there. So, when he had an opportunity to make a contribution to the school, he says: “I wanted it to have a significant meaning for the school, its students and community at large.

“I chose to fund the Photography Scholarship, to recognise the excellence of photographic work from the student body. I was an amateur photographer when I attended AISZ, and I have an ongoing interest in the medium.

The history of photography is interesting – to see the development from early photographs that took hours to expose and days to develop, to today’s digital experience.

“Photographs are such a powerful medium. There’s a visceral and a gut reaction when you see a photograph that moves you. I am haunted by the images of the concentration camps from the Second World War, for example, and more recently, the destruction of the World Trade Center. Then we have images that galvanize the public towards change: like the kids sitting at the lunch counters in Mississippi, which helped push civil rights legislation forward. Today we see images from the American southwest detention centers showing immigrant children separated from their parents – perhaps this will help change our immigration policy.”

The prize is given every year to a student in Grade 11 or 12 who has shown excellence in photography, and who, through their submission, shows they will use the funds to further their skills and set them on a path of using photography in their future.

“I was surprised to learn that ZIS did not have an endowment – here in the US, almost all private schools and many state schools have them. So, part of my motivation was to create an endowment as a leadership donation – I hope it will inspire other current families, faculty, alumni and corporate sponsors to add to it, providing a recurring stream of income for the school and affording it the opportunity to attract the best faculty and facilities for its students.” ⑦

“

WHEN YOU GET A
CHANCE TO REALLY
TAKE YOUR SKILLS
TO THE NEXT
LEVEL

YOU HAVE TO GRAB IT WITH
BOTH HANDS”



Patrick Seemann-Ricard (Grade 12)
*Recipient of the Dan Floersheimer
Photography Award in 2017/18.*



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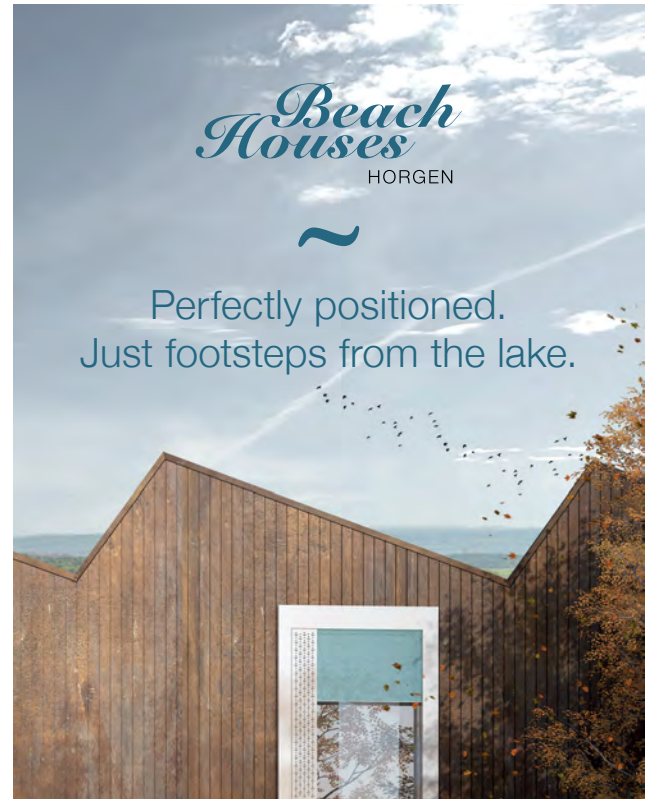


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The ZIS Board – thinking ahead, setting direction

What will the world look like in five, 10 or 20 years' time? How can we educate our children for an unknown future, for jobs and opportunities that we cannot imagine and that don't even exist today? Every parent asks these questions, no one has the definite answers. But we can and must prepare the next generation. This is why one of the key tasks of the ZIS Board is to set the school's strategic direction, in order to ensure that our students have the skills they need to adapt and thrive no matter what the future brings.

WHAT THE BOARD DOES

I'm often asked: 'What exactly does the Board do?' Since we're not involved in the daily operation of the school, as that's the job of the school leadership team, our role may be a little unclear. In essence, not only does the Board set the school's strategic direction, we also establish policy, provide oversight of the school's finances and monitor success. In other words, the Board is responsible for managing and sustaining the long-term viability of the school. Naturally we work extremely closely with the school leadership team to ensure this.

