



**TAIPEI
EUROPEAN
SCHOOL**

台 北 歐 洲 學 校

German Section Deutsche Schule Taipei

PROGRAMME



2019-2020



Introduction

The German School Taipei is integrated into the Taipei European School and is known as the German Section of Taipei European School.

In 2008 the Taipei European School defined its mission statement (Mission, Vision, Core Values) and its development goals as a ten-year development plan in the paper "Strategy 2018". This document remains binding for the German Section and thus for the German School Taipei.

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

This programme of German Section deals exclusively with the additional internal goals of the German Section and does not repeat the goals of the Taipei European School as a whole.

In this respect, this programme should basically only be read in conjunction with the school prospectus of the Taipei European School.

The German Section is recognised and partially funded as a German Overseas School within the network of "Deutsche Auslandsschulen International" (German Overseas Schools International). Studies lead to the Lower Secondary (Sekundar 1) final examination (end of Middle School/Lower Secondary) of the Conference of the Ministers of Culture for the German Overseas Schools and the completion of High School/Upper Secondary (Sekundar II) with the International Baccalaureate Diploma, which is recognised as a university entrance qualification in compliance with and the agreement of the Conference of the Ministers of Culture.

The German Section is based on the quality framework of the federal government and the states of the German Overseas Schools and constantly strives to fulfil the set quality standards in all seven quality areas.

General Conditions

The charter of the School Association describes the purpose and the aim of the school and the School Association in paragraph 2 as follows:

1. Purpose of the association is the organisation of a school offering a general education including kindergarten and preschool for German-speaking students¹.
2. The school's sole purpose is to give its students an education that fulfils German educational goals using the German curricula and leading to a German leaving diploma at Secondary II level and to offer an international leaving diploma, which is recognised in Germany as a general university entrance qualification.
3. The school also sets itself the task of familiarising students with the Chinese culture and language and through extracurricular activities enhance interhuman and intercultural understanding.
4. Within the framework of this objective, the school is also open to students who do not hold German citizenship, provided they speak German² or are willing to extend their knowledge of German or learn German according to admissions requirements, the availability of school places and that no legal requirements of the host country see otherwise.



Exzellente
Deutsche
Auslandsschule



KULTUSMINISTER
KONFERENZ



¹ The number of graduates is set down in the Overseas Schools Law to secure funding. To reach this number the school also welcomes children without German language skills. The lateral entry in primary or secondary school is possible on producing proof of German language skills. The linguistic requirements for admission are regulated in the language support concept.



5. The structure of the school is based on this objective and is in agreement with the Taipei European School and the Foreign Office with the participation of the German Foreign Representation (German Institute).

In addition, the charter defines the German School Taipei as the German Section in the Taipei European School.

In November 2016, the school completed the second PQM (Pedagogical Quality Management) cycle since 2014, and thereby also the second federal and state inspection (BLI 2.0). The requirements for awarding the quality seal "Excellent German Overseas School" were not only fulfilled but far exceeded by the German Section, so this award was granted again.

At the time of the inspection, isolated quality criteria were not optimally met. So the school has set itself the task to initiate further quality improvement. This task is the responsibility of the school management and the steering committee. (see action plan in appendix)

Steering Committee

The steering committee is made up of:

- Chair: PQM (Pedagogical Quality Management) Coordinator
- Teachers: three representatives
- Student body: Two representatives as needed
- Parents: Representation of the Parents' Council
- Management Board: Representation of the Management Board

The Head of School will be invited to attend meetings of the Steering Group for advisory purposes.

² Refer to footnote 1



Mission Statement

Taipei European School: Mission Statement – Mission³

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

The three key elements of the TES Mission statement are:

Educational Excellence:

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

European Culture and Values:

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

Context of Taiwanese Society:

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

Vision

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

³ The mission statement of TES is in English and therefore uses English definitions.

Core Values

At TES we believe in:

- Striving for excellence in all that we do
- Encouraging the development of the whole student
- Sustaining a strong ethos emphasising students' welfare and their personal, social and emotional development
- Encouraging students to pursue their natural curiosity thereby developing enquiring and challenging minds and enhancing their critical thinking and preparation for life-long learning
- Promoting good citizenship through a concern and compassion for social, global and environmental issues
- Respecting and celebrating the multicultural environment of our school for the enrichment it brings
- Developing the potential of each member of our school community
- Maintaining a strong partnership between our school, parents and the community

The German Section offers its students as part of the Taipei European School an education based on German educational goals, achieved with the German curricula and resulting in German leaving diplomas.

Taipei European School – German Section

One school, many cultures, one community

The German Section is one of the pillars of the Taipei European School. The section is constantly adapting to the new needs of students, helping them meet the demands of an ever-changing world through holistic learning and innovative teaching methods. Students are awarded German Section leaving diplomas in the framework of the culture, the language and the society of both the host country Taiwan and the European partners.





Our Profile

The German School Taipei was founded in 1990 and provides education according to German curricula and standards.

