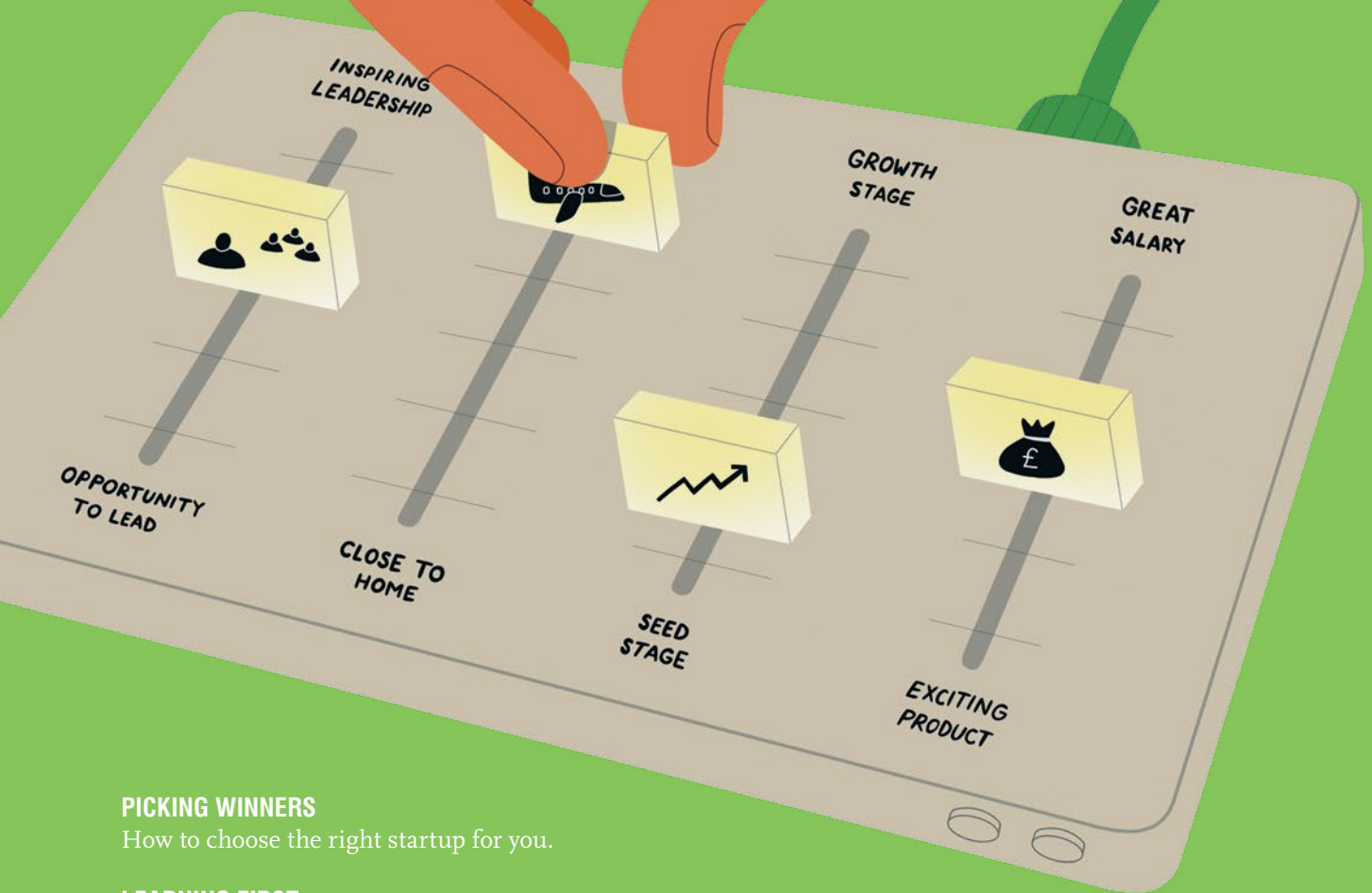


VOICES



PICKING WINNERS

How to choose the right startup for you.

LEARNING FIRST

What does it really mean to be a non-profit school in the 21st century?

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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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THE SECRET TO GETTING AHEAD IS GETTING STARTED

- Mark Twain

We salute all our interns from
Zurich International School
and wish them the very best for a bright
and successful future.

Daniel Bensason

Renata Vazquez Fentanes

Thomas de Grijp

Noa Tali Levi

Alex Quinn

Edward Widerberg

Agnès Blétard

Myriam Meijer

With thanks to Dale Braunschweig at ZIS and
to Chantal Hackett at Aquamarine



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WELCOME

Welcome to the winter edition of ZIS *Voices*. It's been so great to see our buildings humming with the excitement of the school year ahead. And there's something new in the air. Alongside the huge excitement of being back in person, I have been getting a huge buzz from hearing so much German – in classrooms, in the new bilingual programme and even in the hallways!

In fact, at ZIS, someone somewhere is always learning a new language – on page 48, one of our very youngest students, Nina Emanuelsson, aged five, explains how she set about learning English.

While our youngest students settle into school life, in this issue, we celebrate new beginnings for everyone. On page 31, we talk to ZIS alumni who trained in hospitality – and used their experiences as a springboard to success across a diverse range of industries. And with startups more popular with graduates than ever before, on page 22 we examine how to choose a company that will give your career a flying start.

Of course, anyone who has stopped by the Upper School lately will have seen that the new campus is emerging from the ground. We can't wait for it to open next August. As well as helping us to meet the ever-growing demand for Middle School places, the new campus will give our students and teachers the spaces they need for a 21st-century education. We're right

in the middle of The Campaign for ZIS, a major capital campaign to support the building – and build the future of education – and so, on page 16, we discuss why being a not-for-profit school is so central to our ethos.

Finally, our online global community goes from strength to strength. A few weeks ago, we posted about our annual welcome for new parents, organised jointly with the Parents' Association. It triggered memories for many of you and it was wonderful to read your thoughts. And we were touched by the support you gave to our economics teacher, Sean Maley, and former ZIS economics teacher, Jason Welker, who have just published the second edition of their economics textbook.

Enjoy this issue of *Voices*, and I very much hope you'll take the time to tell us what you think about any of the topics raised. We'd love you to join us on Facebook and Instagram – and by adding ZIS to your LinkedIn education profile you'll be able to take advantage of great networking opportunities throughout our global community, as many of our alumni have been discovering over recent months. I look forward to hearing from you.

Michaela Seeger
Director of Community Relations





STRATEGIC PLAN

DELIVERING THE STRATEGIC PLAN: BEYOND THE CLASSROOM

ZIS learning is continuing to go Beyond the Classroom, in line with both the school's strategic plan and also feedback from the recent parents' survey.

The survey said that parents wanted more impact from school trips, which is reflected in the strategic plan in terms of the school's commitment to local impact with a global reach. The focus of all future trips will therefore be on delivering real impact for students, exploring the best of local culture to ensure a positive experience for everyone.

"We are focused on developing true global citizens who recognise the value of their local community," says Nick Bentley, Director of Student Life. "As part of the ZIS Experience, our Beyond the Classroom programme will create connections,

encourage collaboration and promote positive relationship with our local partners, creating a bond with the local community and a desire to support it.

"Our parents tell us that Beyond the Classroom activity can have a truly inspirational effect on students – a 'life-changing moment' as one described it. And we remain focused on providing authentic contexts that make learning meaningful and allow our students to enquire into real-world issues, dilemmas and perspectives in a tightly focused way."

The five-year strategic plan will help ZIS deliver an education for a changing world, and is committed to giving each child an outstanding education that focuses on character as well as academics.

PARENTS' ASSOCIATION

PA RISES TO THE CHALLENGE

The Parents' Association have been continuing their dedicated community-building work despite the recent challenging times. The virtual and hugely successful WorldFest event was just one example of their creative approach to changing circumstances, when parents enjoyed online sessions and recipe-sharing opportunities.

IB REVIEW

HIGH PRAISE FOR IB PROGRAM

It's official – when it comes to its International Baccalaureate offering, ZIS is among the best in class. The final, glowing results of the five-year review of the school's IB provision are in, and the reviewing body says "we have already been sharing your best practices internally ... to alert our colleagues to the expertise you have to offer".

JOHN MATTERN AWARD

ROB CARAMELLA HONOURED

Rob Caramella is the 2021 John Mattern Alumni Award for Faculty honoree, a fitting recognition of his 15 years' dedicated service between 2001 and 2016. As the teacher that "changed all of our lives" according to one parent, Rob was known for his generous nature and his ability to create a very special learning environment for all his students.

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VACATION PROGRAM

220

students took part in 23 different sessions across four weeks of the summer vacation program, our most extensive offering ever.

To find out what's available as part of ZIS' vacation programs, visit zis.ch/student-life/vacation

BUILDING UPDATE

NEW SCHOOL CAMPUS GATHERS PACE

There's not long to wait: in less than 12 months' time, the doors of our brand new Middle and Upper School campus will open to students for the first time. Anticipation is building among students and staff – and no wonder: the new campus represents a true step-change in school life.

It's not just about having a brand-new building (though of course, everyone is excited about that). The new campus will enable the delivery of a truly integrated curriculum, with access to flexible learning spaces that adapt to the needs of students from Grade 6 to 12. State-of-the-art facilities, including a new library and media centre, a STEM and IT centre, and a new gym and multiple music and performance spaces will be open to all members of the school community.

Community fundraising has been a crucial element of the campus's delivery – and the school is incredibly grateful to the many, many members of our parent and alumni community who have supported the Campaign for ZIS: Building the Future of Learning.

Parent Dan Holzmann says he was moved to support the campaign as soon as he heard about the plans. "I was convinced it would be a milestone," he says. "I believe in the power of education and think it is worthwhile to invest in." He's in good company. For Board member and parent, Claudia Scheiner, hers is a gift to the future. "The school will be standing years from now, long after my son has left," she says. "Creating this new facility shows strength and demonstrates we are thinking of the future, not just the short term." And George Quinn, Chief Financial Officer of Zurich Insurance, says that he was convinced by the fact that it will encourage students to be curious and follow their passions. "I'm excited to see how having fantastic facilities like the new Middle School will help trigger those interests."

Learn about the new Middle and Upper School campus and how you can support The Campaign for ZIS: Building the Future of Learning at zis.ch/campaign-for-zis

Good morning!
Guten Morgen!



ILLUSTRATIONS: MICHAEL KIRKHAM

BILINGUAL PROGRAM

APPLICATIONS OPEN FOR 2022 BILINGUAL PROGRAM

After the unprecedented popularity of this year's bilingual program – now completely full – applications are now open for Kindergarten, Grade 1 and Grade 2 in August 2022.

The new additional pathway allows ZIS' youngest students the chance to learn in German and English every day, both in class – with lessons always being taught in one language or the other – and through their participation in co-curricular activities. Core homeroom subjects (such as maths, reading, writing, social studies and science) are taught in German by a native German speaker, while single subjects, which include PE, music, creative arts and library lessons, are taught by native English speaking teachers in English.

The program follows the Swiss Curriculum (Lehrplan 21) and lays the foundation for a student's bilingual future. Weekly visits to the forest are integrated into the science and social studies curriculum, and other curriculum-based field trips support learning and are linked to classroom activities.

"We have had a great start to our new bilingual program," said Lower School Principal Catherine Jolly. "Taught by Mark Sturcke with Assistant Teacher Mary Dale, the 15 Kindergarten students will benefit from the full ZIS Experience and be integrated members of our community. We are looking forward to developing and expanding the program over the coming years."

Visit zis.ch/bilingual to apply for August 2022.



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FOOD FOREST GIVEN THE GREEN LIGHT

Lower School students will be taking sustainability to the next level, with the introduction of a Food Forest to the campus.

The new Food Forest, a carefully designed garden space that mimics the ecosystems and patterns in nature, will be developed from the school's existing Living Classroom space. That concept has been in development since 2015, when the Living Classroom was introduced as part of the ZIS Sustainability Action Plan.