As a Board of volunteers drawn from different professional backgrounds and nationalities, we have a wide range of experience to call on to support us. Board trustees have a varied and often heavy workload – here are just some examples.

NEW FACILITIES

Having set the strategic direction for the school, we need to make sure we have the facilities in place to match the educational requirements this implies. In line with our new two-campus model at our sites in Wädenswil and Adliswil, the Board announced plans last year to construct a new Middle School next to the Upper School. This is an exciting but demanding project, one that will bring huge benefits to our students.

COMMUNICATING OUR VISION

It's the task of the Board not only to look ahead, but also to clearly communicate the ZIS vision or overall purpose, *why* we do *what* we do. To formulate our vision, which has always

been implicit in everything we do, the Board worked closely with the school leadership team, current and former parents, students, alumni, teachers and former Board members to gather ideas and test the wording. The vision is now up on our website, along with our new FAQs explaining who we are. You'll see that the vision links inextricably with our mission, 'Learn, Care, Challenge, Lead', which is *how* we achieve our aims. Together the vision and mission deliver the 'ZIS experience'.

APPOINTING THE DIRECTOR

One of the Board's most important tasks is to appoint the school Director. After Jeff Paulson announced his departure last year, the Board embarked on an intense journey to find his replacement. Jeff has served the school for seven years, further professionalizing our organization, revamping the curriculum and expanding the continuous professional development program for both the leadership team and the faculty and staff. We are enormously grateful for everything he has done.

Our new Director, Lisa Lyle, who joins us in July, brings with her vast educational experience and enormous energy. We look forward to her building on the strength of the team that Jeff Paulson has so expertly built up.

MAKING THE FUTURE

The future has always been uncertain, but never more so than now. The Board is dedicated to setting the strategic direction of the school and bringing this to life through constant renewal and reflection. Together with the school leadership team, we are working to ensure that our students have the essential tools they need to succeed in their future lives.

“It's the task of the Board not only to look ahead, but also to clearly communicate the ZIS vision or overall purpose – *why* we do *what* we do”

Ron Steijn

Chair of the Board of Trustees.



PERSPECTIVES

From providing a role model to giving practical advice, a good mentor can transform your career. Four members of the ZIS community share their experiences.

WORDS SARAH WOODWARD ILLUSTRATION MICHAEL KIRKHAM



Mike Day
VP Portfolio Solutions
BlackRock NYC
Class of 1999

The best advice I have ever received, when I was facing the daunting decision of whether to leave my steadily progressing career in Swiss banking for an entirely new experience in the music industry in New York City, was this: ‘There are going to be two, three, maybe four opportunities in your lifetime: take on every single one of them, and you’ll never look back.’ The fact that the advice came from a colleague whose advice I trusted and who I saw as a mentor made all the difference, and my mind was made up.

At the moment, I am involved in setting up a fledgling ZIS mentoring program in New York City, through which I hope to be able to help young alumni moving here for study or work to cope with the culture shock I experienced. And I pass on that nugget of advice to all the young people I mentor to help them cope with the short-term pressures they face as young professionals. I encourage them to keep the learning curve steep, and to remain a student of their profession and their interests in order to capitalize on those few major opportunities that arise in their lifetime. And, above all, to find out what they really enjoy doing – which may not necessarily be what they thought at the outset.

Personally, I have never had an assigned mentor, but recognize the value of the advice and support of individuals with greater life experience than me. It is important to be proactive in building these relationships, and ultimately what you get out of them will be a function of the effort you put in. Finding a trustworthy mentor you can open up to can lead to new and exciting perspectives that challenge other conventional advice.



Simon Hoerstrup
Professor
University Hospital Zurich
Current Parent

Mentoring often starts with your own children, particularly when they are in the later stages of high school. In my view, mentoring importantly comprises providing a good role model, and that is what we try to be for our kids.

