



Cultivating Student Learning
**The ICS Transition
Programme**

The Inter-Community School is committed to providing a supportive and enabling learning environment in which all members of the community are challenged to achieve their individual potential, encouraged to pursue their passions, and expected to fulfil their responsibilities.



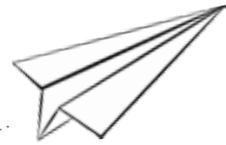


“In order to leave, one must loosen ties, let go of roles, disengage. In order to transplant a plant, one has to pull up its roots. Just as when transplanting a plant, a person’s roots must be carefully disengaged; they will otherwise be torn and not be able to take firm hold again in the new location.”

– Barbara Schaetti, PhD







Cultivating Student Learning

The ICS Transition Programme

When you move a tree, you cannot just chop it down. You need to carefully remove the roots so they are not damaged. Once the tree has been replanted in its new home, it will need to be nurtured and cared for by you. If you do this carefully, and with kindness, you will enable the tree to grow and blossom. The same is true for our ICS families on the move. Recognising and responding to the challenges international families face when moving from one home to another led ICS to develop a comprehensive Transition Programme for families joining ICS, moving between grades, or leaving ICS.



Joining our Community

Moving to a new country and a new school, and leaving what you are familiar with is an exciting challenge for parents and children. The ICS Transition Programme, involving the Senior Leadership team, staff and Parents' Association eases the transition process for families.

Student learning and transitions

In *Visible Learning*¹ John Hattie asked the question: "What works to improve student learning?" This study highlighted several factors that could impact student success. It's not surprising that one possible distraction could be moving to a new country. So, how can parents and educators ensure that student performance is not disrupted during a move? A well planned and executed transition programme is the key to successful student adaptation.

A rich source of learning

Child psychologist Douglas Ota, author of *Safe Passage; how mobility affects people and what international schools should do about it*², argues that "Mobility across cultures can be one of the richest sources of learning and personal growth that life has to offer. But these benefits only occur when mobility's massive challenges are managed well."

On a recent visit to ICS, Ochan Powell, a renowned researcher in the area of Third Culture Kids (TCK), proposed that TCKs have the tools to be the cultural brokers of the future. Therefore, rather than avoid a move, an international family is encouraged to embrace the opportunity an international posting can offer both parents and children. At ICS a team of experts is assembled to ensure that every student's transition is smooth.

ICS transition expertise

When asked about the ICS Transition Programme, Mary-Lyn Campbell, Head of School, said, "Helping families overcome the challenges of settling down and then moving again is what ICS excels at. We offer as much support as



"You were extremely welcoming; that's probably the best starting point for my children to succeed – thank you!"



The ICS Transition Programme begins long before families arrive at the school.

we can to a family to ensure a smooth and stress-free beginning for the child.” She went on to say: “We have many experts throughout the school who help coordinate our programme – our English as an Additional Language (EAL) teachers, Learning Support (LS), Counsellors, Admissions team and teachers, who together create learning plans to meet the needs of each individual student. We can quickly put a plan into action anytime during the school year and at very short notice. This is critical as company moves do not necessarily coincide with the school year, and at ICS, we are always ready to assist families.”

ICS takes a strategic and systematic approach to making the experience of “Joining our Community or Moving between Grades, or Leaving our Community” as seamless and successful as possible for each family.

Admissions

Once it has been decided that a family will join the ICS community, the Admissions Office gets in touch weeks before school starts and provides the family with the tools and resources they will need (e.g. Family Handbook, the hot lunch programme, school bus information, etc.).

The Admissions Officer will also inform the parents about the ICS Parents Association. Class teachers and specialists will make appropriate age level preparations to welcome the new child to the class. New parents are invited to the Orientation Day (for families arriving in August or January) to address any questions families and students might have ahead of time. In the Upper Secondary School, a School Counsellor will discuss the IB subject choices with the family. If the family is joining the school in August, a Student Ambassador will connect with the children before school starts to answer their questions. Student Ambassadors support new students through Orientation, the first day of school, and the first few weeks of the semester.





New-family orientation morning

International families who join outside of the school terms can take advantage of a tailor-made arrival programme.

Families joining ICS in August or in January are invited to attend a more formalised Orientation morning for their introduction to ICS. Here they will meet the ICS leadership team, teachers, counsellors and specialists. The programme is designed to help students and parents settle in quickly by having them tour the school, see the classrooms, meet other children and parents, find out about the sports facilities and so on.

At the August Orientation, parents are also invited to meet teachers, librarians, specialists and school service administrators during the Information Booth Exhibit section of the morning. The autumn event takes place two days before school starts.

The January Orientation, a much smaller event, also gives students a chance to ease into their classes guided by Student Ambassadors. The event also provides time for parents to meet the Leadership team, teachers, counsellors and specialists. The Parents' Association is also there to meet and assist families.

Student Ambassador Programme

The Orientation mornings are greatly enhanced by the participation of the ICS Student Ambassadors. For example, in the Secondary School, as the new families arrive, the Student Ambassadors, (who have already been in touch with the children during the summer holidays) introduce the new students to the school, their classroom and teachers.

