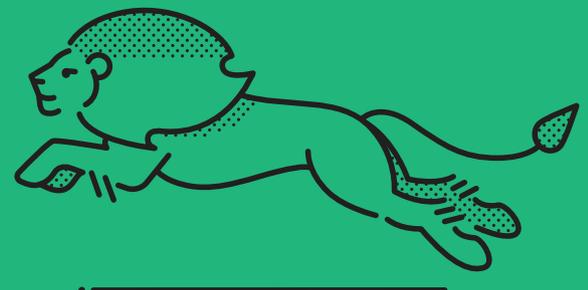


ISD

**INTERNATIONAL
SCHOOL OF
DÜSSELDORF**

SINCE 1968

**Senior School
Grades 6–10**
A world-class
education, for
whatever your
child may do





Welcome to the ISD Senior School

Re-imagining education in a fast-moving world

Historically, standardised education prepared students to become productive workers for an industrialised society. Today, we live in exponentially changing times where diversity and creativity are highly valued. We cannot predict what the future holds for our students, but we expect that they will live in a very different world; a world that is digitally connected, where all knowledge is available within seconds. Schools must re-evaluate what they do to ensure they remain relevant to the needs of all students. Our goal at ISD is to inspire our students to become self-directed learners, creative thinkers, and compassionate global citizens, who can flourish in a dynamic world.

On the following pages, you will find examples of our students experiencing the richness of learning found in our middle years programme. They represent only a small sample of what takes place at ISD every day, but we hope they will begin to show you the ISD difference. We look forward to welcoming you and your family to our community.

Frank Tschan

Director



Meet Dayon

One powerful voice

Dayon and her fellow grade 6 students were presented with a challenge: find a social cause and a charitable organisation that they believe in and convince others to believe in it too. Dayon chose 'Racism: It Stops With Me', which helps communities respond to prejudice

through the efforts of people in their neighbourhoods, schools, and workplaces. "I could see racism was a problem in a lot of places," Dayon says. "It was personal for me, and I knew it would matter to the people at ISD."

She delved into the issue and learned to build a persuasive speech. "I tried to assemble it in a nice sequence," she says. "Then, I added flourishes to make it convincing, and practised with a partner."



When the day came to present, Dayon's voice was strong, and so were her arguments for fighting racism. "I was nervous in such a big room," she admits. "But, we had practised many times, and I knew it."

Her passion and effort carried her through, and she convinced her classmates and teachers that hers was a cause to believe in.

Meet Kuba

Representing the Earthlings

ISD grade 8 students were asked to take a stance: should humans ensure the sustainability of the Earth, or form a permanent colony on Mars? In other words, they asked themselves... "Should I Stay or Should I Go?"

Kuba chose to remain on Earth, and his team developed solutions for struggles such as climate change, greenhouse gasses and ocean acidification. Meanwhile, their Martian classmates worked on solutions to sustain human life on Mars.

The resulting exhibition was, Kuba explains, like a contest between the Mars and Earth teams, in which it wasn't enough to simply have the best models.



"Maybe you created a beautiful project, but then you had to sell it in a sophisticated way, or people would wonder if your idea was really possible."

So, which team prevailed? Kuba says there were great ideas proposed on both sides, but he believes most people would choose to stay on Earth. The Earth team, he says, helped people to envision a better future.

Meet Marit

Real solutions to real problems

In her design course, Marit was invited to find a real-world problem and design a solution. Marit has allergies and takes medicine at regular intervals. The medicine requires refrigeration, and it's easy to forget a dose. So she designed a dispenser to store medicine and send reminders via an Arduino controller. "I created a design portfolio describing why the product is necessary, creating design specifications, making a plan and building a prototype."