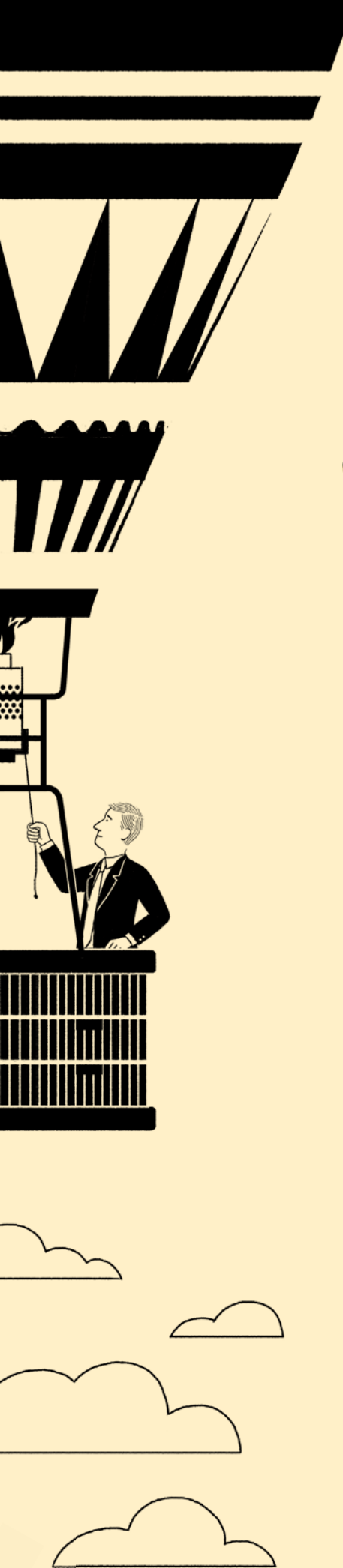
I don’t think it is possible or necessary to separate mentoring professionally and personally, as you hope to be a good role model in all aspects of your life and that of your mentees.

In the academic environment in which I work we have formal mentoring programmes, run by professionals. As important as they are, I find a more informal approach most effective. It is up to the individual to be proactive, to identify someone they admire and respect, and then make an approach to ask them to be their mentor.

Sometimes you have to say no – I do, for instance, if the individual’s interests do not fit my expertise or I simply do not have enough time. However, provided you are a good match, then it can be the start of a long relationship, sometimes leading to friendship.

Personally, there have been three or four significant people who have helped me in my career, who I have actively approached for guidance. I always say to anyone who feels they have mentoring needs that using that initial energy to find a role model will be seen as a positive step in your career. And it can be something as simple as a regular phone or Skype call to catch up and make sure you are on track.





Nicola Greenway
VP Human Resources
Takeda
Current Parent

Having a good mentor is especially valuable to help people navigate organisations successfully – and women in particular can benefit. It is not so much that women need a different approach to mentoring, but mentoring is aligned to sponsorship and women can have greater need of an advocate to help them navigate the corporate world.

As a junior employee, I remember taking part in a diversity and inclusion workshop, in which a senior female executive told us ‘You always need a shoulder to cry on in any organisation’. At the time, I thought ‘You’ve made it, why would you need that?’ Well, believe me, the more senior you get, the more shoulders you need!

I have experienced three types of mentoring: ad hoc and informal; structured but not part of a corporate programme; and a specific mentoring programme such as the fantastic Accelerator programme which we run here at Takeda. Aimed at high-potential young employees, being part of the prestigious Accelerator offers varying mentoring experiences across different geographic and business divisions.

But such formal programmes aside, everyone benefits from mentoring, provided there is clarity of expectations on both sides. Sometimes it can be as simple as answering the question I was asked recently: how do you deal with the perpetual guilt of being a working mother and does it ever go away? My answer was no, it doesn’t, but let’s talk openly about it. My 20-year-old daughter is beginning to take an interest in building her own network of potential mentors, people she can turn to independently for advice – which is how it should be.



Tim Gardner
Former Global Head of HR
Credit Suisse Group
Alumni Trustee

Having seen both sides of the mentoring coin – from senior executives I looked up to, tried to emulate and occasionally sought advice from, to my new formal role on a mentoring program – I can certainly appreciate the advantages of a more formal set-up.

After 30 years in corporate life at Credit Suisse, when I moved on I was looking for a way to stay focused and stimulated. I joined the University of North Carolina Wilmington (UNCW) mentoring program for executives, volunteering my time to mentor students at UNCW’s Cameron School of Business. Now, despite having a corporate rather than academic background, I am an adjunct professor and teach international business and international supply chain management at UNCW, as well as continuing to mentor.