Student Ambassadors are trained in how to welcome and interact with new students, how to give an efficient tour of the school, and how to support new students in fitting into the social network of the school.

When school starts, the programme continues to ensure that students have every chance of success with the Student Buddy Programme in Primary, and Activity and Focus Days in Secondary.

Student Ambassadors – Primary

In the Primary School, children meet their Student Ambassadors for the first time and are also introduced to their teacher and their classroom. The Student Ambassadors make the children feel comfortable and show them where things are in the school, tell them about lunch routines, etc. As in the Secondary School, their day is organised into fun games and activities around orientation.



Student Ambassadors – Secondary

Student Ambassadors in Secondary not only get in touch with the new students before the start of school, but they are also trained to support new students through Orientation, the first day of school, and the first few weeks of the semester.

“Before we came this morning, my son was crying and didn’t want to come. Now, when I picked him up, he started crying and said he didn’t want to leave.”

Primary Buddy Programme

In autumn, the first day of school begins two days after the New Family Orientation Day. The Primary children have already met their teacher, they know where their classroom is, and they know their Student Ambassadors. Nonetheless, since the children have not yet met the other students, some children might be feeling a bit insecure. That is why ICS teachers have a Buddy Programme in place at the classroom level, which continues throughout the school year. The student buddy system makes sure that newcomers quickly feel at home in their new surroundings.

Activity and Focus days – Secondary

The Activity and Focus Days held by the Secondary School in the first weeks of the new school year are one of the many ways in which ICS helps the older students make effective transitions.

The Activity and Focus Days help create a sense of community and a collaborative environment for students new and old. Students are presented with personal and group challenges designed to help them function effectively in teams. Working closely with each other in this way fosters the students’ sense of group identity and their sense of themselves as a community of learners. It creates bonds between new students and old and the transitions become a shared experience.

The beginning of the school year brings many challenges: some students are making transitions between school levels, from Primary to Secondary. Other students are negotiating a shift in the intensity of the academic work they encounter, especially those moving into the IB Diploma. Still others are making the complex transition from one country to another, with a new school, and a new community to engage with.

Helping students negotiate these transitions successfully is vital to the learning experience at ICS.

“They loved meeting their teachers before school started and finding out where their classroom was located. Meeting the other new kids also gave them a lot of confidence and gave them the feeling they are not alone. And by the time the first official day of school began, they were ready to join the bigger class”.

“My children were grateful for the Student Ambassadors, who were so welcoming.”



ICS Parents' Association

Dear ICS families and guardians of ICS students,

The ICS Parents' Association (PA) welcomes you all. One of the primary missions of the ICS PA is to help you as you transition to ICS.

Before families arrive, the PA reaches out to offer assistance. Volunteers connect with new families to answer questions about their children's transitions to their new classes. Area representatives connect with families to assist with neighbourhood questions. And PA country/language representatives provide invaluable help with translation, mother-tongue courses, and country-specific cultural events.

The PA executive board enjoys welcoming families at the New Family Orientation at the beginning of each term. In addition, the PA hosts a Welcome Coffee where all ICS parents can meet and join clubs of interest. One new ICS parent, remarked that, "it was wonderful to have met someone and see that friendly face as soon as I walked in the door to the Welcome Coffee Morning." Parent Clubs give our transitioning families, especially the spouses not working, an opportunity to get involved, enjoy a favourite activity and socially interact with others, providing a perfect setting for friendships to grow.

All parents are invited to attend New In Zurich workshops to discuss relocation topics as well as to learn about fun events in Zurich and beyond. In addition, the PA hosts the "Raising Global Nomads" book discussion group for new parents. This discussion group has proven to be a great support as parents find out they are not alone in the normal expat challenges and opportunities their families are experiencing.

The PA helps parents connect to the ICS community through its weekly postings in the ICS Bulletin, ICS's online newsletter for parents. In addition, the PA hosts a Yahoo group, Facebook page, and website to help new and returning parents stay informed.

All PA events are designed to build a sense of belonging in the ICS community. The Book Fairs, Leadership Coffees, Welcome Picnic, Halloween Party, Winter Market, and International Festival are great opportunities for new parents to volunteer and make connections. And by attending these events, new parents can feel the wonderful spirit of the richly diverse community they have joined.

To all the parents of ICS students, the PA welcomes you!
You Belong!



“My kids had a portfolio of their year’s work which is passed on to the next teacher. And because the grades are small at ICS, the teachers communicate a lot with each other.”

Moving between Grades

The ICS between-grades transition programme is designed to ease the move for students.

Moves between school

With the appropriate transition programme in place, students can settle quite quickly into their new school. But the end of the school year can mean change once again, even if a family is not moving away from ICS.

As a student progresses in school, he or she will change grades with each new school year. In some cases the student will also be transitioning from the Primary Years Programme (PYP) to the Middle Years Programme (MYP) or to the International Baccalaureate (IB) Programme. Through carefully planned activities, transitioning between programmes is systematically

organised by ICS counsellors and teachers. The ICS between-grades transition programme is designed to ease the move for students.