"We're really excited about the opportunities the Food Forest will offer our students," says Kristie Lear, Sustainability Curriculum Development and Coach. "It will offer everyone from Early Childhood to Grade 5 a hands-on learning environment that will connect Science and Social Studies units, and will introduce a nature-based element to our developing STEM programme. Many of the plants will take about three years to establish, so to begin with we'll need to carefully nurture the space. The garden is intended to mimic a natural forest ecosystem, except that the species we've chosen are mainly edible. One of the main goals is to take care of the soil with compost and mulch on a regular basis so that there is no need to water at all – just like a forest."

With support from the ZIS Annual Fund, landscape architect Matthias Brück was hired to design the space using the principles of sustainability as the foundation. The result is a space that increases biodiversity using native species plants, protects and nurtures wildlife, supports and protects healthy soil, increases carbon capture and uses less water – as well as being a beautiful addition for the whole ZIS community.

ALUMNI EVENTS

ONLINE EVENTS BRING ALUMNI TOGETHER

Two key alumni events that were taken online proved that the ZIS alumni community is alive and well, regardless of any restrictions it may have had to face.

More than 25 alums from the 1960s and 70s came together virtually to celebrate Don Bowden being awarded the John Mattern Alumni Award for Faculty. Don, one of the school's first teachers who taught history from 1963-66, was very excited to see so many former students at the event, and was even joined in person by Heidi Campini, Class of 1969 (1967-69), Vasco Morais, Class of 1975 (1971-75) and Susan Hall, Class of 1965 (1965) who live in the area and Tom Mabey, Class of 1966 (1965-66) who flew in from Utah. After the success of the event, plans are being made to get together virtually and in person in the USA very soon.

And at a music industry networking event hosted by Middle School Principal David Wood, attendees were treated to insider tips and tricks about professional life in the industry from the likes of leading DJ, producer and performer Gil Glasenberg, Class of 2012 (2001-12), UK-based singer-songwriter Cameron Gray, Class of 2017 (2011-17) and Norwegian singer-songwriter Maria Sollie, Class of 2014 (2010-14).

ALUMNI

ZIS COMMUNITY

Ever had a great idea that you thought could revolutionise the world – and make your fortune? We were delighted to hear from serial inventor **Warren Tuttle**, Class of 1973 (1968-72), about the launch of his new book, *Inventor Confidential: The Honest Guide to Profitable Inventing* (HarperCollins Publishing). "I've spent the past 25 years in the inventor arena taking new products directly to market," says Warren, "running several major corporate innovation programs and guiding the nation's non-profit inventor organisation, the United Inventors Association. For anyone who has a great idea or invention and wants to monetise it – but is not sure who to trust – Inventor Confidential will explain how to best to maximise the odds for success." Check out the website at inventorconfidential.com.

Jane Hadley, Class of 1974 (1970-71), is in touch to share some fond recollections of her time in Kilchberg, and of her "favourite teacher" Michael Harlow, who taught English. Now a retired registered nurse, Jane says she still has friends from her time in Zurich. "Learning to be friends with people who come from different countries was something that I developed at AISZ – and has stood me in good stead all my life."

And we're thrilled to hear from **Maryke Steffens**, Class of 1995 (1991-95), who has been awarded a PhD from Macquarie University, NSW, Australia for her thesis on promoting vaccination and responding to misinformation in online environments. "I am now working at the National Centre for Immunisation Research and Surveillance in Sydney," writes Maryke, "so a great fit for me. What a time to be working in vaccines!"

Finally, we're sending our congratulations to **Yasmine Guerin**, Class of 2008 (2005-08), and her husband Tomer, who recently became parents to their lovely son, Nitai. Yasmine is the founder of Negotiatress, providing women with the tools to succeed by exploring a new, feminist approach to negotiation, and trusting their own natural style and traits.

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.

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THE ZIS PERSPECTIVE

Community-building, excursions, experiences and a new German program – it’s an exciting time.

There are few things that give me more joy than seeing a student discover a passion – a passion that may remain with them for life. Whether we find ourselves in a classroom, on the sports field, in the music room, during a trip or during a debate, it’s always a magical moment.

Creating more opportunities for students to explore their passions is just one reason why I’m so excited about our Beyond the Classroom experiences, which have been carefully designed to add value to students’ learning. Our co-curricular program, field trips and overnight excursions are mission-driven, and aligned with the strategic plan. We offer a range of age-appropriate experiences for all children – including everything from arts to STEM to the world of work. Challenge and choice increase as children move through the school, and children can look forward to signature experiences at each campus.

All our excursions will focus on delivering educational impact for students, and balancing the benefits of travel with its impact on the environment. These experiences will provide authentic contexts, giving students the opportunity to delve into real-world issues and explore new perspectives. Travel opportunities will allow students to experience new and challenging environments. We’re encouraging students to think locally and globally, drawing on our longstanding relationships with communities and service partners.

These experiences are a vital part of the student experience. They extend and enrich the curriculum, develop character and provide further academic challenge and support for each student. And they contribute significantly to a thriving school culture, and promote a real sense of joy, belonging and community.

Indeed, community is something I’ve been thinking about a lot. If the last year has taught us anything, it’s the value of the invisible bonds that bind us together – of making a difference where we are – right here, right now. Local impact is an important driver in our strategic plan, and we know that ZIS

parents would like to see our students engage more with their immediate surroundings and create long-lasting connections.

At the Middle School, students began the school year with Mission Week, during which they engaged in a series of team-building activities on and off campus, and explored the Zurich area. The aim was to provide a range of opportunities for building relationships through activities and events that highlight the four pillars of the ZIS Mission: Learn (about ourselves, others and our local community); Care (by building respectful and productive relationships); Challenge (through a range of activities that require us to stretch ourselves); and Lead (by giving our best efforts and setting an example for others).

Augmenting the use of German is also a key factor in strengthening our local ties, and I am delighted we have appointed a German curriculum project leader who will support our teachers’ efforts to strengthen the program. We are deepening and extending our German program for all students, taking full advantage of our relationship with the Goethe-Institut and the Zurich University of Applied Sciences (ZHAW). We are delighted by the demand for our newly launched bilingual program, which allows our youngest students to learn in German and English. Spaces on the program filled very quickly, and applications have opened for our August 2022 intake.

It’s an exciting time for all of us, and I can’t wait to see what the school year brings. Our school goes from strength to strength, and our community is strong. And I am confident staff and students will continue to meet any challenges that come their way with their usual dedication, determination, and creativity. Let’s do this.

“We’re encouraging students to think locally and globally, drawing on our longstanding community relationships”

Lisa Lyle
Director



ON THE LAKE

A gathering point for locals, visitors and ZIS families, the marketplace at Bürkliplatz is the colourful heartbeat of its lakeside setting.

WORDS MIKE MACEACHERAN

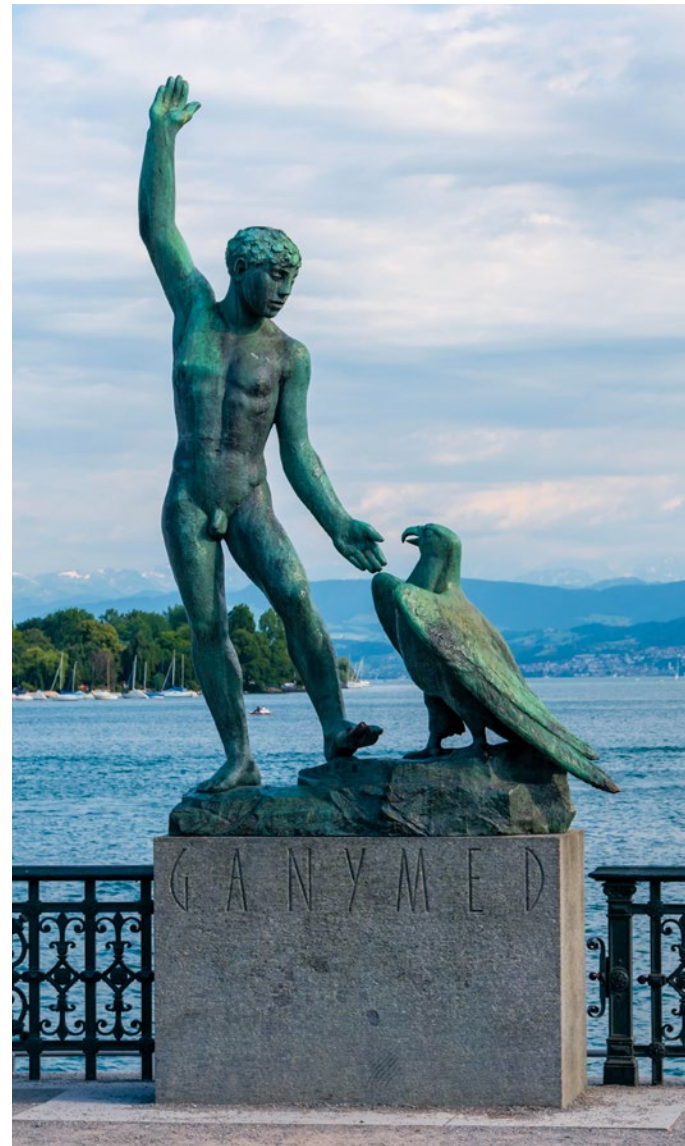
Thirty years ago, a young Sam Traub was selling vegetables under a horse chestnut tree – and he has been hooked on farmers’ markets ever since. “I sold my first heart-shaped potato as a six-year-old boy,” he says, “so it’s always been part of my life.”

Today, Sam is in charge of what was once his parents’ organic vegetable stand on Bürkliplatz, returning twice-weekly to keep

Zurich’s citizens well-stocked with fruit and vegetables – and, of course, conversation.

Because, as Sam explains, the centuries-old vegetable market is not just a special place for consumers – it is also a close-knit community of vendors. Bürkliplatz, he says, is a place of exchange, friendship and chatter over coffee. “Others operate similar businesses to ours,” says Sam, who is also a board member of VMZ, Zurich’s Association of Market Vendors. “They run family-centric stalls, with the same histories, same problems, sometimes the same struggles. This creates long-lasting partnerships.”

There are plenty of other similar stories to Sam’s at the lakeshore marketplace, which hosts a weekly calendar alternating a flea market and a flower and farmers’ market. A regular attraction for locals and visitors – many of whom have their early-morning routines to make sure they get the freshest produce – it is now ingrained in the city’s community life, a welcome contrast to the more corporate Bahnhofstrasse.



Market forces

Amid the flea and farmers' markets stands Hermann Hubacher's statue to Ganymede, symbolising man's longing to ascend Mount Olympus.

LEFT TO RIGHT:

ALDORADO / ALAMY;
MAURITIUS IMAGES / ALAMY;
NICK STEPHENS / ALAMY;
GIANLUCA COLLA /
BLOOMBERG / GETTY.

“Zurich was only the second flea market in Switzerland after Geneva, and the quality of the antiques, rarities and curiosities for sale is second to none”

“The mix of people and diversity of visitors is what makes the marketplace such a special place,” says Sam.

Another regular on the city square is Monika Luck, who has run a stall at the bi-weekly flea market selling antiques, collectibles and art since

1983. “Zurich was only the second flea market in Switzerland after Geneva, and the quality of the antiques, rarities and curiosities for sale is second to none,” says Monika, who is also the President of the Zurich Flea Market Association. At its height, around 200 seasonal stall owners offer goods at the Stadthausanlage, while 150 occasional sellers trade high-quality discoveries and second-hand curiosities beside the square's fountain. There is a kind of democracy to the set-up: the most expensive antiques are sold side-by-side with the most humbling.

“The flea market is special for many reasons, but this year more than most,” says Monika. “Not only are we celebrating the return of customers after the Covid-19 pandemic, but it's also our 50th anniversary. There is nostalgia, of course, but it's hard to imagine today's Zurich being so colourful and inviting without it!”



AFTER SCHOOL



Opening up the world of doll's houses with German curriculum project leader Elena Salassa.

WORDS HAZEL DAVIS PHOTOGRAPHY OLIVER OETTLI

When German teacher **Elena Salassa** finally decided to restore her childhood doll's house, there was one thing she was adamant about. "I don't believe in a 'don't touch' attitude when it comes to toys," she says. "As a child, I used to visit my great uncle; he had the most wonderfully landscaped train set – but all we were allowed to do was look at it."