There are 260 semi-retired executives in the UNCW program and we offer the students an independent sounding board, where there is, in effect, a contract between mentor and mentee, with the latter stipulating what they want out of the relationship. I have been able to help my mentees think through important decisions; some have decided to change majors, others have altered their career path. I am careful that the student understands that I can’t make any decisions on their behalf – that is down to them, in conjunction with the academic staff and sometimes their parents.

I have been involved in the program for seven years and have mentored more than 20 students, with varying degrees of success (though predominantly positive). But many of them still come to me for career advice – and even recently with an invite to a wedding!

ATHLETICS AND ACTIVITIES



If you're interested in explosions, reactions, dissections and setting fire to things – and want to get to grips with oobleck and 'elephant's toothpaste' – you need to join the after school Science Club.

WORDS DIANE SHIPLEY PHOTOGRAPHY KATE PETERS

Upper School Chemistry teacher **Richard Fitzpatrick** loves playing with fire. “My favourite demonstration is to take the gas from one of the Bunsen burner outlets, bubble it through a bowl of soapy water and set it on fire. You get five or six feet of flames and then, in a controlled environment, you can set fire to bubbles on the students’ hands too.”

That might not be on the syllabus, but it’s typical of the activities at the after school Science Club, which Richard started last year. “I’m not saying they don’t enjoy their classes, but this allows them to have more of a sense of play.”

Henri Staehelin (Grade 10) signed up because he wanted the chance to do more hands-on investigations, working out solutions through trial and error. “Instead of being told which experiments to do, we have challenges, like creating a parachute and seeing how fast you can make it travel,” he says.

The motivated and curious young scientists at ZIS aren’t content to let Richard set the agenda – rather, the club is led by their interests. He says: “One of the students wanted to do some dissections, for example, so we met up one lunchtime and I showed her how to dissect an eyeball and then she demonstrated it to the group: how to open it up, take out the lens and show how that magnifies things.”

Ella Kollstad (Grade 12) wanted to encourage Lower School students to embrace science, so she and a friend set up four sessions for them. She says this was challenging at times – especially keeping the children’s attention without talking down to them – and not everything went to plan. “One day, we made ice-cream three different ways: dry ice, an ice-cream machine and an ice and salt mixture, but the mixture didn’t work, which was disappointing. I don’t think the kids minded, though – they just waited for the ice-cream from the machine.”

Ella is not sure how many scientific principles they managed to convey, but she was happy with the feedback, regardless. “One of the parents said their son was always in a good mood



Explosive fun

To create a foam explosion, get your hands on some yeast and hydrogen peroxide and – hey presto – ‘elephant’s toothpaste’!

afterwards and excited to learn about science, which was really our aim.”

While **Zarish Siddiqui** (Grade 6) wasn’t a fan of every activity the Science Club undertook (she found watching dissections “not very pleasant”), she loved making oobleck, a substance that has properties of both liquids and solids. “That was my favourite. It was cool how it was solid but then it melted – it was fun to play with.”

Club members’ passion for science extends beyond the school. The Swiss Young Naturalists’ Tournament is a prestigious competition held in Zurich that requires students to undertake in-depth investigations to prove their understanding of scientific concepts. Henri was part of the team that went this year and says it was a fun and educational experience, as well as a very proud moment. “Not only do you have to do an experiment, you have to present the data and try to oppose each other’s work to help improve it. It really expands your knowledge because you need to pay such attention to detail.”

Another exciting opportunity for older students was a visit to CERN’s S’Cool Lab in Geneva. Richard says: “They got to make a cloud chamber – an

“I like the element of trial and error. Instead of being told which experiments to do, we get challenges – like creating a parachute, and seeing how fast you can make it travel”

experiment designed for them to see some of the particles going through clouds. They were actually deflecting beams of electrons, which is really high-level physics – it was fantastic.”

Despite the draw of oobleck, or even ‘elephant’s toothpaste’, sometimes students have so many commitments that it can be difficult to keep them coming back, but Richard says those who do are thriving. “It’s wonderful to see them so enthusiastic about all different types of science – and who knows where it might take them.”