Reciprocal visits

Visiting classrooms and meeting teachers and students eases the transition journey for students as they change grades. These visits provide a chance for students to exchange information with other students. For example, when students are completing the PYP in Grade 5 they will be given a number of opportunities to explore the Middle School facilities and get to know the students as well as the MYP.



Teacher exchanges

Behind the scenes there is considerable and invaluable exchange of information between teachers about the social and academic development of each child. Teachers discuss educational best practise and ensure alignment across the IB programmes. Students are encouraged to develop independent learning using metacognitive strategies that enable them to articulate their own learning needs.

Indeed, in the Primary School, parents and children are involved in the following year's grade assignments as the children are asked to list three friends they would like to study with in the next year. Parents are fully informed as well about the process. The school then makes every effort to fulfil the child's' wishes.

A family, whose son was an Early Years (EY) student, said, "In EY, the kids all know each other irrespective of the class groups. They have lunches in different teachers' classes and this provides opportunities for them to build friendship groups. The school will always do their best to make sure the kids transition with children they know and are friends with."

Individual support

ICS's Transition Programme is also designed to specifically address students' social and emotional needs. The school counsellors, where needed, will set up individual, confidential meetings with the parents and the children. They will also work closely with the English as an Additional Language (EAL) and Learning Support specialists to help children challenged by transitions.

Transition mornings

One example of the in-between grades Transition Programme is when Grade 2 students progressing to Grade 3 pair up for transition mornings filled with activities about getting to know what happens in a Grade 3 class. The children understand that even though the class teacher assignment is not yet decided, they can interact with the older children and learn more about their next grade level.

Q&A sessions

Also, for students transitioning from Grade 5 to Grade 6, the Grade 5s get to visit the 'big' school and meet a lot of the MYP teachers. The counsellor also organises Q&A sessions where the Grade 5s get to address whatever concerns they might have like: How does the lunch system work? Where are my classes held? How many teachers will I have?

ICS also hosts a Grade 5 Completion Ceremony every year in the last week of school. Each student is awarded a Completion Certificate and a commemorative booklet of the complete Grade 5 class. Their parents then enjoy a specially planned buffet breakfast with the students followed by afternoon activities.

Workshops

MYP leadership and teachers also run a series of two-hour workshops that run weekly for five weeks for parents whose children are transitioning from Grade 5 to Grade 6. Topics such as personal development issues, adolescence, etc. are covered. Students are also invited to tour the Grade 6 classes. Transitions from Grade 9 to 10 and from Grade 10 to IB Diploma are also carefully orchestrated to ensure students succeed.



Leaving our Community

Leaving a country and a school where you have settled down well can be challenging. There is, on the one hand, the goodbye part and sense of loss, and on the other hand, excitement about embarking on a new chapter.

Saying goodbye

For ICS it is crucial to assist parents and children in the leaving process. In “Growing Up with a World View”, Norma McCaig writes about the importance of saying goodbye. “This is a critical part of the journey. [...]the reality is that many global nomads go through more grief experiences before the age of 18 than others do in a lifetime. But, with the right approach and with support, a positive experience can be built up to assist the family and prepare them for their new adventure.”³

Leaving workshops – for students

For the PYP and MYP students, the School Counsellors run “Leaving Workshops” during the year. These can be individual, one-to-one workshops, where the Counsellor talks through the process of leaving and what anxieties and feelings the student may have. The Counsellor then sends a letter to the parents summarizing what was discussed.

Leaving workshops – for parents

For parents, Leaving Workshops are held in May. ICS Counsellors discuss the stages of transition with the parents and the effects of transitions on children. They also provide practical ideas and helpful hints.

Goodbye assembly

In addition to individual class leaving parties and activities that teachers organise, at the end of the school year a special assembly is held for the students leaving. In the Primary School. At the Assembly, each child is presented with a “certificate of attendance” to thank them for being part of the ICS community, and is awarded a special ICS leaver’s hat. There are very special moments experienced in both the Primary and Secondary Schools at the assemblies when recognition is given to those who are leaving.

Alumni

ICS considers all students, parents and staff – not just graduates – to be part of its Alumni family and encourages everyone to leave forwarding addresses with us so that the school can stay in touch. Updates are published in ICS World, the school’s Alumni magazine, or published on our Alumni Facebook page. We are always delighted to receive news about life after ICS.

As ICS is an IB school, it is easy for students to move from one international school to another without problems, as the ICS curriculum is followed in accordance with the IB guidelines.



Building a raft



To support students leaving, one of the activities the ICS Counsellors do is to build a raft – physically with the younger children or metaphorically with the older ones. RAFT is an acronym the late David Pollack, an authority on Third Culture Kids and internationally mobile families, developed as a tool to help families leave well. The raft's four "logs" each represent a letter: **R** – Reconciliation; **A** – Affirmation; **F** – Farewells; and **T** – Think Destination.⁴

Reconciliation

- If there are any relationships you feel need mending, spend the time to talk to that person. Once you are gone, it is hard to rebuild a friendship if there is a problem.