Meet Gustav

Creating, composing, collaborating

Gustav is passionate about music and the technology of sound. For his grade 10 MYP personal project – a long-term, independent learning experience – he built a guitar with an acoustic body and an electric body frame, focusing his research on acoustics and resonance. Gustav also collaborated with his music class to produce a full-length album. The students composed the songs and lyrics, recorded the tracks, produced, mixed and mastered the album.

The process required constant reflection and readjustment. She made her first prototype on the wood laser cutter, but then discovered it was more appropriate for the 3D printer. Programming the controller presented a new challenge. "Design is a positive but challenging environment," she says. "When things are hard, no one is just going to tell you the answer."



The possibility for independent exploration and collaboration is one of Gustav's favorite things about ISD. "Each song on our album was developed by a different group in the music class," he says. "Each is a different genre, with a different story to tell. It's all very diverse."

What to expect in the middle years at ISD

The learning experience in the ISD Senior School has been designed to inspire young people to contemplate the world around them and to make practical connections between their learning and the real world. We want to prepare our students to become autonomous in their learning and driven to contribute to their communities in positive and meaningful ways. At ISD, our priority is ensuring that every student is empowered to discover and connect with their individual interests and talents, so that they can thrive at school and beyond.



Colin Campbell
Principal

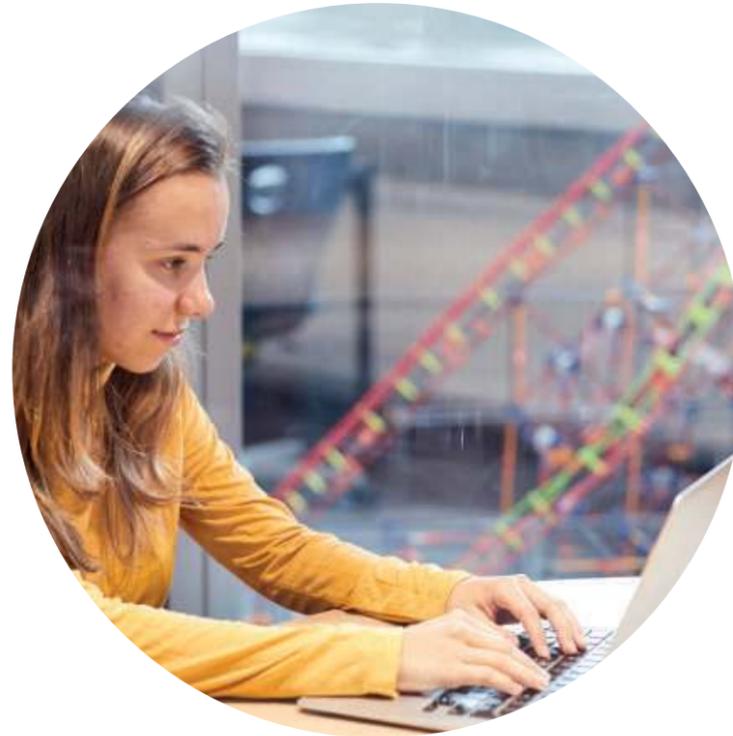
Why are non-standardised approaches to teaching and learning favoured at ISD?

The most compelling reason is that our students are non-standardised! We serve students of different ages, from all over the globe, from many education systems, and from diverse cultural and ethnic backgrounds. We celebrate differences and view them as opportunities to learn. It would simply not make sense for us to standardise our approaches to teaching and learning. Children learn in different ways and are engaged by different environmental factors, so it makes educa-

tional sense to vary our techniques and approaches. We want to expose students to a variety of experiences and ways of learning because we believe that that is how we will help them to find their own personal path through life.

What are the objectives of collaborative teaching and learning?

The goal of co-teaching is to use the shared expertise of teams of teachers to create innovative, inclusive and flexible learning programmes that identify and address the individual needs of all students. Education is a social endeavour involving the exchange and elaboration of ideas and understanding - it requires social interaction. We firmly believe that by working together, we can achieve more than we can alone, as everyone benefits from sharing inquiries, experiences, and providing constructive feedback. Education is about liberating the mind and requires exposure to and appreciation of different perspectives; collaborative teaching and learning, by its nature, increases the flow of information within the class and thus the exposure to different perspectives.