Close cooperation with the British and French Schools took place early on. Resources were pooled and benefits were reaped from the larger overall system, as the Taipei European School was established.

From three onwards the three to five-year-old children are prepared for school in the school affiliated kindergarten using proven modern educational principles. After the age of five students attend the preschool lessons of class Flex0 on an hourly basis. An individualised programme is prepared for them consisting of both teaching and offering basic support. They gradually acquire the ability to participate in the full teaching programme.

Classes up to grade 8 are based on the German curricula, which is adapted to local requirements and must be approved by the Conference of Ministers of Culture.

In grades 9 and 10, the students will work in cooperation with the High School Section according to both the British curricula for the Cambridge International General Certificate of Secondary Education (IGSCE) as well as the German curricula. The lessons are either in English or in German. The students take part in both the British final examinations IGCSEs as well as in the German final exam for Middle School/Lower Secondary diploma which has centrally set exam questions. This allows students to enter both the German Upper Secondary School (gymnasiale Oberstufe) as well as the international High School programmes.

In grades 11 and 12, the programme will be taught in English in cooperation with the High School Section leading to the International Baccalaureate Diploma (IB). The students study German as Language A at native speaker level. This gives them the bilingual IB Diploma, which is recognised in Germany as an entrance qualification to general higher education.

Integration of the German School Taipei

The German Section of the Taipei European School is subsidised, under the name German School Taipei, by the Federal Republic of Germany through the Central Office for German Schools Abroad by sending foreign service teachers, one teacher funded by the programme of the federal republic and through financial aid. The school takes on the task of promoting the foreign cultural and educational policy of the Federal Republic of Germany.

The responsible body of the school is the "School Association of the German School Taipei". Parents and students are involved in the decision-making process in an advisory capacity.





Public Relations, Transparency and Lines of Communication

Public Relations

The systematic public relation work enables every person or institution involved or interested in the German Section as a German School Abroad, to be constantly aware of educational development, pedagogical work and development trends on offer.

Open to New Developments

The constant change in science and society requires openness to new ideas. The school takes feedback on its work seriously and tries to constantly improve and also document this development.

Outwards Transparency

Openness and transparency are mutually dependent. Form and content of public relation work are designed so that insight into structures and events in the school are possible for everyone inside or outside the school.

All important dates and events are posted on the school's homepage.

Communication

The School Communication Guidelines, which came into force in 2014, describe all information and counselling services offered by the school. This includes, for example, the monthly newsletter as a means by which the school community can learn about current events.

School brochures and flyers also serve to inform the public at large.

At various events, the school opens its doors and welcomes the community.

The school management, the staff and members of the school association board are always available.

Target Group

Current and future students with their special needs and their parents are the school's priority. However, other interested parties also have the opportunity to learn about the school and school life.

Information Flow

Regular conferences, parents' conferences, meetings held by the school administration with the board and the parents' council, and parents' evenings take place. Parents are regularly informed by newsletters. A detailed description of the communication between parents and school can be found in the school's Communication Guide.

School Location

The Taipei European School and thereby also the German Section is divided into two campuses.