Farewells

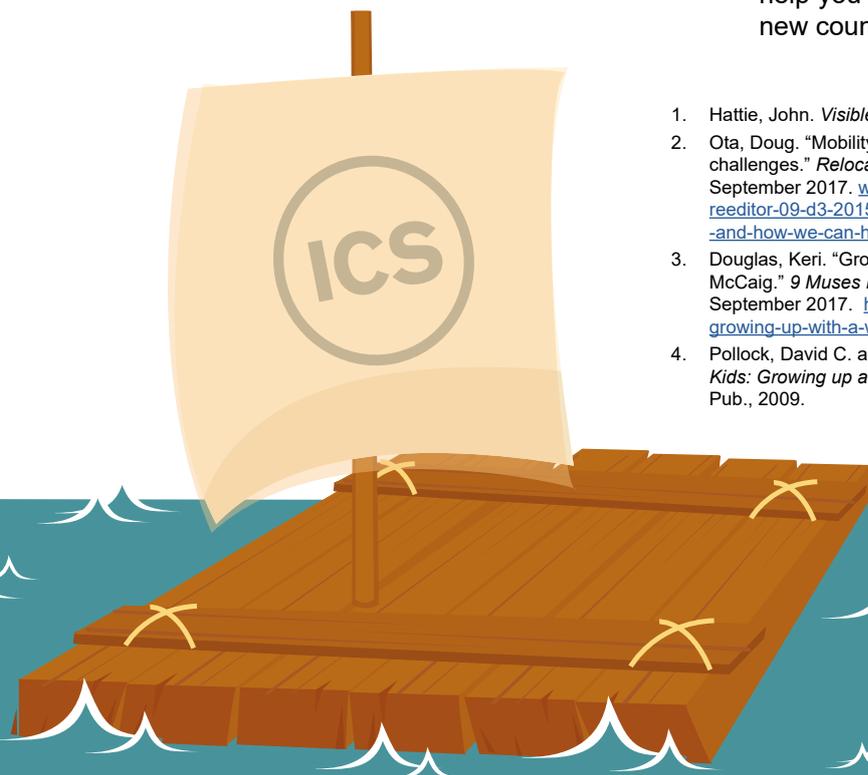
- Organise a "Goodbye party" to say goodbye to your friends.
- Make a "Let's keep in touch" card with your contact information to give to friends.
- Get emails and addresses from the friends you want to stay in touch with.
- Make a family chart listing all the exciting things about living in Zurich. Make the same list about living in your new location.
- Take a farewell tour of favourite places, restaurants, etc.

Affirmation

- Celebrate the time you have had in Switzerland. Make a special ICS/Zurich memory scrapbook. Take photos of special people and friends.
- Pack one special box (just for you) with the things you want to keep.

Think Destination

- Research your new location as much as possible. Buy books or watch movies about the new location. Look up places where you and your family members may be able to continue hobbies (dance centres, swimming pools, sports clubs, craft stores, food stores, etc.)
- Visit the website of your new school.
- Look in the library or on the internet, or ask Mom and Dad to help you find information about the new country you are going to.



1. Hattie, John. *Visible Learning*. Abingdon: Routledge, 2008.
2. Ota, Doug. "Mobility's impact on children: managing the challenges." *Relocate Global*. 2017. Web. Accessed September 2017. www.relocatemagazine.com/articles/reeditor-09-d3-2015-7505-the-impact-of-mobility-on-children-and-how-we-can-help-them
3. Douglas, Keri. "Growing Up with a World View by Norma McCaig." *9 Muses News*. 25 July 2013. Web. Accessed September 2017. <https://9musesnews.com/2013/07/25/growing-up-with-a-world-view-norma-mccaig/>
4. Pollock, David C. and Van Reken, Ruth E. *Third Culture Kids: Growing up among worlds*. Boston: Nicholas Brealey Pub., 2009.