Elena comes from a creative background – "my father was crazy about model trains and my mother is very artistic and does porcelain paintings" – but

All in the detail
Elena's lovingly restored doll's house includes brass-effect taps and a candelabra in the dining room.

“It’s not only relaxing and rejuvenating, it also brings us closer to the children: I love to play in the school garden with the kids. Anything that pulls us away from our devices”

it is as a teacher that her true interest in play lies. “It’s not only relaxing and rejuvenating, it also brings us closer to the children,” she says, “I love to play in the school garden with the kids. Anything that pulls people away from their devices.”

Elena’s doll’s house has an array of exquisite details, but she admits it might not quite come up to the standard of the model that originally inspired her – Queen Mary’s doll’s house at Windsor Castle, which she originally came across in a magazine. “The Queen’s house sounded so charming,” she says. “It had running water and a working electrical system, a wine cellar with drops of real wines and liquors, and, on a desk in one of the rooms, an authentic Fabergé jade frog as an ornament.”

Her own version is hardly rudimentary, however, with ornate, painted porcelain bathroom fittings, brass-effect taps, a candelabra in the dining room, a high-chair (complete with baby) in the kitchen and miniature toys in the playroom, including an exquisitely small doll’s house of its own. Pictures are hung with tiny nails and there are mini dog bowls by the sink for the spaniel upstairs.

“Mine is not as grand in size or style as the Queen’s,” says Elena, “but I’m always finding new things to add.” At Christmas, the house gets a festive makeover, and this summer, she worked on the garden, building a small pond with clay bricks. “You have to plan everything like you’re building a proper house,” she says. “You can only put electricity in once you’ve done the roof and the floors – of course, the Queen had people doing it for her...”

Elena was born and raised in Switzerland, completing a degree and PhD in German before teaching German, Italian and French in an international school, then in Sweden. And now, as ZIS German lead, overseeing curriculum development and teacher professional development across the whole school, finding time to indulge her passion may be her biggest challenge.

If she does ever manage to “finish” the house, she and her husband plan to work on a model railway. He’ll do the tracks and she’ll build the houses. In the meantime, the doll’s house is definitely there for all to enjoy, much to the delight of her grandchildren: “If a toy is broken it means it’s been played with. And if they break them, it means they’ve had fun.”

24 HOURS IN SINGAPORE



Nicolas Amstutz, Class of 2007 (1998-2007), shares his guide to the Asian city-state #ZIStravels



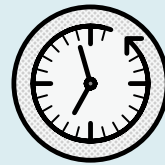
ENJOY A TIPPLE IN TANJONG PAGAR

Former fishing village Tanjong Pagar has become a very happening neighbourhood in the last few years. The dining scene here changes quickly but some places are institutions – and with its gourmet menu and craft cocktails, The Tippling Club is one of the best



SHARE FUSION CUISINE

Don Ho on Keong Saik Road is more of a casual dining experience, with an open kitchen and lots of small plates for sharing. It serves a fusion of Asian and European food as well as brunch on weekends. No matter what you order, you can’t go wrong.



EXPERIENCE PERANAKAN CULTURE

In Joo Chiat, the descendants of Peranakans – Singapore’s early Chinese immigrants – are keeping tradition alive. Here you’ll find multi-coloured pre-war architecture, shops selling local crafts and coffee shops serving Katong laksa (spicy noodle soup).



RUN BY THE BAY

Gardens by the Bay nature park is a great place to run, especially at night. There’s a long, straight path with no cars in sight that you can take through the gardens, over the reservoir and even as far as the airport – if you’d like!



HAVE FAITH

On my favourite street in Chinatown, there’s a Buddhist temple next to a Hindu temple and a mosque. I always take visitors there because it’s a perfect microcosm of Singapore, where people from so many different religions and cultures live peacefully side by side.

Share your insider insights using #ZIStravels on [facebook.com/zurichintschool](https://www.facebook.com/zurichintschool) and Instagram ([zurichinternationalschool](https://www.instagram.com/zurichinternationalschool))

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MY WORKING DAY



Benji Rosen, Class of 2010 (2004-10), is the man behind 'Humans of Covid-19'.

INTERVIEW DIANE SHIPLEY PHOTOGRAPHY HUMANS OF COVID-19

The human angle

Benji's Humans of Covid-19 Instagram account showed the shocking, real-life impact of the pandemic on frontline healthcare professionals.

There's been a lot of talk about doctors and nurses being heroes, but I don't know anyone who wants that kind of recognition – we just want to have a normal shift. I start mine in London walking into the hospital through the ambulance bay – it gives me a feel for how busy we are. At the height of Covid, we didn't have enough space in A&E and there were many shifts when I went into the backs of ambulances to assess people, even walking them to X-ray and then back to the ambulance to start treatment. It sounds absurd but we did the best with what we had.

It was difficult working in such an intense environment and then seeing people meeting up and not social distancing. I started the Instagram account Humans of Covid-19 in April 2020 to let people know what it's like on the frontline and why we were passionate about following the guidelines. There are now seven of us interviewing healthcare

workers all over the world and we've reached more than five million people through social media. More importantly, many of our followers say they changed their behaviour as a result. The message was important – if we all do everything we can to stop the pandemic, then frontline staff can get on with making patients feel better.

Pandemic or not, no two days are alike, of course. People don't typically come into A&E from nine to five, so most of my shifts are midday to midnight or 10pm to 8am. The numbers of patients I see can vary massively, and you have to be adaptable. Looking at things from a different perspective and having the confidence to try new ideas were really rewarded at ZIS and are a big part of my role now. Giving presentations throughout high school also taught me a hugely valuable skill, because these days I have to present all the time, whether it's updating colleagues or telling a specialist why my patient needs to be admitted.

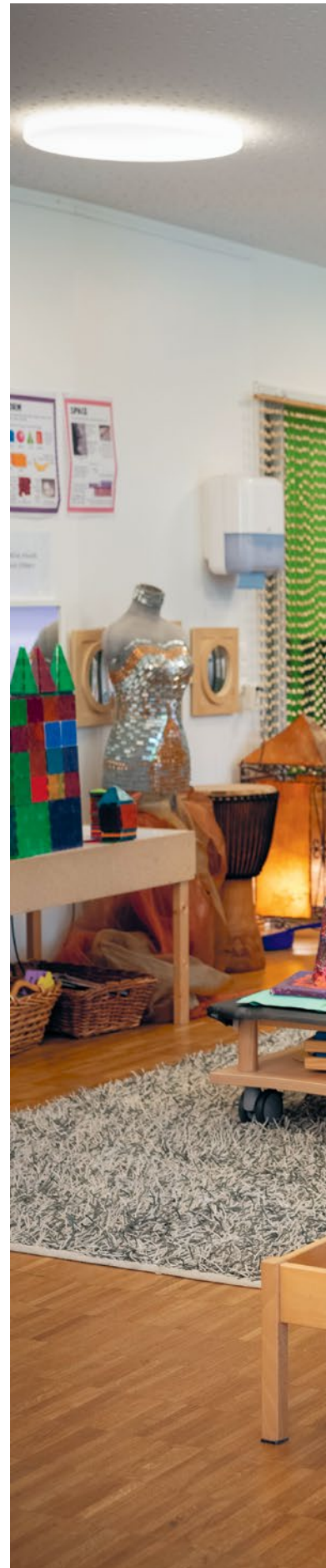
I spend my days off working on Humans of Covid-19 or studying, because as a doctor that never ends – you need to stay sharp. I'm also in a jazz band and I missed being able to practise together. I play the drums which is incredibly cathartic and just a world away from the working day!

NOT FOR PROFIT

ZIS's education-first status is fundamental to its ethos, but what does it really mean to be a non-profit school in the 21st century?

WORDS LUCY JOLIN PHOTOGRAPHY OLIVER OETLLI

When ZIS opened its doors as AISZ in 1963, parents and teachers alike were full of hope for their new school. They were immensely proud that it would be able to deliver outstanding education and a warm home-from-home for families from all over the world. But almost as importantly, the founders also wanted to ensure their new school would endure. And so, they established ZIS as a non-profit school – guaranteeing that every franc of income would be spent on supporting education. ▶





“Parents’ support is vital. The enhanced education and opportunities we pride ourselves on rely, to some degree, on additional funding. The Annual Fund allows us to maintain these and deliver further strategic initiatives in the future”

Lisa Lyle
ZIS Director

“Nowadays, private schools are very competitive. And while they do offer some great experiences, you do end up wondering whether business, rather than education, is the focus. At ZIS, I feel that the allocation of funds is targeted into specific programmes in a very clear and transparent way”

Rachel Rey
Current Parent

ZIS is still a non-profit today – but what does that status mean in the 21st century? Perhaps surprisingly, Science and PE teacher **Brook Mullens**, says it’s an easy question to answer. “When I’m thinking about the curriculum or planning an activity, all I need to think about is what will be best for students,” he says. “I don’t have to think about the financial drivers or the bottom line. All I have to think about is how what I’m planning is going to positively impact my students and their learning.”

Director **Lisa Lyle** points out that ZIS differs from some other international schools, many of which offer a solid international education but with a focus on generating a return on investment to their shareholders. “Our commitment to service means that we employ people who are committed to the greater good,” says Lisa. “As an organisation, we embody that, and we expect it of our students. There is no conflict in objectives between the governing body and the actual mission of the school.”

However, not-for-profit status is by no means the easy option. Yes, you can plan for the long-term and put students first, but, as Lisa points out, it doesn’t excuse you from making the tough decisions – and from being entrepreneurial. “For example, we start building our budget for the following academic year in January – before we know how many students we are going to have in August,” says Lisa.

Which is where the Board of Trustees comes in. After careful analysis and forecasting by the senior leadership team, the Board approves the budgets for the year ahead. This year, for example, they have set aside funds beyond the normal operating budget for strong STEM (Science, Technology, Engineering and Math) and German programmes, the adoption of a new social emotional curriculum, a new Lower School mathematics programme and greater allocation of staffing for curricular and grade level oversight in Grades 6-12, among others. The allocations are based on predictions of income from the various sources, including donations to the annual fund.

“As a not-for-profit, parents’ support is vital – through things such as philanthropy and volunteering,” explains Lisa. “This is because some of what we want to do goes beyond our existing resources, such as capital investment in a new building, for example. And the enhanced education and opportunities we pride ourselves on rely to some degree on additional funding, and the Annual Fund allows us to maintain these and deliver further strategic initiatives in the future.” ▶







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“When I’m thinking about the curriculum or planning an activity, all I have to think about is how what I’m planning is going to positively impact my students and their learning”

Brook Mullens
Science and PE teacher

Parent **Rachel Rey** says as a prospective parent she was initially surprised to see the donate options on the ZIS website. “Coming from the experience of for-profit schools, I initially found it a little curious! Having now a better understanding of the school structure, I think it’s a really good thing. I feel that the allocation of funds is targeted into specific programmes in a very clear and transparent way. Also, this structure in Switzerland allows the giving to be tax-deductible, so it makes sense. Why not contribute where funds are used effectively?”

Rachel likes the core mission of education which being a not-for-profit school encourages. “Nowadays, private schools are very competitive. And while they do offer some great experiences, you do end up wondering whether business, rather than education, is the focus.”

Indeed, the lack of shareholders means that ZIS can concentrate on what will benefit students the most, such as offering both an International Baccalaureate (IB) programme and Advanced Placement (AP) courses. “One of the advantages of not-for-profit is that you can have a generally wider offering, as you are not bound by per segment profitability,” says former board member and parent **Erik Kaas**. “It gives more choice and allows for more individualisation of a child’s education pathway. The breadth of offering also includes adjacent services which we are able to offer, even though they do not create a profit but are of great benefit overall, such as our bus services. Our fees and donations enable this. The Middle School project, as well, is for the longevity of the school and shows vision. I’ve donated to the project, ►





“One of the advantages of not-for-profit is that you can have a generally wider offering, as you are not bound by per segment profitability. It gives more choice and allows for more individualisation of a child’s education pathway”

Erik Kaas
Parent and former
Board member

even though my kids won’t benefit from it – they will have left by the time it’s finished. But it’s good for the long-term strategy of the school.”