Swire European Primary Campus

99 FuGuo Road, ShiLin District, Taipei 11158, Taiwan

Tel.: +886 2 8145 9007 Ext. 1301,

Fax: +886 2 2832 8085

Swire European Secondary Campus

31 JianYe Road, ShiLin District, Taipei 11193, Taiwan

Tel.: +886 2 8145 9007 Ext. 2301,

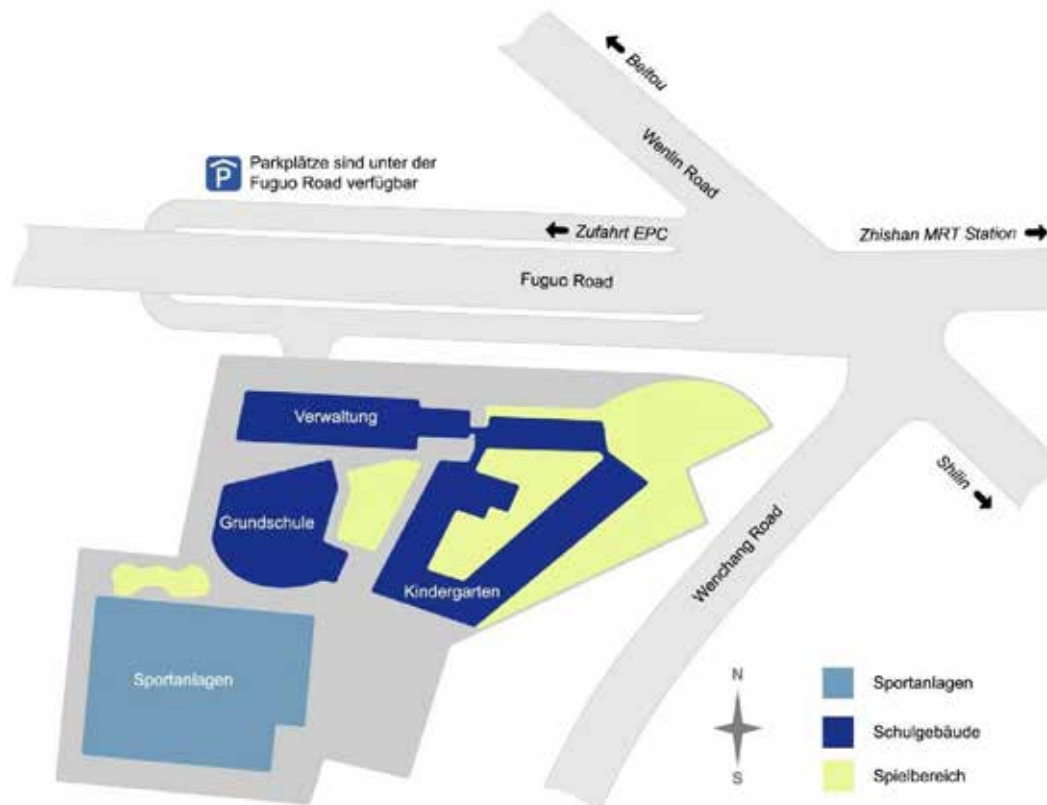
Fax: +886 2 2862 1543

Sekundarschule



Kindergarten und Grundschule





The German Section has offices at both locations. In the Primary campus, the office is situated on the first floor of the administration block and in the Secondary campus on the first floor in Phase 1. The office hours can be found on the German Section website.



Summary of the courses offered to the students of the German Section

School Level	Grade	Description			Age (approximately)
Kindergarten	1st year	Mixed age groups			3
	2nd year				4
	Flex0				5
Primary	Grade 1				6
	Grade 2				7
	Grade 3				8
	Grade 4				9
Lower Secondary (Middle school)	Grade 5	Orientation Year			10
	Grade 6	Gymnasium	Realschule	Hauptschule	11
	Grade 7	Gymnasium	Realschule	Hauptschule	12
	Grade 8	Gymnasium	Realschule	Hauptschule	13
Cross-Sectional Year Groups	Grade 9	Gymnasium	Realschule	Hauptschule	14
	Grade 10	Gymnasium	Realschule		15
Upper Secondary High School	Grade 11	Upper Secondary in conjunction with the High School course system of the IB programme			16
	Grade 12				17

Leaving Diplomas

The students of the German Section are very successful at the secondary examination of the Standing Conference of Ministers of Culture.

- Grade 9: Middle School Diploma (Hauptschulabschluss)
- Grade 10: Secondary School Diploma (Realschulabschluss) or Secondary School Diploma with eligibility to the High School (Gymnasiale Oberstufe) and Cambridge International General Certificate of Secondary Education (IGCSE).
- Grade 12: International Baccalaureate Diploma (IB) with German (mother tongue) as Language A – thereby acquiring the qualification for institutions of higher education in Germany.



The Kindergarten

The kindergarten can accommodate a maximum of 50 children, divided into three groups. The composition of the groups is age- and gender-mixed. In smaller groups, individual support is possible, which is a central element of the educational approach of the kindergarten. The children are cared for by a team made up of kindergarten management, group leaders, primary school teachers and language support teachers.

The kindergarten starts at 8:00 and ends at 15:00. However, drop off time starts at 7:30 onwards. The kindergarten offers an extended care time, the Kiga-Plus, until 17:00. The German Kindergarten can be attended by children over the age of three.

The routine in the Kindergarten has a solid framework, which quickly provides even new children with a sense of security. The daily routine includes, for example, the daily share circle, where important things can be discussed, learned or played and outside play time.

The basis of the daily educational work is the Thuringian Education Plan for children up to the age of 10. The focus of the Kindergarten team is the promotion of social skills, independence (self-reliance) and subject skills. Through project work, the child experiences and learns in a playful and age-appropriate manner about the world around it.

Furthermore, project/portfolio work allows goals to be shared and set with the child and documents its learning progress. Age appropriate observation sheets are worked on and completed together with the child; these not only serve as a basis for parent conversations but also allow intensive individual support of the child.

A special concern of the Kindergarten team is the promotion of language and oral skills in the German language. This happens daily in everyday Kindergarten life and in individual or small support groups.

The development of language skills in German is specifically promoted with the help of a language support plan. Specific language learning sequences are recorded in the weekly plan to enable the children to extend and strengthen their language skills. Integrated language support and additional language support is offered.

German festivals and holidays as well as those of our host country Taiwan are celebrated. For example, the celebration of Christmas and also the Lunar New Year celebrations are an integral part of our annual programme.

The cultural exchange with the British and French Sections of the School is integrated into daily Kindergarten life. The Christmas bazaar and the International Peace Day are joint cross-sectional projects.