What is meant by “self-directed learning” and how can students benefit from this approach?

Self-directed learning is really about autonomy and choice and places the individual learner at the centre of the learning process. All children begin life as self-directed learners and they seem to be at their most engaged and productive when they choose the direction of their learning and follow their interests. The next time you are in the company of an infant, look at the level of concentration they can bring to a task. The job of parents and teachers is to guide and inform children as they develop, but the ultimate goal is to make that guidance superfluous so children must be given opportunities to take make informed choices and find their own way. Schools should be safe and supportive places that allow students the freedom to make choices and to learn from their mistakes. Our lives before and after schooling require self-directed learning so it makes sense to practise it in school.

How does flexible use of time and space help students to gain more from their learning?

Tight schedules, fixed walls, and furniture that is difficult to move place limits on teaching and learning activities, whereas variety and freedom of movement promote engagement and concentration. If we want students and teachers to work collaboratively and teach and learn in



different ways we need learning spaces that can be quickly adapted to changing needs.

The McWilliam Library and the north building pathfinder project are examples of initiatives that have transformed the learning experience for our students and encouraged them to think and express themselves in unique ways.

The IB Middle Years Programme

A curriculum framework for students aged 11 to 16

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world, preparing them for success in further study and in life.

The MYP aims to develop active learners and internationally minded young people who can empathise with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The MYP aims to help students develop the skills, knowledge and attitudes they need to excel not only in their studies, but also in their personal growth. MYP students are well prepared for the next stage of education, including participation in the IB Diploma Programme (DP).

Source: www.ibo.org

“In the Middle Years Programme at ISD, we aim to develop great scholars and even greater human beings. We want our students to be enthusiastic life-long learners who are prepared for and eager to face the challenges of an evolving world.”

Laura Maly-Schmidt
Teacher and MYP Coordinator



We are ISD

Grades 6–10



Curriculum

- International Baccalaureate Middle Years Programme (MYP)
- Wide range of electives including third language options
- 9-day scheduling cycle
- Interdisciplinary units in grades 6-8
- Science and humanities courses are fully integrated as 'Our Living World' in grade 6
- Integrated use of technology – one-to-one laptop programme

Service as Action (SasA)

- Integral part of MYP
- Begins in classroom and extends beyond it

Special Services

- Onsite health services
- Personal counselling and mentoring for all students
- Individualised learning support
- English as an Additional Language (EAL) support
- Outstanding career and university planning service
- 'Mittlere Reife' testing for German, English, and Maths, grade 10

Facilities

Science & Technology

- Design Technology Centre with two iMac Labs, fully equipped workshop, design and ideation flexible learning space, green screen recording room
- Dedicated physics and chemistry laboratory classrooms
- Biology laboratory classroom with greenhouse

Visual and Performing Arts

- Dahms Theatre – 300+ seats
- Black box performance space
- Spacious visual arts studios
- Music production and practice spaces

Sports & Community Center

- Two full basketball court gymnasiums, Olympic gymnastics system, surround sound system, spectator tribune
- Functional fitness centre
- Fitness studio
- Community meeting spaces

McWilliam Library: innovative and flexible learning space

Beyond the Classroom Experiences

- Grade 10 Praktikum work experience
- MYP personal project
- Grade level field trips
- STEM Week (may vary)
- ISD Entrepreneurs (may vary)

Extracurricular Programmes

- Student Council
- International Honour Society
- Speech and Debate
- Competitive sporting organisations
- Mother tongue language programmes
- Choirs
- Bands and string ensembles

Nationalities





We inspire our students to be confident, creative and critical thinkers. We work together to challenge and support our students to be successful and responsible in an evolving world. We are an international community of learners.

**International School
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