Being a not-for-profit also enables smaller class sizes and curriculum breadth. Having small class sizes is the ideal, explains Lisa, and some classes that still benefit students might have as few as eight members. Similarly, missing a specialised subject, such as a language, would compromise a student’s experience, she says. “We are committed to smaller class sizes because we want students to have individual attention, and we also want them to pursue their passions.”

The school works hard to offer fair tuition rates, says Lisa, but this isn’t always easy, either. “We know that in our current non-inflationary environment with negative interest rates, increasing tuition by half a per cent feels like a lot of money – particularly over the last year when we know so many families have been adversely affected by the pandemic. For this reason, we offered a refund for experiences and trips beyond the classroom which didn’t happen last year. We recognise that families paid for services which they weren’t able to use.”

The Covid pandemic, says Lisa, has demonstrated the great need for the ZIS kind of education: face-to-face learning, bringing dedicated professionals together with students to educate them and to help them develop compassion, resilience and self-awareness. That precious students-over-profit ethos isn’t purely about money. It’s also about something deeper: trust, and collaboration between parents, students and the school.

“This structure addresses an otherwise inherent conflict between the interests of the board and the students,” says Erik. “The ZIS board, after all, is just there to represent the parents and stakeholders as a whole. Change of ownership as it happens more frequently in for-profit schools may lead to more frequent strategy shifts. But in a not-for-profit, there is more of a sense of community and collaboration.”

Ultimately, it means that “learn, care, challenge, lead” can be everyone’s goal, says Brook. “Students feel that teachers are there to support them – it feels as though we’re all working together in this learning process and working towards shared goals. I guess it’s all about people, and our job is to support our students to become great citizens of the world.” ☺

ZIS is a non-profit under Swiss law, and students have been benefiting from donations via the ZIS Foundation, a US non-profit organisation, for nearly 20 years. Donations to both are tax deductible for US citizens, and the Foundation supports both Capital Campaigns and the Annual Fund, the school’s primary fundraiser with an immediate impact on ZIS by funding essential programmes and learning experiences for students, teachers and the whole ZIS community. To find out more, visit zisfoundation.com and zis.ch/support/annualfund

ZIS is very grateful to Foundation donors, and would also like to thank its board members, Marten Hoekstra, Lisa Lyle, Philip Ryan, Jennifer Saxe and Brian Scanlon. Thanks also to the Annual Fund committee members, Anke Baur, Celine Rabier, Patricia Shelton and Astrid Tschopp.



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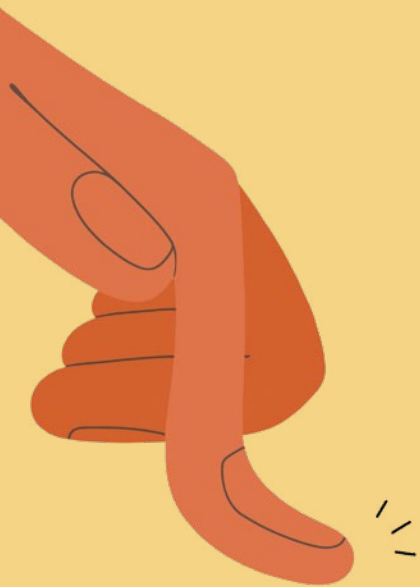


An illustration of a game board with a green top and light blue bottom. The board is divided into three vertical sections. The left section has a yellow circle with a crown icon and the text 'PICKING WINNERS'. Below this circle is a slot with a green base, from which white lines and dots are falling. A large brown hand is pointing towards this slot. The middle and right sections have empty yellow circles and slots below them.

PICKING WINNERS

Working for a startup has never been more popular among new graduates. But how do you tell which company is likely to give you the best experience and network as you start your career?

WORDS VICTORIA JAMES ILLUSTRATION SAMANTHA SLINN



“Picking the right startup means you have an opportunity to help shape that business. Often, you get a chance to develop an entire department – in a large corporation you would never have that opportunity, as all the structures and processes are set in place”



We’ve all heard of Uber, Airbnb, and Deliveroo. But what about Beepi, Yik Yak and Jawbone? All of these startups raised vast sums of money in initial investments, but only some went on to become household names. For the others, the wheels fell off – in some cases spectacularly.

So, what is the magic ingredient that means some businesses become unicorns – privately held startup companies valued at more than \$1bn – while most don’t? And what does that mean for anyone thinking of working for a startup – a career path that has never been more popular among new graduates?

First a word of warning: the risks are as significant as the rewards. According to the US Small Business Administration, the failure rate of startups in 2019 was around 90 per cent, with one in five failing during their first year and half gone to the wall by the fifth year. So, how to pick a startup winner – whether as an employee or an investor? What other rewards (besides that tantalising possibility of a bumper payday) does working at a startup offer? Will it help you build a network, or take on greater responsibilities than those found in traditional corporate structures?

First, discard your preconceptions. “Startups have been very romanticised over the past decade,” notes **Miguel Burger-Calderon**, Class of 2006 (2003-06), who worked initially at a tech-specialist investment bank before building *Elite Daily*, a millennial-focused digital publisher, and founding privacy compliance startup *Ethyca*. “But be aware of what you’re signing up to. Startups are a grind; you’ll be working long days, nights, weekends – especially if you’re joining early. It’s really important that you love the product you’re working on. And make sure you’re aligned with the mission. Just imagine putting in those hours on something you’re not excited by.”

Along with passion, ensure you bring understanding, counsels **Lucas Witttrup**, Class of 2018 (2015-16), the co-founder and COO of new startup *Squire*. “Start, or join, something that you understand,” he advises. “We began *Squire* – an alternative way to find work – because we saw

there was a clear lack of decent alternatives for fast employment that allowed individuals to control their own earnings and work hours. We explored how we could best tackle this gap in the market.”

While Miguel appreciated his early experience in the world of investment banking before launching *Ethyca* – “the MDs took us to lots of their meetings, I could build my network, and it’s where I met my future business partners”, he says – Lucas and his team are still remarkably young. “We’re five childhood friends, all under 22,” he says. “Some are still studying at university while also working on *Squire* full-time!” But rather than their age counting against them, it aligns them closely with *Squire*’s young user-base.

Startups may begin with single visionaries, but success is delivered by teams, so it’s important to look at the bigger picture of the team that’s in place. “Picking the right startup means you have an opportunity to help shape what that business looks like,” says **Sophie Trelles-Tvede**, Class of 2011 (2007-11). “Often, you get a chance to develop an entire department, starting with you, and then hiring a team for it. In a large corporation you would never have that opportunity, as all the structures and processes are set in place – you’re just one cog in a large operating machine. In a startup, you can build and implement those cogs.”

Sophie thinks choosing a co-founder could be an entrepreneur’s single most important decision. She chose fellow ZIS alum **Felix Haffa**, Class of 2011 (2006-09), to found *Invisibobble*: a 100 million-selling hair accessory company that landed both of them on the *Forbes 30 Under 30* list just four years later.

But no amount of alignment, experience, or passion will save the startup entrepreneur from making mistakes along the way, and, as a potential or current employee, you may have to just accept that fact. “Once a mistake has already happened, panicking or getting frustrated doesn’t help,” says Sophie, who is also a founder of 300-employee beauty distribution company *New Flag*. “The team just needs to take a step back, reflect on the situation and make a decision about how you will course-correct. But it’s important this happens fast and you don’t sit on the decision-making for days.” ▶

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PRACTICES**

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WORKING**

**GREAT
BENEFITS**

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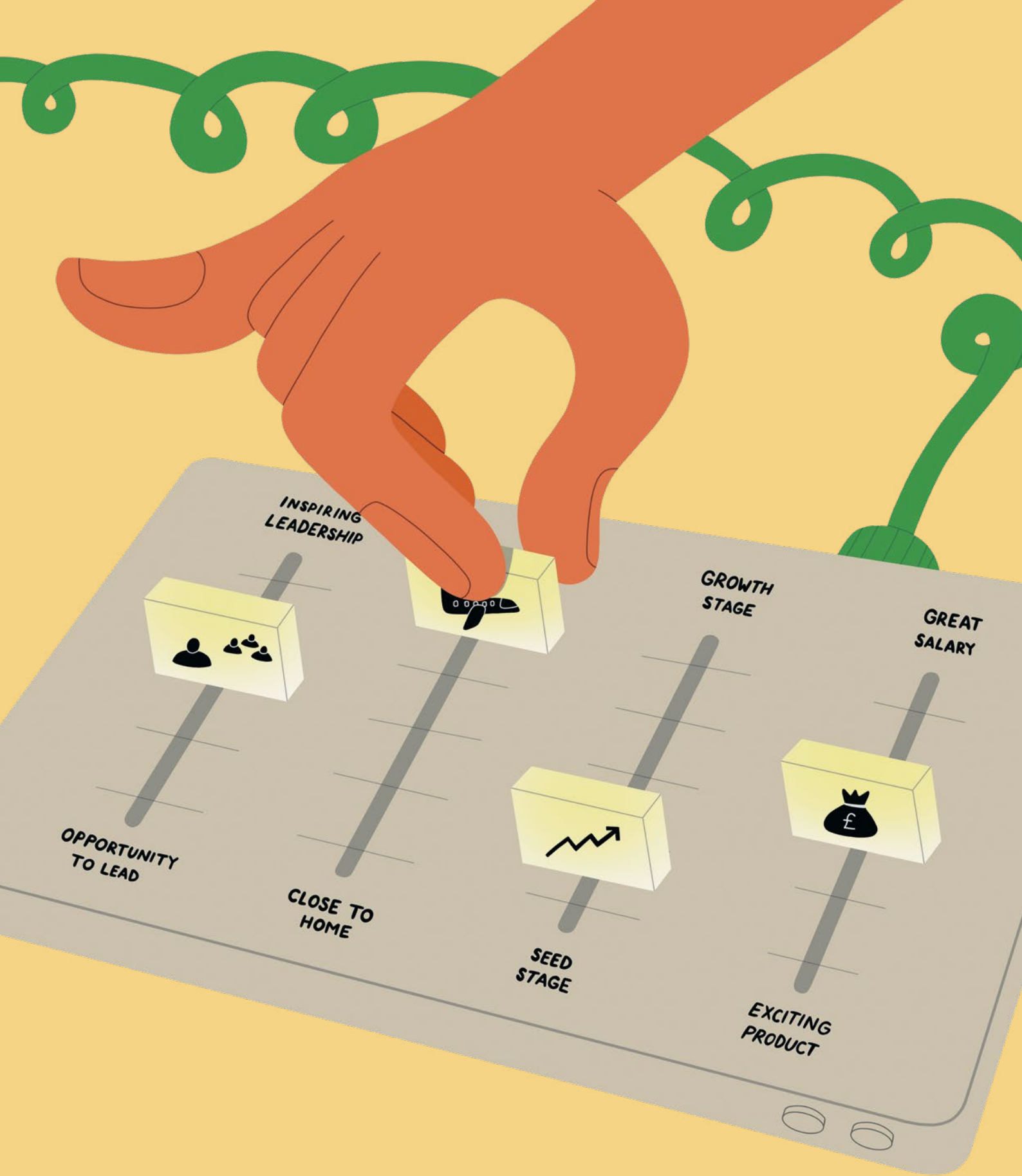
**OPPORTUNITY
FOR
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**INFORMAL
STRUCTURE**



“Startups have been very romanticised, but be aware of what you’re signing up to. It’s really important that you love the product you’re working on, and make sure you’re aligned with the mission. Just imagine putting in those hours on something you’re not excited by”

Squire hit its first major bump before launch. “We publicised our launch date with a largescale marketing campaign,” recalls Lucas. “But due to some final fixes that were needed, we were forced to delay. Luckily, we maintained strong communication with everyone on our waiting list, calling and emailing to assure them our release was right around the corner. The lesson: don’t get ahead of yourself!”

At Elite Daily, Miguel concedes the team “made most of the first-time entrepreneur mistakes one can make.” He offers up a list of hard-won advice about the sort of culture that will lead to success, however: “Be really clear about who the business is taking money from, as it will be detrimental in the long term if you’re not aligned with investors. If there are co-founders, it’s important to have the difficult conversations upfront: what are your strengths and weaknesses? Once the honeymoon period ends, every company goes through an immense amount of stress. And finally, don’t be cheap when it comes to lawyers! It’s OK to use a small shop for day-to-day operations, but you want a big firm for the big items such as fundraising, initial contract templates, HR and incorporation.”