Flexible School Entrance Level 0

School education for children from the age of five follows the "Curriculum for the Flexible School Entrance Level 0" in a preschool class as part of the pre-school education. This study group will aim to meet every day from 8:00 to 9:00.

Starting at the flexible school entrance level 0, students will be part of the TES Chinese programme for one lesson four times a week.

In order to become acquainted with the primary school, one lesson, as specified in the weekly plan, will be shared with the students of the primary school grade 1.

At all other times the children in the flexible school entrance level 0 follow the timetable of the kindergarten.

The children in the flexible school entrance level 0 are taught by a preschool trained instructor. The classroom is equipped to cover the needs of pre-school children, it is located in close proximity to the kindergarten area.

The groups 0-1, the so-called Encounter Group is usually taught by team teaching with the class teacher of grade 1 and the teacher of the Flexible School Entrance Level 0, depending on the content of the lesson either in their own classroom or a subject room.





German Section: Primary

The modern buildings of the primary school offer many specialist rooms, a large library, a cafeteria, as well as recreational and sports facilities shared by students from all three sections.

The German Kindergarten is located on the Swire European Primary Campus next to the primary school. The common location allows our students a fluid transition from kindergarten to primary school. The primary school has four grades.

Curriculum

The elementary school follows a plan approved by the Conference of the Ministers of Culture of the Federal Republic of Germany for German Schools Abroad, based on the Thuringian Education Plan, thereby ensuring that a move to primary or secondary schools both in the region and in the Federal Republic of Germany, Austria and Switzerland is possible at any time.

Grade Levels

In primary school, the students are mostly taught in age-specific year groups. In small learning groups and classes it is possible to assess each student and respond to their personality in order to provide them with the right learning opportunities, if possible at the right time. By using free work, project lessons and a weekly work plan each child is encouraged and supported to develop self-reliance, independence, self-responsibility and creativity. In addition, the primary staff places particular importance in the development of social skills, teamwork and cooperation skills.

Language Teaching

Primary students learn German as a native language, English at a very high level (which is well above that of comparison groups in Europe) and additionally Chinese as the language of the host country (at a language level depending on individual previous knowledge).

German: The language of instruction is German.

English: English is the first foreign language with four lessons per week at two or three levels from grade 1.

Mandarin: Mandarin is taught cross-sectionally 4-5 lessons per week from Flex0 onwards to prepare the children to take examinations at this level.

Electives

As part of the primary school programme students with their parents have the opportunity to choose two elective courses per week. The electives are held in small learning groups to encourage the individual abilities and interests of the child.

Table of Subjects for Grades 1 to 4

The primary school table of subjects provides an overview of the distribution of mandatory weekly lessons of each grade (1 lesson = 60min)

Subjects	Lessons per Week Grade 1	Lessons per Week Grade 2	Lessons per Week Grades 3 and 4
German	7	6	6
Maths	5	5	4,5
English	2,5	2,5	3
Chinese	2,5	3,5	3,5
General Studies	2	2	2
Art	1,5	1,5	1,5
Craft	1	1	1
Music	1	1	1
PE	2	2	2
Ethics	1	1	1
Electives	2	2	2
Mandatory Weekly Lessons	27,5	27,5	27,5

Full-Time School

We are a full-day school with set teaching times: The mandatory class time is from Mondays to Fridays from 8:00 to 15:00.

Extra Curricular Activities (ECAs)

Children can participate in a variety of cross-sectional activities during lunch breaks and after class. Current activities on offer are for example various martial arts, ball sports, various types of dance, music activities, as well as arts and crafts. By participating in extracurricular activities in English additional language skills are attained in a relaxed atmosphere. The German Primary Section offers German-language homework support as part of the ECA programme.



German Section: Secondary (Grade 5-8)

In grades 5 to 8 lessons are also taught based on the general requirements as approved by the Conference of Ministers of Education responsible for German Overseas Schools. This makes the German Section compatible with every German school whether high school, primary or secondary school.

In teaching, the concepts of differentiation and inclusion are taken into consideration. Therefore, methods of internal and external differentiation are being used as needed. Language support and German instruction also play an important role here. Class groups may include students from all three streams (Gymnasium, Realschule, Hauptschule) so different levels will be offered on an individual basis.

The subjects art, music and PE are taught in English in cross-sectional courses including students of the British and French Sections. The students automatically receive additional support in English through this bilingual education.

Co-Curricular Activities (CCAs)

During lunch breaks and after class, students can participate in a variety of cross-sectional activities such as music, art, sports and technology.