WE WILL MISS YOU, SWIV!
2015-2016



H. EISMANN

Evelina

Julia

Lily

Erie

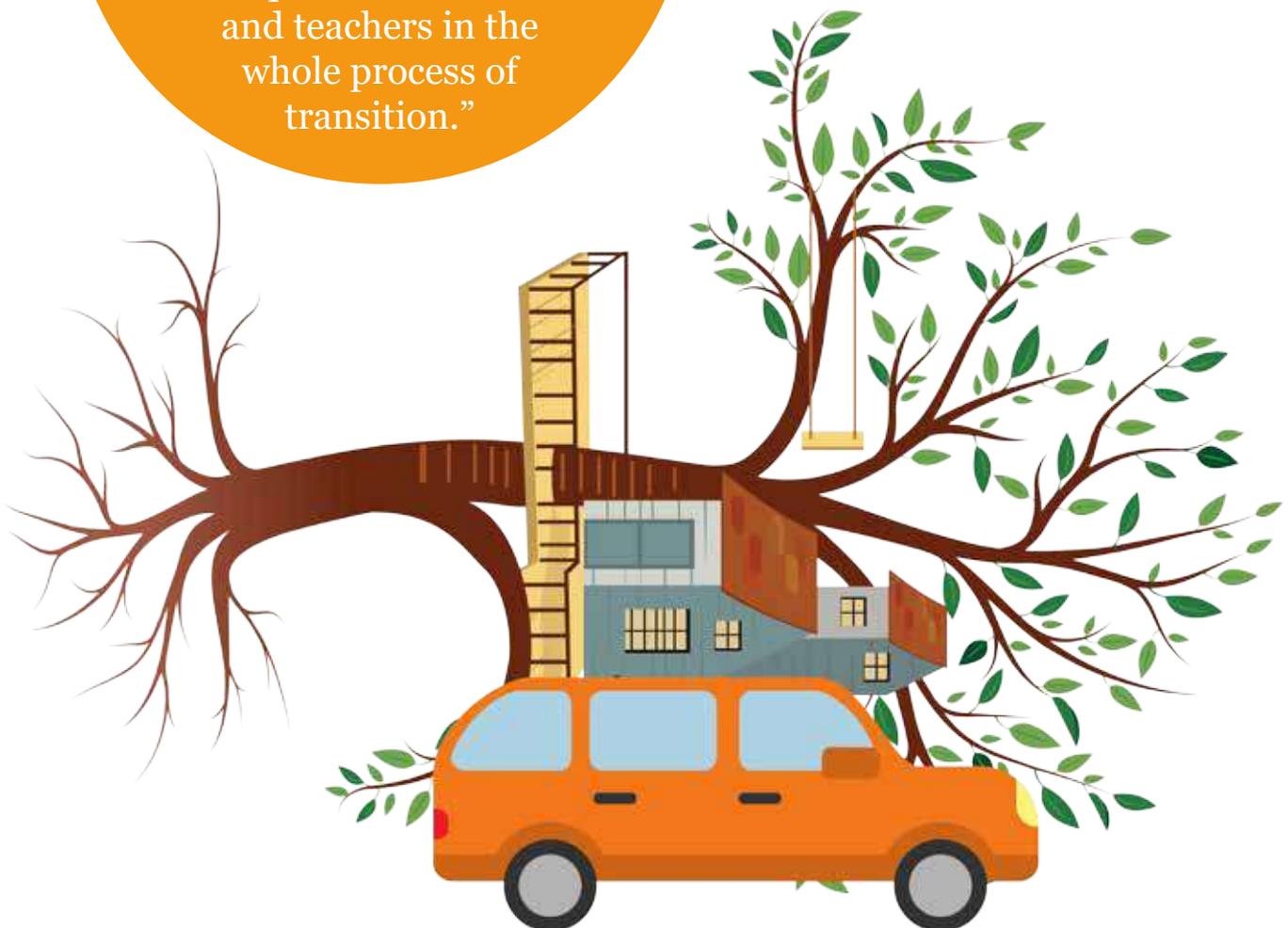
Lily

Zoe

Roman

“Coming to Zurich with three very young children, I was worried that the transition would be hard. But ICS is so good at immediately putting children and parents at ease – there’s such a welcoming feeling that you get coming into the school. The children settled in very easily and quickly and that has made it really good.”

“I found the informative coffee mornings and meetings for newcomers very helpful. I shall put this idea forward in the new school and will take back many ideas on how to involve parents and students and teachers in the whole process of transition.”





What the Experts Say

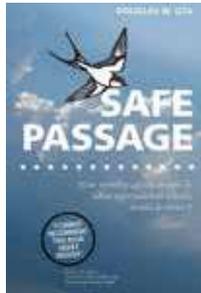
The Adjustment Cycle

For parents, settling down in the new environment has its challenges. According to research, Lysgaard's well known U-Curve Theory of Adjustment is the model most often cited in adjustment theory. Lysgaard explains that we go through four stages: the honeymoon stage; the culture shock stage; the adjustment stage; and the mastery stage.

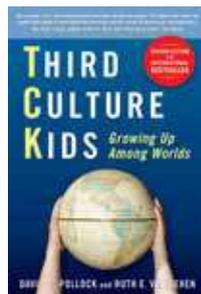
In the honeymoon stage, the new arrivals are excited about all the sights and sounds of the new culture. They are curious and can see similarities with their own culture. But once coping with daily tasks begins, culture shock sets in and individuals can find themselves frustrated with the host country and its people. The third phase is the recovery or adjustment stage. Newcomers gradually adapt and become more comfortable as they learn what the social norms are and can function in the new culture. In the final mastery stage, tasks become routine and the individual can effectively function and easily assimilate into the culture.

Want to learn more?