For Miguel, it all paid off. The success of his ventures have enabled him to “switch sides” to become a fulltime investor, joining a fund to invest in disruptive companies with global impact. Vast Ventures is, he says, a “manifesto-driven venture fund” motivated by goals that include improving worldwide health and happiness, promoting resource sustainability, increasing empathy and connectedness, “and disrupting industries that resist these goals.”

That focus on sustainability, innovation and using investment to shape and accelerate a better world also drives current parent **Michael Sieg**, Founder and Group Chief Executive of ThomasLloyd Group. Michael founded the Zurich-headquartered company in 2003 and it has grown to become one of the world’s leading impact investors. “I founded ThomasLloyd 18 years ago after identifying that there was, and still is, a critical need for investment in sustainable real assets,” he explains. “While today everyone is talking about sustainability, climate change and impact investing, they weren’t a decade ago.”

As awareness has grown of the huge challenges posed by climate change and widespread inequalities, so the definition of a ‘good’ company to invest in or work for has shifted. “Investors are demanding transparency; being able to clearly demonstrate environmental, social and good governance credentials. People want to know where and how their money is being used, and who they are working for,” Michael explains. “This is part of a broader social change and takes multiple forms, from the exclusion of cluster munitions to the movement around creating tobacco-free portfolios. For me, a good company is one with strong leadership, a clear and compelling vision and, ultimately, doing something that makes a real difference.”

Michael echoes the vital importance of learning from challenge and failure. “I’ve focused on surrounding myself with a great team and fostering a culture of challenge, debate and candour. I embrace agility. If I fail, I fail fast and then I learn from it and move on.” But the greatest credit for his success he attributes not to nimbleness, vision or even luck, but to his family. “The support of my wife, Nermin, my daughter, Aleyna (Grade 4) and extended family has been critical. I could not have achieved what I have, and what I hope to achieve in the coming years, without them.”

Such acknowledgements might once have been rare in the pressured corporate environment, and especially so in the high-stakes business of cultivating unicorns. But there’s a growing awareness that healthy personal relationships – with family, friends, co-workers and, above all, with yourself – may be the longest-lasting route to success and satisfaction.


Self-reliance and self-compassion are essential for the risk-taking, impact-making startup entrepreneur or investor. “I’ve always backed myself in my decisions,” says Michael. “Once, founders could never show weakness,” says Miguel. “That’s changing, and I’m glad the trend now is to be able to show vulnerability and be mindful of good mental health. In the world of startups, it is increasingly acceptable to acknowledge that the lows can be very tough – though the highs, of course, are amazing.” ☺



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You can't deliver success on a plate, but for graduates of Switzerland's world-beating schools, hospitality can be a springboard to a multitude of careers and opportunities

WORDS SARAH WOODWARD PHOTOGRAPHY SARA AGUTOLI

The modern hospitality industry was invented in Switzerland – and with it, hospitality education. The country is home to three of the world's top four institutions for hospitality and leisure management – as well as eight in the top 20 – which between them have been turning out top-level managers since the 19th century.

But those graduates don't just ply their trade in the hospitality sector – many rightly see a grounding in hospitality skills as a great way to open doors into many different industries, with a host of transferable skills. "I am convinced that if you know the rules of services marketing and are good at it, then you can apply your skills in any industry," says **Tanja Ganz**, Class of 2000 (1998-2000), who has worked at UBS Wealth Management for 15 years and is today Head of Marketing Europe International.

Tanja joined the bank aged 22, working in a summer job straight after graduating from the Ecole Hôtelière de Lausanne (EHL). "The practical experience combined with the rigorous learning taught me to learn to understand the client's needs and to make sure your offer is a quality one that they will respond to."

It's an approach, she suggests, that transcends sectors – as evidenced by the high numbers of ZIS graduates who choose this route each year.

Tanja's family had already traversed the globe many times before she joined ZIS in Grade 11 – the first time she had lived in Switzerland. "When it came time to leave the school, most of my friends were applying to universities in the US or UK, but I wanted to continue to study in Switzerland to get to know the country better," says Tanja. "A friend of my parents suggested we should visit an open day at the school in Lausanne." ▶

“I am convinced that if you know the rules of services marketing and are good at it, then you can apply your skills in any industry. The practical experience combined with the rigorous learning has taught me to understand the client’s needs and to make sure my offer is a quality one that they will respond to”

Tanja found herself really interested in the approach, which seemed more akin to a business school than a hotel school, and she liked the idea of an education that would continue to let her travel. As part of the four-and-a-half-year degree, she had two six-month placements, one in a small boutique hotel in Massachusetts and the other in a family run Italian restaurant in Pretoria, South Africa. Back at school, there were 12 exams to pass each semester.

“The first six months are fully practical, taking shifts in everything from laundry, the kitchen to the bar and restaurant, but after that the emphasis is on management, legal and financial training as well as marketing and tourism studies. It was stressful, and I seemed to work a lot harder than my friends at other universities!”

Many of Tanja’s fellow students had been raised on hard work in the family business – like **Christian Kramer**, Class of 2000 (1997-2000). Christian grew up around his parents’ several restaurants in the Zurich area; from an early age he was helping out serving sausages and beer at the Züri Fäscht. “It wasn’t a given that I would follow in their footsteps, but I was curious about the business. When I was 16 or 17, we went on a day trip to EHL. We had lunch at the school and the whole experience left a lasting impression on me.”

After military service, Christian travelled to Barcelona to learn Spanish and then to London to work front of house for famous hard taskmaster, Anton Mosiman. “He was strict, and always reminded us we were serving a special clientele.” Then, as part of his course, Christian had a six-month internship in the kitchens at the Ritz

in Paris. “It was very intense. I was this funny little Swiss guy who didn’t speak good French, thrown into a classic kitchen. I learned a lot!”

Meanwhile, at EHL, Christian found himself studying among a very international group, something that the ZIS multi-national environment had prepared him for perfectly. “The school itself is a closed environment on the outskirts of the city, and you often study late into the evenings. But culturally, and like ZIS itself, the mix of students was very interesting for me. Of course, you acquire many business skills, but the most valuable aspect was the mindset to adapt to working in different cultures.”

After a stint running the family business, Christian went back to London from Lausanne for three years to work with the Conran Group, and is now working on a new venture focusing on digitalisation and sustainability in the hospitality business. “It’s high pressure, but I left EHL with a backpack of experiences that I could draw on in different situations. I already understood that the customer focus is all, but I had now learnt that the hospitality business is a complex one.”

Nicolas Bauer, Class of 2013 (2011-13), would agree. He describes himself as an extrovert teenager who was first attracted to hospitality school after his experience marketing on the Zurich club and bar event scene. “I grew up in the Bahamas, which is a pretty isolated island. When we moved to Zurich as a side job to studying for my school diploma, I worked as a promoter for events and brands. What started out as a distraction soon became my main interest.” ▶









“There is a running joke that you only go to hotel school because of the people you meet there. That’s not true of course, but I do know that by going to ZIS and then Glion, I made long-term friendships and connections that will stay with me for life”

Nicolas discovered that the Swiss Hotel Management School (SHMS) in Leysin offered a BA course in International Hospitality and Events Management. “I didn’t have a plan, but it seemed the perfect answer, with the emphasis on management skills and the opportunity to work abroad on placements.” A chance conversation at the Ritz Carlton booth during Careers Day led him to spend six months working at the Ritz Carlton in Hong Kong. “I had never even been to Asia before and here I was looking after VIP guests!”

After leaving SHMS, Nicolas worked in the back office as a finance trainee for the Four Seasons Group in London. “It was very numerical, with no client contact, but despite being the kind of person who talks to everyone I found it absorbing.” He went on to oversee the opening of the Florens Lake Resort and Spa in Oberried am Brienzensee. “The business is owned by a family office in the Netherlands and I became interested in their investment decisions. I wanted a broader outlook on real estate.”

Nicolas is now studying for his Master’s in Finance, Real Estate & Hotel Development at the Glion Institute of Higher Education. “I am interested in the construction phase and pre-opening of hotel chains and hope to work in an asset management company on hotel portfolio management. There are so many opportunities in this business right now, catering to the new post-pandemic tastes and the technological requirements of millennials.”

It is a mistake to think that attending a hospitality school restricts you, says

Alex Broedelet, Class of 2007 (2001-07).

“I signed up for my BBA in Hospitality Administration/Management at Glion Institute of Higher Education because I didn’t know what I wanted to do. But I did know I wanted a broad business training that would also give me specific skills to let me work while travelling the world.”

After graduating from Glion, Alex worked in the luxury events market in Dubai, UAE, before moving on to a real estate advisory service followed by a job as industry relations manager at Hosco, the hospitality network. Last year, he moved to Amsterdam to take up a post as Account Executive at the employee communications platform Happeo. “You do not realise all the soft as well as practical skills you absorb while at hospitality school. It is only later, when you are working in the business world, you realise how important that background was. You learn a total commitment to customer service.”

At Happeo, Alex is dealing virtually with clients from all around the world. “Each have different ways of working, with different cultural sensitivities. At Glion, I had friends from Mexico, Hawaii and South-east Asia. Having been at ZIS, I can relate to the students, as most of the students come from an international background, and that cultural connection has been really important to me. There is a running joke that you only go to hotel school because of the people you meet there. That’s not true of course, but I do know that by going to ZIS and then Glion, I made long-term friendships and connections that will stay with me for life.” ☺



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For almost 50 years, Chenot has been specialising in integrating health into wellness. Using a research-driven approach with inter-woven treatments, state-of-the-art diagnostic, and carefully designed meal plans, Chenot specialises in detox, preventive and regenerative treatments with the goal of unlocking human potential by increasing mental and physical performance at any age.

The flagship retreat, Chenot Palace Weggis offers a 360 science-based approach to wellbeing in all three of its signature programmes; Advanced Detox, Recover and Energise or Prevention and Ageing Well. Each programme is seamlessly layered and thoughtfully connected in a holistic and systematic manner known as the Chenot Method®.

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IN TECH WE TRUST

Standfirst

In case it wasn't obvious already, the pandemic has demonstrated beyond doubt that the future will be digital. But when today's innovation is tomorrow's junk, how can you decide where to put your efforts and energy?

Words Becky Allen
Design Rob Flanagan

The past 18 months have upended many certainties – about where we travel, how we socialise, and where and how we work. The pandemic has demonstrated that everything can change on a dime. But in a world where today's innovation is tomorrow's junk, just how do you futureproof your career – and skills?