Table of Subjects for Grades 5 to 8

Lessons per Week	Grade 5	Grade 6	Grade 7	Grade 8
German	6	6	6	6
Maths	6	6	5	5
First Foreign Language English	6	6	6	6
Second Foreign language French or Chinese	-	4	4	4
Chinese	4	-	-	-
History	2	2	2	2
Ethics	1	1	1	1
Geography	2	2	2	2
Biology	2	2	2	2
Physics	-	-	2	2
Chemistry	-	-	2	2
Natural Phenomena	1	1	-	-
IT	2	2	-	-
Art in English	2	2	2	2
Music In English	2	2	2	2
PE in English	4	4	4	4
Mandatory Weekly Lessons	40	40	40	40





German Section: Secondary (Grade 9-10)

Grades 9 and 10 take a special position in the Secondary School of German Section. From grade 9 on the students attend the High School Section in a jointly organised two-year bilingual programme, which takes the students both to the Lower Secondary (Sekundarstufe I) final examination of the Conference of Ministers of Culture of the states of the Federal Republic of Germany as well as to the Cambridge International General Certificate of Secondary Education (IGCSE).

At the end of grade 9, students can take the Secondary School Diploma (Hauptschulabschluss) and at the end of grade 10 the Secondary School Diploma (Realschulabschluss) or an extended Diploma, which qualifies students to continue to the last two years of High School in Germany (Berechtigung zum Übergang in die Qualifikationsphase der gymnasialen Oberstufe).

The students are thus able to continue their education in Germany or at other German Overseas Schools as well as to switch to other international systems.

The subjects German and History are taught exclusively in German in the German homeroom group, whereas in the subjects Mathematics, English, a compulsory elective, science and PE the students are taught in English and are integrated into the High School system. In order to prepare for the German examinations, the students are given additional Maths, Biology, Physics and Chemistry lessons in German to supplement the missing content and teach students the relevant technical terminology.



Weekly Periods per Subject		Grades 9/10
Integrated lessons (English as language of instruction)	English as a first or as an additional language	6
	Maths	6
	Sciences	8
	PE	2
	Elective (Various Choices)	4
Second Foreign language	French or Chinese (Mandarin) The requirements for the German standards of second language acquisition are fulfilled	4
German programme. Language of Instruction German	German	4
	Additional Maths (Supplementary material and subject terminology)	2
	Additional Physics, Biology, Chemistry (Supplementary material and subject terminology)	2
	History	2
Mandatory Lessons		40

The first foreign language is English. The second foreign language is French or Chinese.

Newcomers to the IGCSE programme and students arriving in ninth grade from the German school system must take an entrance examination to determine their language skills in English and their subject knowledge. Extra English tuition will be available if required.





German Section: Secondary (Grade 11-12)

The IB programme leading to the IB Diploma (International Baccalaureate) is offered by the worldwide IB organisation based in Geneva. The IB is an international qualification recognised by most colleges and universities.

The Conference of Ministers of Culture in Germany has laid down guidelines necessary for the recognition of grade averages and subjects for the students taking the IB Diploma. The school strongly advises students to follow these guidelines to ensure full recognition of the IB Diploma at German colleges and universities. The students and parents are given information and advice by the school before making choices.

The IB programme consists of six subjects from the subject groups Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and The Arts. Three subjects are to be taken at Standard Level and three at Higher Level. In addition, the subject Theory of Knowledge (TOK) is compulsory, as well as social and personality-forming activities Creativity, Action and Service (CAS).

With the exception of the subject German and the second language, the language of instruction in all the subjects in the IB programme is English.

German is taught as Language A Literature at mother tongue level.

During the two-year course, the students at Standard Level read 10 literary works and 13 works at Higher Level covering the genres novel, drama, poetry and autobiography. Three of these works must be taken from the world literature reading list.

The final assessment of the IB programme is a worldwide central examination in all subjects which are externally graded and assessed.

Since this is not only true for the children of the German Section, the Chinese lessons at Taipei European School are organised cross-sectionally, thus making it possible to offer Chinese instruction to grades 1 - 4 at different courses levels: Chinese as Foreign Language, Chinese and Chinese Language and Literature. The introductory level is in class Flex0, initially at 2 levels: one for Chinese-speaking children and one for beginners.

Since the British and the French Section students move up to the secondary campus a year later than the German Section students, Chinese is taught separately in two course levels to grade 5 German Section students.

From grade 6 on students can elect Chinese as their second foreign language and Chinese is again taught in the courses: *Chinese as a Foreign Language*, *Chinese* and *Chinese Language and Literature* in preparation for the final leaving examinations.

Chinese should not be chosen as a second language if the student is not certain of staying in the German Section up to the completion of the Lower Secondary (Sekundar 1) final examination since there is only a slim chance of the student being able to continue this foreign language in a school in Germany or in another German School Abroad. Students joining the programme late after grade 6 in the secondary school will not be able to catch up with their peers. In order to reach the required standard, the German Section expects students to take the course Chinese from grade 6 on. Hence choosing Chinese as a second foreign language is only then possible if the student can take the language up to the final leaving examination and the required standard can be met. In all other instances French as a second foreign language must be elected.

Students in the Lower Secondary stream (Realschule) can elect Chinese as a second language, however, were they to return to Germany before completing the leaving diploma in grade 10 a problem could arise as Chinese is seldom offered in schools. Therefore other electives would need to be chosen and students would have to catch up in these subjects.