Safe Passage, how mobility affects people and what international schools should do about it,
by Douglas Ota



Third Culture Kids 3rd Edition: Growing up among worlds,
by Ruth E. Van Reken and David C. Pollock

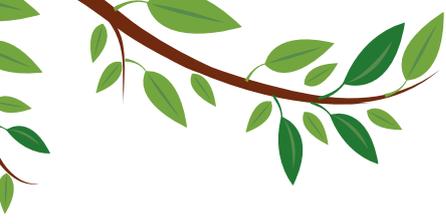


Parent Tips – Helping your child transition

- Make a list with your child of any concerns they might have about their new school. Then try to answer each one or come up with a strategy about how to find the answer.
- Get to know the new environment in advance if possible. Visit the school and the local surroundings.
- Keep the days leading up to the transition as positive as possible.
- Empower your child about actions he or she can take if any problems/issues arise. Discuss the concerns they might have and talk about constructive ways in which they deal with those issues in the event they arise.
- Be there when school is over. Allow enough time to discuss the new experiences.
- Give your child the emotional vocabulary to express their feelings.
- If you're moving, set up ways that your child can stay in touch with friends and families. Take photos with you. Give your child opportunities to talk about their feelings.
- Let your child know it is okay to feel apprehensive about the new place. Share your own experiences of what new situations felt like for you.
- Attend the Orientation Day and contact the Parents' Association.
- Consider local clubs in the area you live that your children could join – football, music school, etc.



The ICS Parents' Association works diligently to ensure that all families are made to feel welcome and part of our community. Integrating to a new culture can be difficult. We recognise this and work closely with the PA to make sure that our families feel part of the ICS community as quickly as possible.



Moving on from ICS to University

Jan de Boer spent 9 years at ICS, graduating in June 2016. As a very recent member of our Alumni family, Jan reflected on his years at ICS and his transition to university.

Today, Jan's memories of ICS are mainly of the people he engaged with. In particular, Jan highlights the "strong sense of camaraderie" that he believes had developed by the time his grade reached their final year at ICS. He feels he made life-long friends in the culturally diverse community that typifies our school.

ICS highlights

Looking back, Jan recalls that some of his personal ICS highlights revolved around extracurricular activities, primarily having to do with music. In Grade 7, together with his classmates, he formed the band Paroxysm which continued to entertain ICS audiences until the members graduated in 2016. Within the structure of the very popular "Arts Alive!" concerts at ICS, Paroxysm, with lead singer Jan, had the opportunity to build up their performance confidence by playing in an informal setting to a small audience. When Paroxysm performed their first concert outside

the school at the end of Jan's 11th year, Jan says he was "overjoyed at the huge amount of teachers and students who came out to support us that night."

Musicals

During his Middle and High School years Jan was also a regular cast member in many ICS musicals.

Politics

A Student Council (SC) representative in Grade 7 and SC President in Grade 11, Jan became involved in school politics and feels that "the SC forms a good structure in which students can make their voices heard around the school."

History

Given the freedom to choose a personal topic of interest in G5, Jan chose the Battle of Waterloo and travelled to the famous battlefield





“The IB Curriculum prepares students best for university. You have to work hard but the payoff is more than worth it.”

in Belgium while preparing his project. Jan believes that having the opportunity to visit a site so important to his G5 exhibition assignment furthered his ambitions as a budding historian. For his G10 Personal Project, Jan visited Belgium again and produced a 30-minute documentary on the British Expeditionary Force in World War I. By then it had become clear to him that he would intensify his studies of History during the IB at ICS and beyond.

Inspired by ICS staff

Jan is now a History major at the University of York, England. He credits his Humanities teacher with encouraging him to pursue his early interests in the subject, but he says that his main motivation for choosing History was the “inspirational teaching” of his G11 and G12 History teacher, who, Jan says, “brought a new sense of energy to the subject, fusing the detailed analysis of historical events with her enthusiastic attitude to teaching.” Jan recalls History classes ranging from “...highly enjoyable debates to full rap-battles with historical figures and contexts,” and says, “those classes were a great experience that I will never forget.”

Jan also credits the ICS University Counsellor with helping him decide where to continue his studies. He had already decided to attend university in England, but says her help was “invaluable when considering my options for my future education.”

At the start of his first year at the University of York, Jan was elected deputy editor for the student newspaper *Nouse* and has been writing online articles. In addition, Jan has a radio show on University Radio York called “The Eclectic Mix” and he has plans to participate in university drama and musical productions in the future.

Staying in touch

Jan keeps in touch with his school friends from ICS and has travelled to meet them in Switzerland and in the UK. Like many freshers, Jan says, “I missed my school (ICS) dearly in the first few weeks”. Though he believes that feeling won’t pass for a long time, he says he appreciates and enjoys York University much in the same way he did ICS, “not the bricks and mortar, but the people that are within.”

Dreams for the future

As far as his personal plans for the future are concerned, Jan would like to go into Civil Service with the goal of ultimately moving into journalism. For the time being he aims to live in London, but his ultimate dream is to relocate to New York or Canada.

And 5 years from today? “With luck,” Jan says, “I’ll be in my third and final year of the Civil Service fast stream, living in London and looking forward to what is to come.”