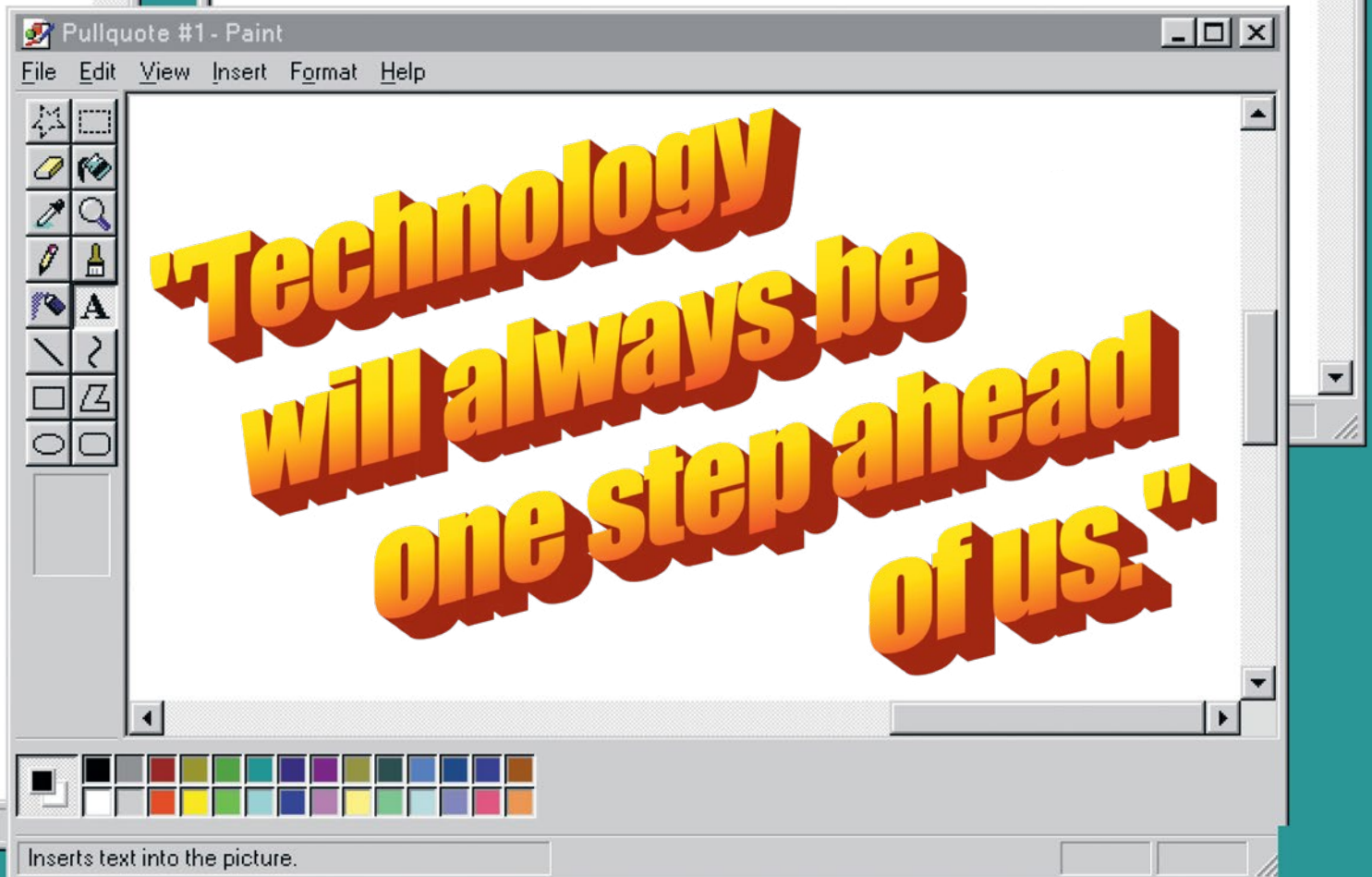
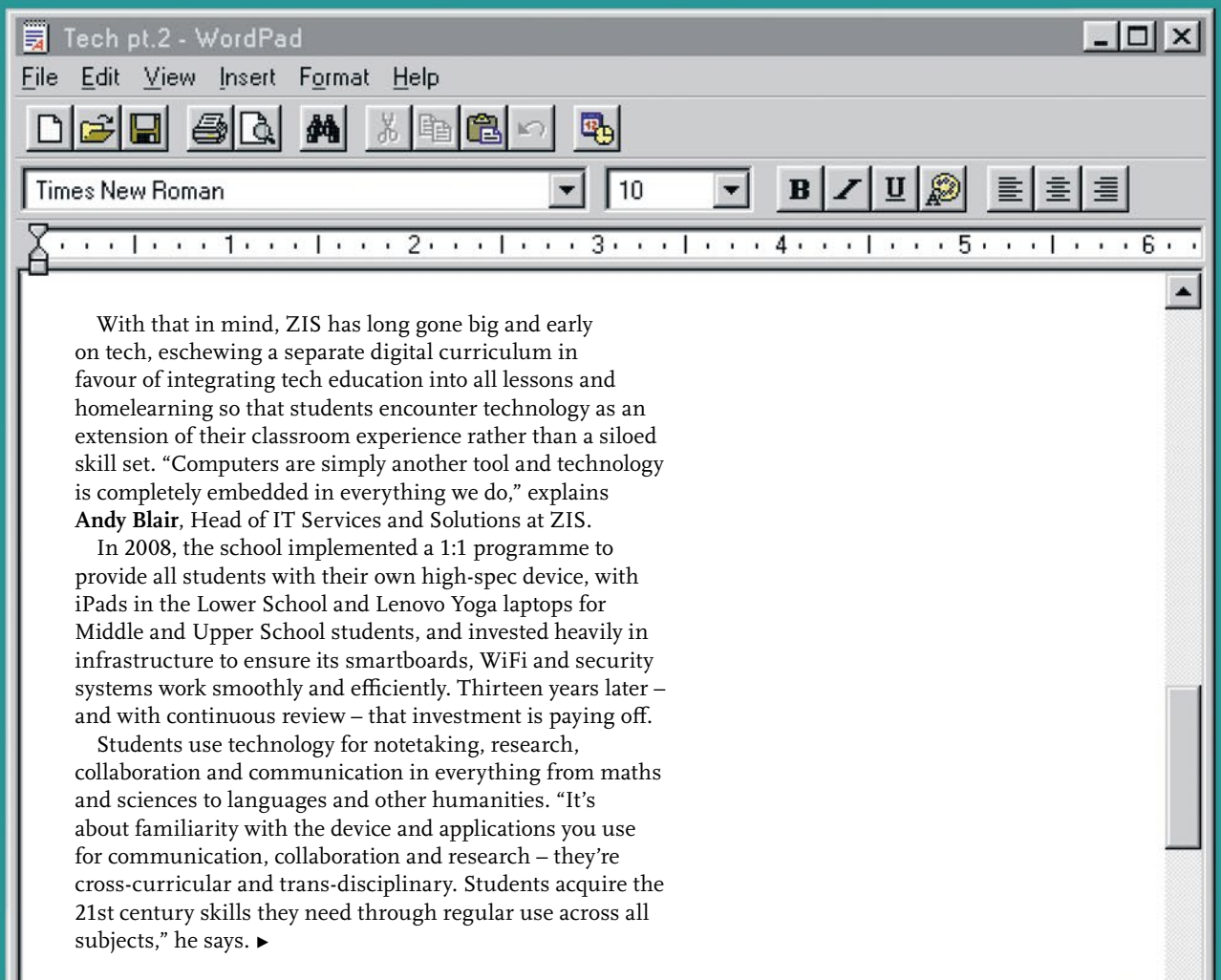
According to a recent survey by Deloitte, the shelf life of hard skills is five years or less. “That means if I learn Python today, it might not be relevant in five years’ time; there might be another coding language I need to acquire,” says **Marie Baldauf-Lenschen**, Class of 2011 (2006-2011), Senior Product Manager at AI-assessment specialist Pymetrics. “So, it's pretty difficult to plan your career on the future of hard skills because they're evolving so quickly and – ironically – as we digitise more, their shelf life decreases ever more rapidly.”

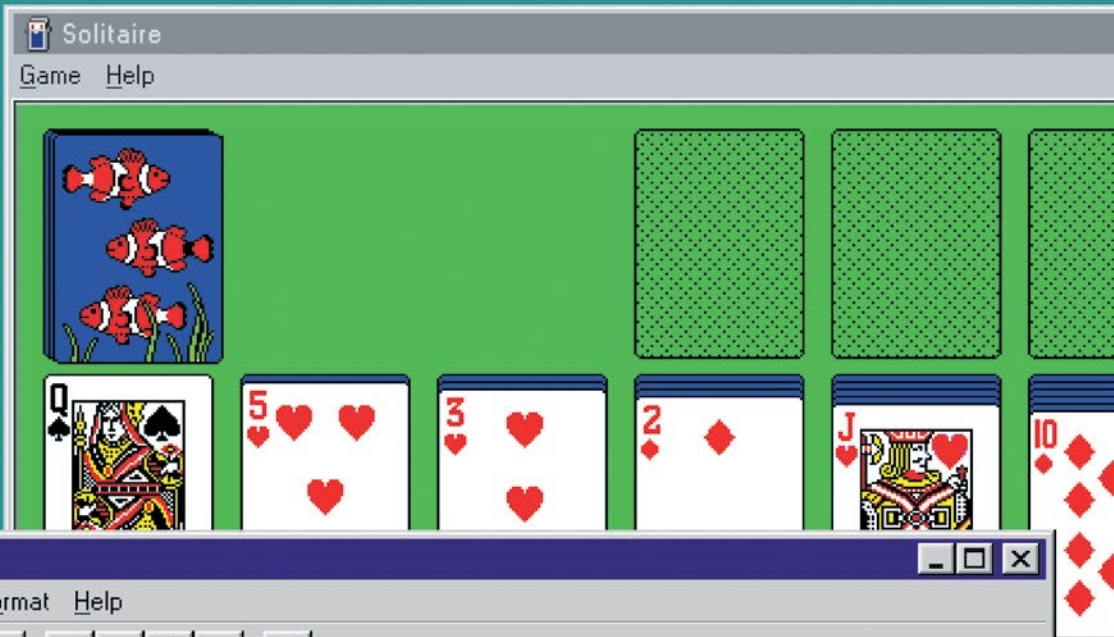
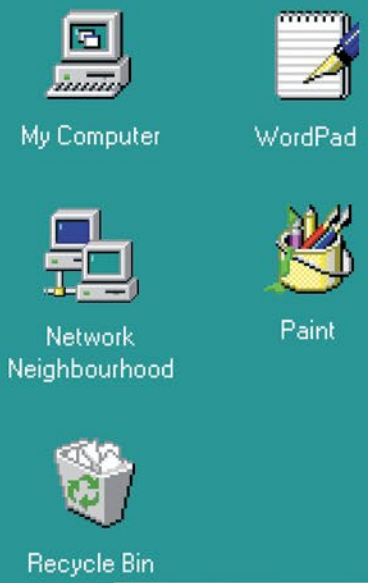
Jenny Blakesley, Director of the Careers Service at the University of Cambridge, agrees that it's not all about the technology: “What employers are looking for are candidates who can contribute to their business. We tell our students that 60 per cent of graduate jobs don't specify a particular degree. That's because what employers are interested in isn't so much what you've learned as your capacity to learn. And it's absolutely the same with technology.”

After 15 years leading the careers service at King's College, London, the London School of Economics and now Cambridge, Jenny's advice is not to get hung up on specific tech skills. Instead, stay up-to-date, be curious, be professional, and ask people questions about how they use technology at work so that you understand more about what works, what doesn't, and why people move from one technology to another.

“It sounds a bit woolly, but it's the truth. There is no specific one thing that everyone should be doing, it's too short-termist. Your working life is a really long time, so what will stand you in good stead is the ability to adapt through it rather than relying on a specific knowledge base,” Jenny says. “Technology will always be one step ahead of us.”

For Help, press F1





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Learning and Technology Coaches (LTCs) are an integral part of the ZIS digital ecosystem, supporting teachers to plan, prepare and deliver course materials using new technology. Having worked in a similar role in the past, Andy knows the vital role they play: “They also evaluate how lessons went, so that they can share learning with other teachers and LTCs. They are a great resource and give teachers invaluable support.”

Sabrina Baur, Class of 2020 (2017-2020) is just one to have benefited from the approach, having had an intense curiosity about technology for as long as she can remember. Now majoring in Cognitive Science at the University of California, Berkeley, she recalls her first coding class as much for what she learned about Python as the fact she was the sole female.

“I wasn’t bothered by being the only girl, but I knew that for others it can be a big barrier to entry,” she says. “A lot is being done at Lower School level to get girls involved in technology, but it gets harder once girls hit Middle School because of peer pressure and other expectations, so I worked in collaboration with some of the Upper School tech coordinators at ZIS to set up some coding workshops to make sure girls kept on doing tech.”

Sabrina found that the best way to keep girls hooked on tech was to tailor her Python workshops to their interests and ensure she catered for a diverse range of coding experience. Her most successful workshops involved using a few simple lines of Python code to make generative art, a rules-based way of producing new shapes, colours and patterns. “It created a safe space for girls to build confidence and experience through creativity and having fun,” she explains.

Marie Baldauf-Lenschen is building a career in big data after getting hooked on data-driven social policy during her degree in Development Studies at Johns Hopkins University and SOAS University of London, and a summer job coding the results of a survey into Baltimore residents’ views of the city’s public schools.

“I got interested in how data is used to make policy decisions and shape outcomes in terms of socioeconomic and racial disparities,” Marie explains. “I wanted to know what went into these decisions and their impact on real people, especially those from disadvantaged parts of the population. That’s where big data comes in.”