The team of Chinese teachers is very experienced in dealing with students from different countries and uses the most up-to-date teaching methods. Mother tongue students in the top course level are supported as required and linguistically empowered to deal with the challenges the society of the host country may offer.

It is understood that an integral part of Chinese lessons is imparting information and sensitising students to the culture and traditions of the host country.

Language training – German as a Second Language / German as the Language of Instruction

At the German Section, an integrated language education concept is being developed to ensure targeted language support from kindergarten onwards. The language learning coordinator is responsible for the consistent implementation of this concept.

The language acquisition of the students in Kindergarten, Primary and Secondary is continuously analysed using diagnostic methods to ascertain the level and the development. Once the language level has been established the students in the language support programme are given individual booster plans. They are then divided into groups according to their language ability. The additional language support takes place in small groups (4-6 students) and one on one in exceptional cases. The language development of the students is assessed and documented regularly every six months.

The school aims to move the students quickly from additional lessons to the form group, where they are given integrated support to ensure the students do not fall behind in the curriculum and to allow them to make social contacts within their form.

In order for a student to be able to easily follow the full-time primary programme at six joining the Kindergarten at three is highly advised.

Admission for children with no prior knowledge of German is only possible in the Kindergarten.

Admissions in primary and secondary school require students to have prior knowledge of German. The admissions requirements listed in the table refer to the Common European Framework of Reference for Languages (A1-C2) for language acquisition.

In order to ensure that students can sit their Lower Secondary (Mittleren Bildungsabschluss) examinations and be successful these language requirements are necessary.

The principle that German is the language of instruction is relevant in all aspects of the German Section.

Admission Grade	Admission Requirement
Kindergarten	Admission with no prior knowledge of German possible
Grade 1 and 2	A1
Grade 3 and 4	A2
Grade 5	A2/B1
Grade 6	B1
Grade 7	B2
Grade 8	C1
Grade 9-12	C1/C2

German as a foreign language

It is possible for students in the British Section to learn German as a foreign language taught by the teachers of the German Section. The German programme covers the grades Y7 to H4 (sixth to the twelfth grade in the German system) and ends in grade 10/H2 with the Cambridge IGCSE and with the IB Diploma at the end of grade 12.

The French section also offers German as a foreign language.





School Services

The Taipei European School organises a school bus service that covers all residential areas in Taipei. The students are picked up and brought to school in the morning and taken home after the end of regular classes.

Our services include:

- A warm meal is available at lunchtime in the cafeterias.
- The school bus service as well as the lunch service are organised centrally by the Student Services Department and fees are charged.
- Student registration is handled centrally by the Admissions Department.
- Each school campus has 2 nurses on duty responsible for medical care.
- The school libraries are staffed by qualified librarians.
- An external security company ensures the safety of the campuses.
- A cleaning company ensures cleanliness and hygiene.





Our Partners

As part of the Foreign Cultural and Educational Policy (AKBP) the German Section works very closely with the German Institute Taipei, the Goethe-Institute Taipei (GI) and the German Academic Exchange Service (DAAD). The school is involved in the partner school programme (PASCH) an initiative of the Foreign Office and maintains close contacts with the partner schools of the host country. The German Section also maintains close contacts with the universities of the host country with German Departments.

The German Section works very closely with the German Trade Office Taipei (a member of the worldwide network of German Chambers of Commerce Abroad) and with numerous German companies in Taiwan. They offer the students work placement opportunities allowing them an insight into the workplace along with the experience of simulated job interviews with HR and company bosses. Several German companies are affiliated to the Taipei German School Education Association (TGSEA/ Förderverein), which funds various projects.

The German Section is part of the regional network of German Schools Abroad. In this context, teachers take part in regional advanced training programmes and the students take part in the East Asian Games of German Schools Abroad. If necessary schools provide each other with examiners for the final examinations.