Destination Graduation

At ICS we support each student in preparation for their life beyond ICS. All our students are high achievers and we encourage them to every day reach for the highest goal they can.

Student to do's

Time to start thinking about your future

Attend workshops (Introduction to Naviance, Writing a CV, Analysing Case Studies).

Register with Naviance.

Set up CV in Naviance.

Record extra-curricular activities in your CV.

Find out which universities require examinations.

Work hard because results from Grade 9– 2 are requested by universities.

GRADE 9

Goal: "Understand who I am and what my interests are"

Time to choose your IB subjects

Attend tutorials on IB subjects for Grade 11.

Visit ICS Career Fair.

Brainstorm ideas about what you want to do when you leave school (keep all doors open if you don't know yet).

Speak to teachers, parents/guardians, ICS Counsellor, IB Coordinator and Secondary Principal.

Update your CV in Naviance.

Sign up for company interviews and complete a personality profile.

GRADE 10

Goal: "Understand what I want to be when I leave"

Parent actions

Attend tutorials/workshops run by the ICS University and Career Counsellor and IB teachers.

Understand how Naviance will help you and your child prepare for university and future careers.

Discuss which universities require entry examinations with your child and the ICS Counsellor.

Find out about school holiday programmes for High School students (e.g. revision courses, summer language courses, conservation projects etc) via ICS website.

Attend school meetings that will highlight requirements and prerequisites for university choices.

Encourage your child to attend the ICS Career Fair, where professionals from various industries offer information and advice about study and career choices.

Check out services of educational consultants who, for a fee, will interview your child and create a personality profile linked to potential suitable careers.

Useful links

www.icsz.ch
www.naviance.com

www.ibo.org
www.career-test.co.uk/

Time to choose a university

- Attend** workshops to discuss the university that suits you (size, focus, location, etc).
- Attend** coaching sessions about application skills (writing personal statements, the application process in different countries, time management, etc).
- Visit** ICS Career Fair.
- Make** a list of universities to apply to or visit.
- Consider** your country choices for study.
- Discuss** how you will pay for university.
- Meet** university representatives who visit ICS.
- Visit** university campuses.
- Finalise** your university list.

Time to apply to university

- Attend** workshops (Interviewing Skills, University Application Timeline, A Reminder on How to Apply, What to do when the IB results are out).
- Check** the University Application Process paper.
- Prepare** for any extra exams you may need to take before applying to university.
- Write** your applications.
- Send** your applications in the first semester.
- Focus** on exam preparation.
- Understand** the next steps after exam results are published.



Goal: "Understand which university suits 'who I am' best."



Goal: Send my application or know plans for my gap year.



- Encourage** your child to attend the workshops.
- Support** your child in coping with IB course workload. ICS staff give your child the tools to manage the transition from Grade 10.
- Accept** the invitation to attend the face-to-face meetings with the counsellor about university applications. The counsellor will draw up a plan for students who require extra support and will assist with research.
- Ask** your child about the study tools ICS staff provide to ease the transition from Grade 10.

- Offer** support to your child to get their applications ready. ICS prepares your child in the Grade 11 and Grade 12 workshops.
- Remind** your child that ICS teachers and counsellors are available at all times to help with applications.
- Don't forget** that teacher references are needed for most University applications.
- Remember** that the ICS University and Career Counsellor is available to discuss all options after the IB DP examination results are known.

www.icsz.ch
www.topuniversities.com

www.icsz.ch
www.ucas.com

Round Square

As a member of the prestigious global organisation Round Square, ICS is linked with other high-calibre schools who share a commitment to experiential learning and character education. For over 50 years Round Square has brought together schools with a common set of values – “to draw out from every child the capacity for personal responsibility, self-discovery, achievement and excellence, recognising that learning is most effective when it is practical, cross-cultural and collaborative.”¹

The organisation brings together 170 schools in 50 countries on 6 continents, but does not accept every school into its fold. To become a Round Square member, as described on the organisation’s website, a school must pass a lengthy application process by demonstrating that its staff and students:

- *seek to discover and embrace similarities and differences between cultures and nationalities in a way that promotes meaningful and lasting understanding, tolerance and respect;*
- *encompass a sense of equality, fairness, justice and a desire to do what is right;*
- *understand the significance of mankind’s place in the universe, the forces that shape our surroundings and the impact that they have on those surroundings;*

- *recognise that great leaders are driven by a desire to be of service to others and to nurture, guide, develop and help them to improve and succeed; and,*
- *celebrate personal development through practical experience that brings sustainable support and benefit to others.*²

ICS, as the only Round Square school in Zurich, is proud to be part of this elite global network, as we find the organisation’s mission fits neatly with our own. Most schools simply teach subjects and disciplines for the purpose of passing tests. ICS, as an International Baccalaureate Plus school, goes far beyond that and teaches students to be global citizens who are caring and compassionate future leaders. Round Square is organised around six IDEALS of global citizenship: Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service. These are qualities that ICS has long embraced.