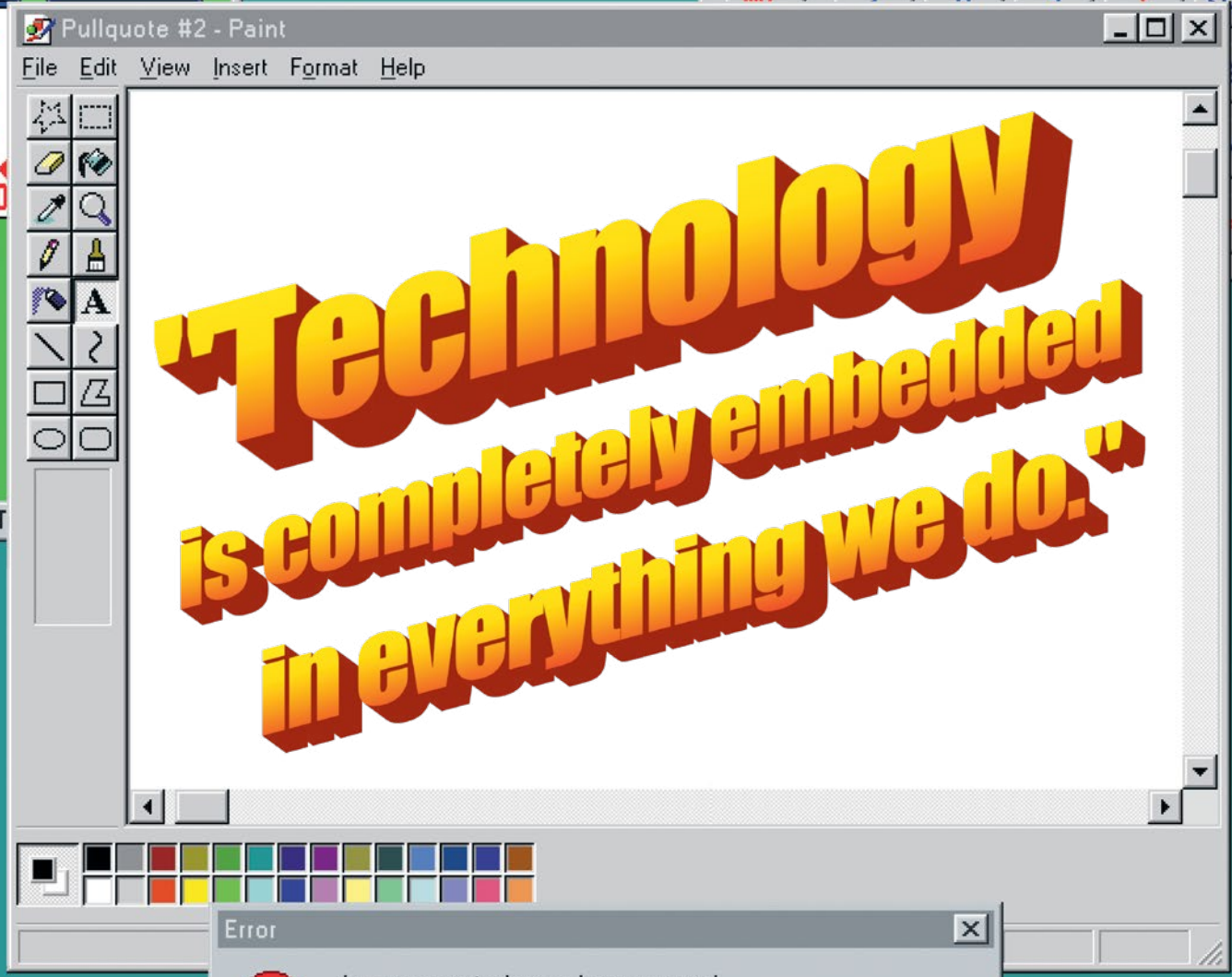
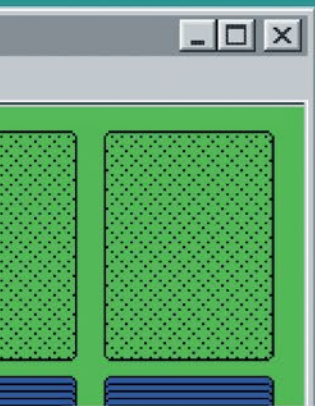
Now at Pymetrics – a company that uses gamified neuroscience assessments to help clients recruit a more diverse workforce – Marie says that maths, computer science and some basic statistics are essential skills for students interested in a career in big data. But she’s also a big believer in the enduring value of soft skills. “The ability to learn things quickly, and capabilities like resilience or emotional intelligence, are of great value in this rapidly changing world of work.”

For Jenny Blakesley, the pandemic revealed some important truths about human resilience and adaptability, proving that the essence of success lies in people who are open-minded and can embrace change.

And the same applies to individuals’ digital skills, especially for young adults moving into their first jobs. “It doesn’t matter what new technologies they’re familiar with, except to show they’ve embraced them, learned, adapted and woven them into other ways of working, because that’s the bit that will last and that employers will continue to value.” ☺

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“We are creating spaces that enable kids to discover their interests and passion in their academic day.”

— Lisa Lyle, ZIS Director

The Campaign for ZIS

Building The Future of Learning

The New ZIS Middle and Upper School Campus

Are you looking for a way to make a difference in the lives of ZIS students? The new Middle and Upper School Campus will transform learning spaces and opportunities at ZIS for students of all ages. Designed to facilitate holistic education, it will include many special learning areas, both academic and co-curricular.



Music Classrooms

Students in the music program, as well as participants in the after school Music Academy, will have a variety of spaces in which to learn and practice.

STEM Space

Located on the first floor, the space positions special equipment around the outer walls, while the interior space is entirely customizable, depending on the project.



Art Studio

The art program has a talented and dedicated following among students, who will benefit from the art studio's larger spaces and resources.



Roof Top Patio

An area that would normally be “wasted” space provides a lofty location to eat lunch, enjoy a break, or hold an outdoor class.

Cafeteria and Terrace

Cafeteria seating is placed indoors on the ground floor or under an outside pergola where students can enjoy the warmer months.

Theater

Two large concert spaces, including the first floor theater, provide flexible spaces for theater and music performances.



Library and Media Center

With traditional books as well as digital databases, the media center on the ground and lower levels also offers an IT help kiosk, a quiet study area, and class meeting spaces.

Triple Gymnasium

The new gym will be shared with the Adliswil community during the week and entirely available to the school on the weekends for tournaments.



Science Classrooms and Labs

New, fully-equipped labs and classrooms will provide students with the resources and freedom to explore the sciences.



Together We Can Build the Future of Learning

The project is being made possible with the generous support of our community. Won't you join them? Go to www.zis.ch/campaign-for-zis to learn more and to give.



High Impact Teaching Strategies are transforming the learning experience – for students *and* teachers.

We know that teachers have the greatest impact on student learning. But what does great look like when it comes to teaching? At ZIS, it's a question that's always in our minds. That's why, as part of our strategic plan, we have an increased focus on the most effective research-based teaching strategies, in order to provide academic challenge and support for each student.

At the beginning of the 2020/21 school year, we introduced High Impact Teaching Strategies (HITS), identified from work by renowned international education researchers John Hattie and Robert Marzano. They looked at thousands of studies about different teaching practices and ranked them in order of effectiveness – that is, the measurable gains in student learning when these specific practices are implemented consistently. The Education Department of Victoria (Australia) has embedded these in a framework designed to best support the professional growth of teachers.

These top 10 instructional practices are: setting goals; structuring lessons; explicit teaching; worked examples; collaborative learning; multiple exposures; questioning; feedback; metacognitive strategies; and differentiated teaching. The HITS framework also provides a proficiency continuum for each of these strategies, with clear descriptors of teacher practise at varying levels of quality so that teachers can identify – with the help of observers and feedback from students – where they are today, and set goals for professional growth that will make them teachers that are even more effective.

While these strategies are not new, our explicit focus on them – for teacher goal-setting and feedback – is. Of course, we are not saying that every teacher has to use every strategy in every lesson. As professionals, each individual teacher has to make those decisions based on their students and classes.

What works well for one group might not work so well for another, even within the same classroom. However, the more these proven high-impact strategies are embedded in teacher practice, the more likely it is that we will see a positive impact on student learning.

Daniel Pink, renowned author on motivation and performance, emphasises that it is essential that people be allowed to thrive by doing work that they are truly passionate about, whatever their career. His model focuses on fostering a growth mindset and enabling people to become intrinsically motivated – using internal drives as a source of motivation.

There are three key conditions needed to achieve this: autonomy, where people are trusted to identify what they need for their development; mastery, which is knowing you can always get better and having the tools and support to improve; and purpose – that all this effort is going towards something bigger than ourselves. This is fundamental to the ongoing development of a ZIS community that truly reflects the mission and vision of the school.

Should a teacher not meet our performance criteria, we have a well-defined process for dealing with this. When concerns arise, the professional growth leader will sit down with the teacher and discuss the concern. They will look at all the available data – classroom observation notes, student feedback or assessment results, for example – and they will set goals for improvement. If these goals are not met, the teacher will be moved onto a directed growth plan with further support to meet these expectations. However, if those goals are still not met, then their contract is not renewed.

Despite the challenges and complications that dealing with the pandemic has brought, we have already seen the positive impact that the introduction of HITS has had on teacher practise and student learning. Teachers who have a growth mindset and the right tools to support their professional learning, will thrive, and they will, in turn, offer the necessary learning opportunities to ensure academic challenge and support for each student.

“Teachers who have a growth mindset and the right tools to support their professional learning will thrive”

Mark Schulz
Deputy Director



PERSPECTIVES

After a tumultuous 18 months, the way we do business has changed – forever. But what have we learned, and what new skills and practices are here to stay?

WORDS PETER TAYLOR-WHIFFEN ILLUSTRATION MICHAEL KIRKHAM



Kerstin Strubel
Marketing training
and capability consultant
Current parent / Board member

The first thing to say is I'm very mindful of how fortunate we are to have the headspace to be thinking about what we should keep and what we should do differently, given that so many people have lost jobs or are on the frontline.

But with that in mind, my hope is that the pandemic has permanently changed the perception of working from home. There was scepticism, even stigma, that those who did so weren't high performers but were, say, part-time employees without ambition. This has completely flipped – people realise it works. The ability to focus, and lack of commute, means it's so productive. I hope this gives the next generation a much better work-life balance.

I also hope we retain our open-mindedness to technology. It has amazed me how people have been willing to try things – Zoom is the classic example – and how relaxed we've been about it. Sometimes connections don't work but no-one gets stressed; there's more patience and we're more forgiving because we're all in the same boat.

Remote working has also forced employers to trust their staff more – managers might previously have thought "If I don't see you, you're not working". But they've had to trust that people are getting things done. It would be wonderful if that trust continued.

We obviously missed human connection, but on video calls we can peek into each other's lives – you hear a baby, you see a cat. I think that makes us more compassionate and understanding of each other. I was on a call recently and we showed each other our dogs! We're actually connecting personally more quickly, which is really positive.



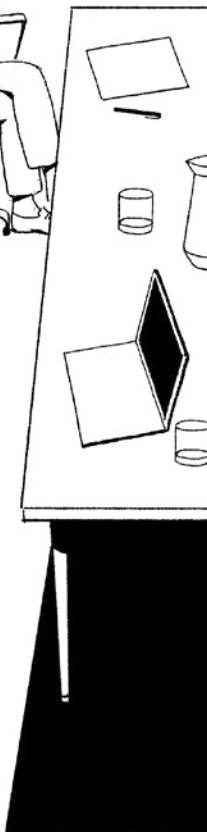
Arnoud Savi
Vice President, Human
Resources, Moderna
Current parent

We were forced very quickly to adapt to a new way of working – and we're not going back to how it was before. There will be a new normal so if you want to change mindsets and working processes, this is a great opportunity to rewrite the rules.

Of course, we want to retain some things. Flexible working has really empowered us. But there is great value in meeting people physically – even doing so once makes future conversations easier – so it's a question of finding the balance. And remote working brings opportunity to attract talent from a wider pool, potentially from all over the world. Geography need no longer be a barrier to getting the right skillsets and capabilities.