Entwicklungsziele und Umsetzungsstrategien⁴

Entwicklungsschwerpunkt: Sprachbildung				
Ziele	Teilziele	Indikatoren der Zielerreichung	Maßnahmen der Schule zur Zielerreichung	Zeitplanung
Die Schülerinnen und Schüler entwickeln während ihrer Schulzeit an der TES eine so hohe Sprachkompetenz, dass sie zum Bestehen des mittleren Schulabschlusses befähigt sind und erfolgreich am IB-Programm teilnehmen können.	Ein DaZ-Curriculum wird sukzessive vom Kindergarten ausgehend bis zur Klasse 10 aufgebaut.	Eine DaZ-Themensammlung liegt vor	Die Sprachförderkoordination initiiert eine halbjährliche Sammlung von Förderthemen, welche in den additiven und integrativen Stunden behandelt werden.	Jun 19
		Ein Entwurf des Curriculums vom Kindergarten bis zur Klasse 10 ist verfasst und dokumentiert.	Auf Basis der Themensammlung und nach Rücksprache mit Erziehern und Deutschlehrern wird ein Curriculum vom Kindergarten bis zur Klasse 10 erstellt.	Jun 20
		Das Curriculum ist implementiert	Implementation des Curriculums durch GK und Vorstand	Okt 20
	Ein Sprachbildungskonzept wird entwickelt.	Das Evaluationsergebnis liegt vor.	Das Sprachförderkonzept wird auf Basis des Evaluationsergebnisses überarbeitet und zum Sprachbildungskonzept erweitert.	Jun 18
		Ein Sprachbildungskonzept liegt als Entwurf vor.	Das neue Sprachbildungskonzept wird implementiert.	Jun 21
	Das Kollegium ist im Bereich DaZ/DFU sensibilisiert und geschult.	Das neue Sprachbildungskonzept ist implementiert.	Das neue Sprachbildungskonzept wird implementiert.	Jun 22
		Die Teilnahme an DaF/DaZ/DFU Fortbildungen ist dokumentiert.	Das Fortbildungskonzept (Version 08-2016) wird weiterhin umgesetzt.	Ab sofort
		Das ergänzte Konzept liegt vor.	Das Fortbildungskonzept wird um ein "Fortbildungskonzept DaF/DaZ" ergänzt.	Feb 19
		Dokumentation liegt vor.	Die DaF/DaZ Fachschaft arbeitet strukturiert und organisiert.	Ab sofort

⁴ Glossar zu den folgenden Tabellen auf Seite 26

Entwicklungsschwerpunkt: Schüler stärken

Ziele	Teilziele	Indikatoren der Zielerreichung	Maßnahmen der Schule zur Zielerreichung	Zeitplanung
Die Lernkultur ist auf die Stärkung der Schülerinnen und Schüler ausgerichtet.	Die unterschiedlichen Lernausgangslagen der Schülerinnen und Schüler werden kontinuierlich systematisch erfasst und dokumentiert.	Die Lernausgangslagen der Schülerinnen und Schüler sind dokumentiert.	Auswahl und Umsetzung geeigneter Methoden zur Diagnose der Lernausgangslagen der Schülerinnen und Schüler.	Aug 19
		Jede Lehrkraft kann die Lernausgangslagen jeder Schülerin und jedes Schülers einsehen.	Kontinuierliche Lernentwicklung von Schülerinnen und Schülern wird dokumentiert.	Aug 19
	Der Unterricht ist auf die verschiedenen Bedürfnisse der Schülerinnen und Schüler ausgerichtet.	Bei Unterrichtsbesuchen und kollegialen Hospitationen wird die Umsetzung der Maßnahme dokumentiert.	Durch differenzierten Unterricht werden die Lernausgangslagen der Schülerinnen und Schüler berücksichtigt	Jun 20
		Ein schülerbezogenes Mentorensystem ist vorhanden.	Einführung eines schülerbezogenen Mentorensystems.	Sep 18
		Es findet regelmäßige Rückmeldung zwischen allen am Unterricht Beteiligten statt.	Einführung eines individualisierten Feedbacks als durchgängiges Unterrichtsprinzip.	Dez 20
		Förderpläne liegen vor.	Regelmäßige schülerbezogene Absprachen zur Festlegung des Förder- und Förderbedarfs finden statt.	Ab sofort
	Schülerinnen und Schüler übernehmen Verantwortung für ihre eigenen Lernprozesse.	Ein Entwurf des Methodencurriculums ist vorhanden. Techniken des selbständigen Lernens sind dort verankert.	Das Methodencurriculum wird im Hinblick auf die Förderung eigenverantwortlichen Lernens evaluiert und angepasst.	Mai 18
		Die Umsetzung des Methodencurriculums ist in Unterrichtsbesuchen und kollegialen Hospitationen erkennbar.	Das Methodencurriculum wird implementiert.	Mai 19
	Stärkung der Schülervertretung	Die Interessen der Schülerinnen und Schüler werden aktiv durch Klassensprecher und Schülerrat vertreten.	Der Vertrauenslehrer unterstützt die Arbeit der SV.	Nov 17