A proud moment for ICS at the International Round Square Conference 2017 held in Cape Town, South Africa: An ICS student was awarded First Place Artwork Prize for the Roy McComish Art Competition. The piece was judged as the one best capturing the conference theme of *Unite to Ignite the Fire Within*.

Front row: King Constantine II of Greece, President and Patron of Round Square and Queen Anne-Marie of Greece

Back row: Mrs Mary-Lyn Campbell, ICS Head of School and Mr Rod Fraser, Chairman, Board of Trustees, Round Square



We find that Round Square brings two primary benefits to ICS students. Those who already possess those qualities of global citizenship and collaborative leadership are drawn to Round Square for the experiences and projects it offers: social service, student exchanges with other Round Square schools, and conference participation. These students already know they want to be agents of social change and learn real-world experience in creating meaningful impacts.

Those students who are not yet drawn to participate directly in those projects also benefit from ICS's Round Square membership. That is because the Round Square IDEALS are woven into our curriculum, and that helps each student build character and form his or her own moral compass. To help with this building of values, Round Square promotes a Discovery Framework that outlines the skills that students should learn: inquisitiveness, tenacity, courage, compassion, inventiveness, ability to solve problems, self-awareness, sense of responsibility, appreciation for diversity, commitment to sustainability, communication and team-working skills.

In this way we shift the focus away from activities that students should be doing toward character traits that they should be acquiring. We know that ICS students will grow to become the next generation of community, business and political leaders. We also know that it is our responsibility to ensure they will lead in a compassionate style rooted in helping the planet and everyone who resides on it.

A recent study of Round Square schools conducted by researchers from the Cambridge University Faculty of Education reports that "Parents have the highest expectations of Round Square schools both academically and in terms of character development for their children; for the greater part they find these expectations fulfilled or exceeded."³

The six pillars of Round Square schools are called IDEALS and are inspired by education philosopher Kurt Hahn. These are:

- **Internationalism** is about discovering and embracing similarities and differences between cultures and nationalities, promoting lasting understanding, tolerance, and respect.
- **Democracy** encompasses a sense of equality, fairness, justice, self-discipline, personal responsibility and a desire to do what is right for the greater good.
- **Environmentalism** centres on the significance of understanding mankind's place in the universe, the forces that shape our surroundings and the impact we have.
- **Adventure** is characterised by those who push themselves beyond their perceived limits, cross boundaries and discover that they are capable of more than they thought possible.
- **Leadership** recognises that successful leaders are driven by a desire to be of service to others and to nurture, guide, develop and help them to improve and succeed.
- **Service** celebrates personal, social and ethical development through practical experience that brings sustainable support and benefit to others.⁴

1, 2, 3, 4. *Round Square*. Round Square, www.roundsquare.org. Accessed 25 Sept. 2017.

“Ticket to Thrive”

ICS is an IB World School – and the only school in Zurich offering the PYP, MYP and DP Programmes of the International Baccalaureate Organisation. But what are the advantages of the IB for our students?

ICS students currently represent over 50 nationalities. For globally mobile communities of international schools like ours, meeting the challenges of globalization requires a flexible and comprehensive education that prepares students to realize their full potential.

ICS school-leavers apply for university places around the world. Once they have been accepted, what gives them the edge in their studies and provides them with a “ticket for academic success”?

The University Admissions Officers Report 2016 published annually by the International Baccalaureate Organisation (IBO) addresses admissions issues and rates three exam systems: A Levels, the IB Diploma Programme and BTEC. It also asks universities what they are looking for in student applications. The report found that in the US and UK there is almost total agreement that the IB Diploma is the best qualification to prepare students to thrive at university. It provides students with university-ready skills, including self-management and intercultural skills, creativity, and the ability to cope with pressure.

ICS is an inclusive school, with all students encouraged to take the IB Diploma exams. ICS provides a world-class education that supports students in developing the essential skills they need to continue their post-secondary studies. ICS students on average earn significantly better than the worldwide average.

The ICS Diploma Programme challenges students to think independently, accept personal responsibility and engage with the community. By acquiring and exercising leadership skills through a variety of service learning opportunities, students leave school equipped with the personal skills they need to persevere, successfully manage their study time, and complete tasks.

While the IB Diploma is a global programme, the ICS difference comes from our school’s commitment to developing the whole child within our culture of learning, high expectations, and care. After their last visit to ICS at the end of 2016, the assessment team from the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC) commended ICS in their report, referring to “...the climate of trust and care that exists between students and staff as the basis for an outstanding environment for learning and personal development.”

The IB maintains a hard-earned reputation for high standards of teaching, pedagogical leadership and student achievement. An international mind-set develops and flourishes within the framework of the IB. As an IB World School in Switzerland, ICS provides students with a solid set of flexible skills essential in meeting the academic and social challenges they face as they prepare to enter university and work towards building a secure future.

For more information:
www.ibo.org







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ICS is fully accredited by the Council of International Schools (CIS) as well as the New England Association of Schools and Colleges (NEASC).