If we are to retain certain habits, though, we need to think smarter. Many of us have found that working from home means starting our day earlier and we're tied to that desk in a way we're not in the office. So, we must be disciplined – if you've scheduled a video call for an hour and everything is done in 45 minutes, wrap it up! And we need to keep time for ourselves: people have learned to block out time to go for their daily walk or run, or whatever they do in their free time – and they need to keep hold of that ability.

The responsibility for all this is not just on the employer, but the employee. It is a shared responsibility, and there are great opportunities especially now for curious self-starters who take initiatives to master the situation and find optimal ways for collaboration.





Sally Wright
HR Business Partner
Zurich Insurance Group
Current parent



Achim Braun
Head of Human Resources,
Hitachi ABB Power Grids
Current parent

Whether you're a junior intern or the CEO, we've all had a window into each other's private lives through video conferences, which has enabled us to get to know each other on a different level. This has created a level of openness and informality in our interactions and communications, which is healthy. Now we need to take this forward.

Being remote meant we've had to be more determined in finding time to support colleagues who might be struggling, and we have had to work harder at maintaining connections and communities at work. We also have new joiners to the company over the past 18 months who have never met a colleague or entered one of our offices. Hopefully those opportunities are reappearing, but as many of us will retain at least hybrid working, we need to keep that intention to reconnect and look out for each other and our wellbeing.

Hybrid working will bring a new set of challenges, and the requirement to adapt to a new way of working. One of these challenges will be how we ensure inclusiveness for everyone. Ideally, we keep the best elements of homeworking, such as personal flexibility, and combine this with office working which enables a different level of collaboration, networking and human interaction.

And I'd love us all to retain our innovation and creativity. We've all been so adaptive to our changing environment – our company has been great at continuously providing different ways to engage colleagues and support their wellbeing. This situation has fostered agile, creative people, and we should reflect on what those levers were and how we continue that.

No-one can ever again say working from home isn't effective. We ran a 40,000-person company, fully virtually, for more than a year. Flexible working is here to stay, and I think hybrid models and mixed meetings, with some people physically present, some virtually, will be the new standard.

I welcome the fact that virtual meetings have disciplined us to keep to timings. Meetings that overran used to be normal, now it's the exception. But we have to be mindful that back-to-back video calls, with none of the headspace you'd have got from physically leaving a space and moving to another one, is not healthy. And that office space itself will change. Offices of the future will be more fluid, collaboration spaces where people can spontaneously move furniture and IT screens.

I hope our increased personal connection will continue. I have always shared a little of my private life with my colleagues because your life impacts your working day – if you've got challenges or had arguments at home, it changes your mood and behaviour. We've been given a sense of each other's personal circumstances and perspectives, and I think that's a positive thing.

At home I've got into the habit of walking the dog at lunchtime – and found that boost of oxygen into my brain made me more focused and fitter for the afternoon. I can't bring him to the office, but I have brought some comfortable shoes and try to schedule a half-hour every day to go for a walk, and maybe introduce walking meetings. I think a lot of people have regained a focus on wellbeing and exercise and I think it's very important that continues.

CO-CURRICULAR



As easy as two plus two? Not quite. The Math Quest competition is designed to stretch and challenge.

WORDS SARAH WOODWARD PHOTOGRAPHY SARA AGUTOLI

Seo Yeon Joo signed up for Math Quest because her then Grade 5 classmates asked her... in the hope that it would take the pressure off them! “I really love maths, and I really love to challenge myself. My friends said I should do Math Quest so I wouldn’t always know the answers!”

In fact, **Will Kirkwood**, the Lower School Learning and Technology Coach, says the club is aimed at children exactly like Seo Yeon. “We’re here for children who are looking for an extra challenge, and they really enjoy the process of doing harder mathematics. I push them, and they come back each week eager for more!”

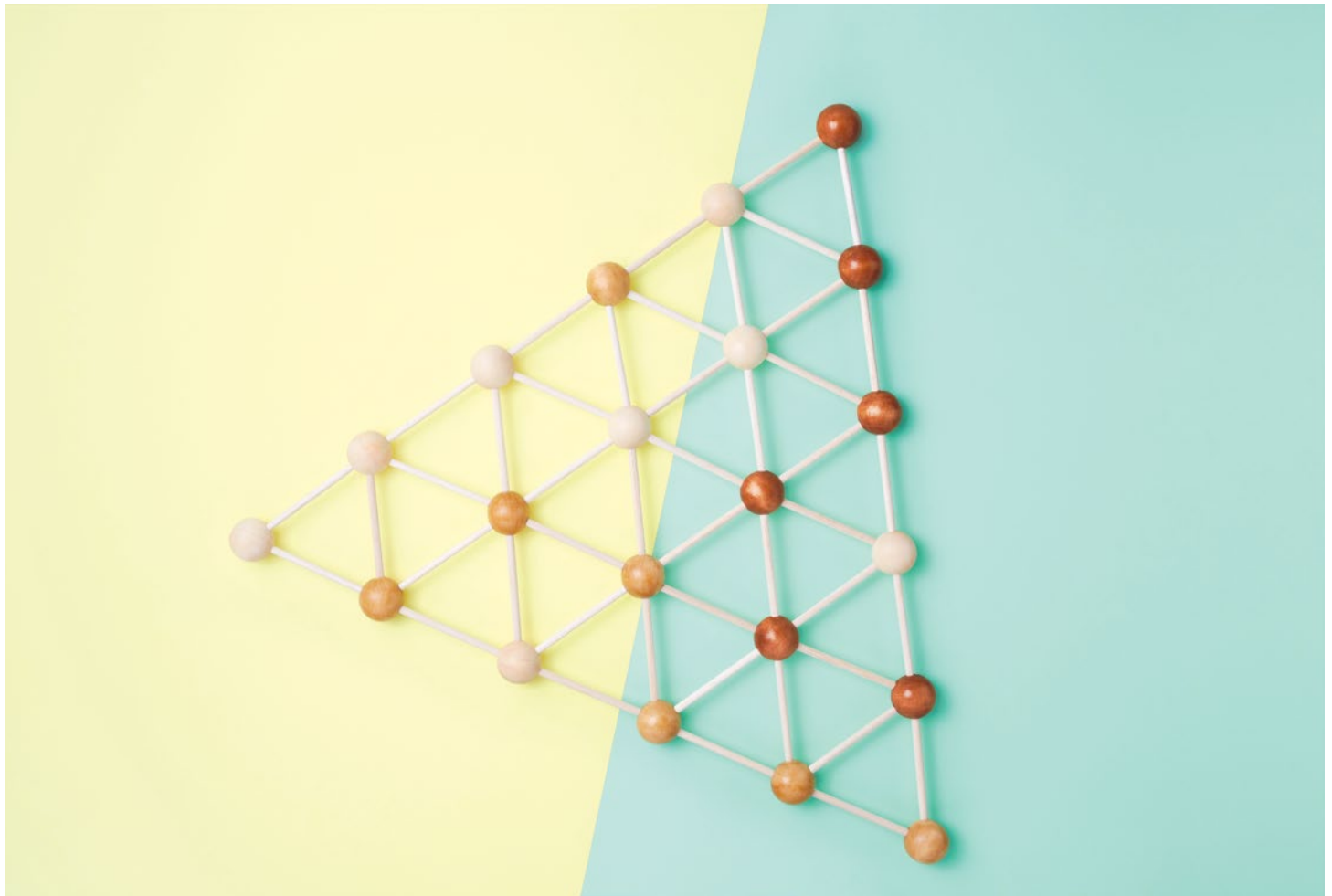
Open to all Lower School Grade 5 students, the Math Quest club grew out of a maths competition for elementary schools organised by the European Council of International

Schools. First held in 1996, the programme has developed into a three-day event where teams from different international schools compete in a range of challenges. The Swiss Group of International Schools also now run their own Math Quest.

“Every year I am amazed at the children’s attitude and enthusiasm for mathematics,” says Will. “They are motivated by their common enjoyment of mathematics and are eager to connect with like-minded peers. Given the nature of the activities, many of the students often compare themselves to each other but this doesn’t get in the way of them collaborating on challenging problems.”

Seo Yeon enjoys the teamwork. “Four brains are definitely better than one! I like the tasks when we have to build things together or do riddles. There were only three girls in last year’s club, and we stuck together a bit. The boys definitely tend to compete more against each other. But we all love it when someone gets it right. We had a doughnut-cutting exercise and a boy solved it in two seconds. He let out a kind of excited snarl and then everyone started screaming that he was a genius.”

Diogo Vasconcelos agrees that the boys can be competitive, but points out that the teacher also tracks things like their focus in class, whether they complete homework, and if they have just



Left
Imperfect triangles
 Students are given the triangle on the left (with a hole in the middle) and asked to rearrange the pieces to create a triangle with no hole.

Above
Three-colour equilateral triangle
 Students must place the coloured balls in such a formation so that no equilateral triangle that has all three corners with the same colour can be found.

been a mathematical superstar. “I really enjoy the other people at Math Quest and I like the teacher. The questions can be really hard but sometimes we prove Mr Kirkwood wrong. There was a tricky question and we came up with a different answer. Then he thought about it a bit and decided his answer to the question was wrong. That was really funny.”

Diogo particularly enjoys the geometry and the problem solving. “I like percentage questions. If 10,000 Vikings march up the hill, and 15 per cent are lost in the first battle, then another 10 per cent are lost on the way back down, how many are left?” That is the type of challenge the students might be set in the warm-up at the beginning of class – and asked for a quickfire answer.

But it doesn’t always work out like that, says Seo Yeon. “Last year, we had a warm-up question about a bicycle and literally no-one could get the answer. Everyone was really confused and eventually we decided we couldn’t solve it that day. We came back at the next session and looked at it again, and it turned out to be a really easy question after all.”

“Four brains are definitely better than one! I like the tasks when we have to build things together or do riddles. We all love it when someone gets it right”

In a usual year, Math Quest would culminate in international school teams staying away from home with host families for three days to take part in the competition – last year the event was cancelled but this year it took place online.

“The social side of Math Quest is usually the biggest gain the children talk about,” says Will. “They are good at maths anyway, but through Math Quest they get challenged with other children who are equally good at it. They find their people!”

MY PASSION



Learn the language, make yourself happy, says Nina

WORDS HAZEL DAVIS PHOTOGRAPHY OLIVER OETTLI

Well read
Nina Emanuelsson's dedication to learning English has turned her into the "most happy girl".

In common with most of her young classmates, **Nina Emanuelsson** shed a few tears on her first day in Pre-School last August. But there was one big thing that meant Nina's first day was an even bigger step than usual – she barely spoke a word of English.

"We were very nervous at the beginning," says Nina's mother Emelie, who had relocated from Sweden with her family. And Nina herself remembers the difficult time. "I could only say 'sorry' and 'thank you'. I did cry every day at first," she says.

Wind forward just one year and Nina is now thriving in her new environment, having set about learning English with remarkable dedication and passion. "I really wanted to learn English so much because I really wanted to join in," she says.

She had plenty of help. In the Lower School, teachers **Sarah Burnham** and **Rossa Phul**, and one of the school counsellors, **Lea Richter**, made a plan that could take account of the whole picture. "We managed to get her together with a couple

of Swedish girls in Kindergarten that she could play with outside at recess," says Sarah. "Having some buddies and a friendly face made a really huge difference to her school day." In no time, she started to ask simple questions and began using short sentences to join in the play and contribute to class discussions.

The benefits of learning a second language at a young age are widely documented, but it can be easy to underestimate the effects on socialisation, sense of belonging and ability to settle into a new environment. By spring break, Nina's confidence had progressed rapidly and, says Sarah, "she became a thoughtful and regular contributor in all our class discussions," just one of 400 students in the Lower School – from more than 70 nations – who between them speak 40 different languages.

Nina now happily plays games like ballerinas, tag and hide and seek with her friends – in English. When she made cinnamon rolls during the holidays, she was able to come back to school and teach her classmates how to make them, using English instructions. And as she starts her second year, Emelie says Nina, now five, "is just the most happy girl. She has the confidence to play with anyone and is herself again. It is amazing to see."



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