Entwicklungsschwerpunkt: Schüler unterstützen				
Ziele	Teilziele	Indikatoren der Zielerreichung	Maßnahmen der Schule zur Zielerreichung	Zeitplanung
Die Schule unterstützt Schülerinnen und Schüler in ihrem schulischen Werdegang.	Neue Schüler und deren Familien werden integriert.	Evaluationsergebnis liegt vor.	Informationsveranstaltungen werden inhaltlich evaluiert.	Apr 18
		Überarbeitete Informationsveranstaltungen finden statt.	Informationsveranstaltungen werden an die Bedürfnisse der Familien angepasst.	Apr 19
		Evaluationsergebnis liegt vor.	Das Konzept zur Integration neuer Familien wird evaluiert.	Apr 19
		Das überarbeitete Integrationskonzept ist implementiert.	Das Konzept zur Integration neuer Familien wird überarbeitet.	Apr 20
		Thematisierung kultureller Vielfalt findet im und außerhalb des Unterrichts regelmäßig statt.	Die Thematisierung kultureller Vielfalt wird im Schulalltag verankert.	Apr 21
		Schuldokumente liegen mehrsprachig vor.	Übersetzung von öffentlichen Schuldokumenten.	Feb 23
	Die Schule optimiert die schulinternen Übergänge.	Der Entwurf eines Übergangskonzepts liegt vor.	Ein Übergangskonzept wird entwickelt.	Mrz 20
		Das Übergangskonzept ist implementiert.	Das Übergangskonzept wird implementiert.	Jun 20
		Das Evaluationsergebnis liegt vor.	Das Übergangskonzept wird evaluiert.	Jan 22



Entwicklungsschwerpunkt: Schule leiten, managen und führen

Ziele	Teilziele	Indikatoren der Zielerreichung	Maßnahmen der Schule zur Zielerreichung	Zeitplanung
Die strategischen Ziele der Unterrichts-, Personal- und Schulentwicklung werden langfristig und kontinuierlich durch die (erweiterte) Schulleitung verantwortet. Besonderer Wert wird auf den personellen Wechsel innerhalb der Schule durch Übergabemanagement gelegt.	Übergabeprozesse erfolgen strukturiert und nachhaltig.	Zeitpläne liegen vor.	Erarbeitung eines festen Zeitplans für Übergabeprozesse für alle Bereiche.	Jun 19
		Übergabe-Handbücher liegen vor.	Für alle Positionen werden Übergabehandbücher erstellt.	Jun 19
	Die erweiterte Schulleitung arbeitet in ihren unterschiedlichen Aufgaben und Rollen als Team zusammen.	Ein Leitfaden zur Arbeit der erweiterten Schulleitung liegt vor.	Ein Leitfaden zur Arbeit der erweiterten Schulleitung wird erarbeitet.	Jan 18
		Protokolle der Sitzungen liegen vor.	Es finden regelmäßige Treffen der erweiterten Schulleitung statt	ab sofort
		Die erweiterte Schulleitung wird als Team wahrgenommen.	In Gesamt- oder Abteilungskonferenzen wird regelmäßig über die Arbeit der erweiterten Schulleitung berichtet.	ab sofort
		Die einzelnen Mitglieder werden in ihren Rollen wahrgenommen.	Die Aufgabenbeschreibungen für die einzelnen Rollen werden aktualisiert.	Jun 18
		Es existiert eine zielführende Kommunikation mit dem Kollegium	Verantwortliche für die Entwicklungsprojekte werden konkret benannt und die Verantwortungsbereiche beschrieben.	Ab sofort
			Die erweiterte Schulleitung hält die Umsetzung von Konzepten mit angemessenen Methoden nach.	Ab sofort
Das Verfahren der Personalauswahl erfolgt nach nachvollziehbaren, transparenten und standardisierten Abläufen und Kriterien.	Für alle Stellen existieren ausgearbeitete Stellenprofile.	Es existieren ausgearbeitete Stellenprofile	Für alle Stellen werden Stellenprofile ausgearbeitet.	Okt 18
	Die Personalauswahl erfolgt mit geeigneten Instrumenten.	Geeignete Instrumente zur Personalauswahl liegen vor.	Eine Fortbildung zur Personalauswahl findet statt.	Jun 18
		Ein Konzept zur Personalauswahl ist implementiert.	Ein Konzept zur Personalauswahl wird erarbeitet.	Okt 18
	Das Personalauswahlverfahren wird auf Grundlage transparenter Kriterien durchgeführt.	Ein Konzept zur Personalauswahl ist umgesetzt.	Die Personalauswahl ist dem Konzept entsprechend dokumentiert.	Dez 18

Entwicklungsschwerpunkt: Schulprogramm überarbeiten

Ziele	Teilziele	Indikatoren der Zielerreichung	Maßnahmen der Schule zur Zielerreichung	Zeitplanung
Ein Schulprogramm für die Deutsche Sektion liegt vor, ist implementiert, konsolidiert und wird evaluiert.	Das Schulprogramm wird überarbeitet und den Ergebnissen der Evaluation angepasst.	Eine überarbeitete Version des Schulprogramms liegt vor.	Die Steuergruppe formuliert veränderte Inhalte und Ziele und kommuniziert diese an die Gremien.	Mai 18
	Das überarbeitete Schulprogramm ist vom Vorstand in Kraft gesetzt	Vorstandsbeschluss	Beratung und Beschluss im Vorstand	Dez 18



Glossary

- DaZ - Deutsch als Zweitsprache
- DFU - Deutscher Fachunterricht
- GK - Gesamtlehrerkonferenz
- IB - International Baccalaureate Programm
- IGCSE - International General Certificate of Secondary Education
- TES - Taipei European School





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