MY PASSION



Lucy Sparks, Grade 8, always has pen and paper to hand.

WORDS DIANE SHIPLEY PHOTOGRAPHY KATE PETERS

Artfully done

Lucy says that drawing is character-creating. "A lot of the time, I'll draw someone I don't know. I'll create my own person and add anything I want."

Since she was very young, **Lucy Sparks's** family have always known where to find her: sitting at a table with pens and paper, drawing something. "I've been drawing ever since I can remember," she says. "It's always been with me, and my parents have always been supportive of it."

Inspired by classic art and artists such as the Mona Lisa and Van Gogh, Lucy nevertheless doesn't have a particular style, she says. At the moment, she loves to sketch "people, things that look cool or interesting, or whatever I feel like in the moment". Drawing, for her, is also character-creating. "A lot of the time I'll draw someone I don't know. I'll create my own person and add anything I want."

Her passion for art has flourished at ZIS. "My teacher, **Rainer Jutzi**, is so much fun. He really

challenges us but also makes the class exciting and enjoyable, and takes me out of my comfort zone." She found a recent project, to create a piece of art around social protest, particularly inspiring. Students were asked to pick an issue they felt needed to be spoken about and represent it.

Improving her craft is tough, she says. She's already familiar with the artist's struggle for inspiration – "I know it's a stereotype, but sometimes I'm just staring at a piece of paper and I don't know what to draw!" – and still life is a challenge. "I find many things hard about art, but it's always been a struggle for me to draw things that have a lot of detail or texture, because I'm more on the creative side."

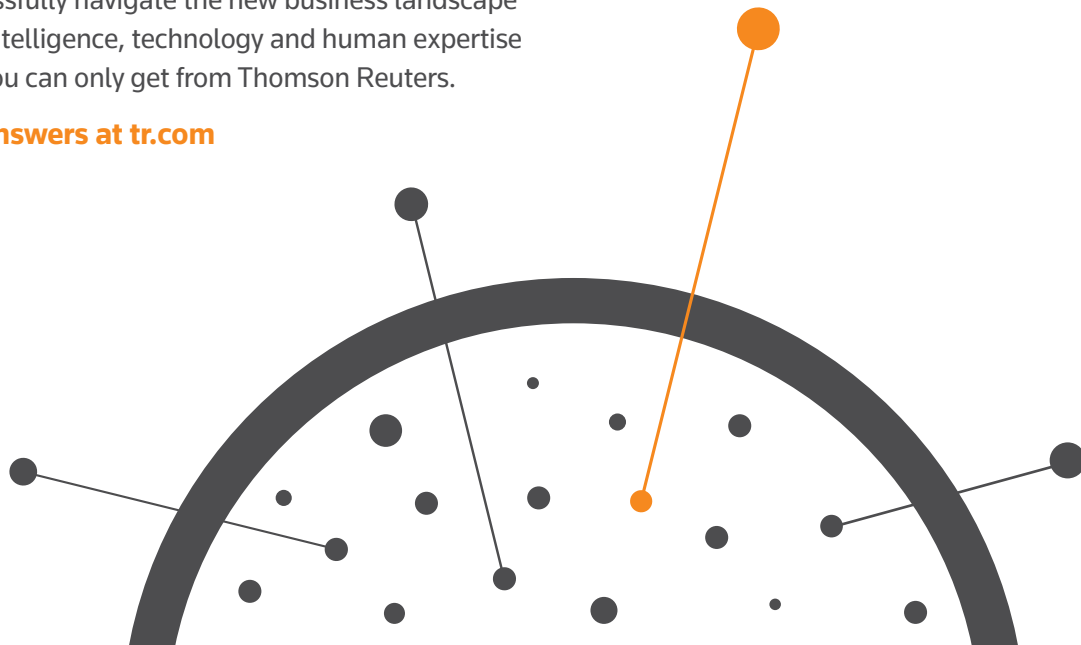
Art, she says, takes her out of this world and transports her to a completely different place, with none of the traditional rules or boundaries. All she needs is that table, paper and pens. "When that happens, I'm lost. I'm in the moment – I'm experimenting and creating, and nothing else matters. Art is a great place to lose yourself."

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