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Model of THE GERMAN SCHOOL SEOUL INTERNATIONAL

Preamble

Our school is a German- and English-speaking international school in Seoul, Korea. It is a place where cultures meet and intercultural dialogue flourishes. We are officially part of the international network of German schools abroad and as such are subsidized by the Federal Republic of Germany.

Our school is committed both to the ideals and practices of the European educational tradition and to actively pursuing a mutually beneficial relationship with our host country of Korea.

Our Instruction Sets High Standards of Quality

Our school's quality standards meet the highest criteria. These include but are not limited to our in-class instruction, pedagogy, students' content mastery and skill development. Our overall program of instruction is international in scope and includes both a broad foreign language offering and an intensive early-years English education program that continues through all subsequent grade levels, ultimately leading to bilingualism.

Classes are taught by highly qualified instructors.

Our program of instruction is based on a unified curriculum for German schools in Asia and Australia that reflects the very best of nationwide curricula in Germany.

Our Schools Ensure That Students Attain German and/or International Exit Exam Qualifications

The DSSI cooperates closely with all German-speaking schools in Asia and Australia, as well as international schools in Korea, to ensure that our students can transition successfully back into the regular school system in Germany or to other German or international schools abroad. We award the following German exit qualifications: the German "Hauptschulabschluß" at completion of the 9th Grade, the German "mittlerer Abschluß" after completion of the 10th grade, and the German International Abitur (DIAP) at the end of the 12th Grade, an internationally recognized school leaving certificate equivalent to the standard German Abitur.

Our School Offers A Holistic Culture of Learning

A key aspect of our school is the unified program of education that begins in kindergarten, continues through the middle- and high schools and culminates in the German International Abitur. We offer a comprehensive program of general study, as well as a wide array of educational extra-curricular activities. Our goal is to impart subject knowledge, learning method training, and personal- and social skills, all of which are vital components of successful learning. Students, parents, and teachers together share the responsibility for the educational process.

We Create A Solid Basis For Successful Learning

By instilling discipline and a desire to achieve we aim to lay the foundation for our students' educational success. At the same time we consider the joy both of learning and of teaching imperative. We strive to offer individualized support for students both in and outside of class because we view the DSSI not only as a place of learning but also as a place to come together and grow as people. Our Full-Day concept encourages social interaction, in addition to furthering students' individual interests through academic, musical and athletic extra-curricular offerings.

Our Buildings and Their Facilities Support Our Ambitious Goals

Our class-, specialty-, and work spaces are constantly updated and expanded in accordance with modern engineering standards and changing educational needs. Modern IT equipment is available in all relevant work areas.

Our School Actively Promotes Cultural Dialogue With Korea

The German language and its attendant culture lie at the heart of what we do at the DSSI. However, our school actively cultivates a relationship with our host country Korea in a number of ways. Discussion of current events and political topics relevant to the Korean peninsula are a regular occurrence in our classrooms. We conduct regular student exchanges both with Korean schools and other international schools in Korea, and we participate regularly in sporting and cultural events with these partner schools. Annual educational field trips, visits to and from local artists, cultural fairs and our own Korean language program all contribute to greater mutual understanding and ongoing cultural dialogue.

Our School Keeps An Eye On The Developments of An Internationalized Economy

Our educational offerings take the unique demands of an international market economy into account. Students of many different nationalities come together at our school and must therefore learn early on to function positively in an international environment. Our comprehensive educational program and our established guidelines for that program help to ease families' transition from one country to the next.

Mission Statement of the DSSI

Our students receive a superb, multi-lingual, international education, based on the German and European educational traditions, and future-oriented skills, based on current global trends and developments.

SCHOOL DESCRIPTION

I. Education and Training At Our School

1.1 General Educational Goals

1.1.1 Personal Skills

Our primary goal at the DSSI is the overall development of our students. We view our students holistically in order to best foster their individual talents, to increase their awareness of their role in the local and global communities, and to support them in their pursuit of self-sufficiency.

It is important to us that our students learn to respond appropriately to diversity and be prepared to critically engage different points of view, including their own.

The daily demands we place on our students are many and varied. Our goal in doing so is to enable them to realistically assess their own potential for success by celebrating triumphs and learning from mistakes.

We support our students' individual interests and view the fostering of these as one of the best preparations for professional success later in life.

Prerequisites for the successful development of the individual personality are a high degree of self-sufficiency and a strong sense of personal responsibility. We aim to foster these traits both in and out of the classroom by encouraging our students to take on extra-curricular responsibilities. In doing so students take an

active hand in their own learning process and develop necessary problem-solving skills in a self-paced, independent way.

1.1.2 Social Skills

Our students learn in an environment of respect, tolerance, and mutual appreciation to work together, to communicate effectively, and to resolve conflicts peacefully.

We encourage the development of critical personal viewpoints and teach appropriate ways to engage critique from others in a positive and productive manner.

Through a variety of cultural, social and athletic activities we purposefully attempt to create positive social experiences for our students. Students are encouraged to set their own goals, individually and in groups, and then achieve them through persistence, consistency, diligence and conscientiousness.

Students experience and develop a sense of community through a variety of activities at the DSSI. These include the planning of the 1st Graders' first day of school by the 2nd Graders, the Big Brother/Big Sister partnership program between the 1st and 3rd Graders, participation in Halloween and Advent festivities, class-trips, and more.

Strengthening students' social skills and sense of community also strengthens their identification with their school and enhances school spirit. Additional activities that underscore this aim are weekly homeroom meetings where conflict resolution and other relevant social issues are discussed, class game and activity days, get-to-know-you events, and group outings.

By assigning various tasks and responsibilities we attempt to foster students' self-sufficiency. Successfully accomplishing those tasks reinforces students' self-confidence. In this way we also seek to increase students' sense of group responsibility.

1.1.3 Intercultural Skills

In 1987 Zehra Ciak wrote the following poem:

*Sich warm laufen
weil man weiß
daß auch brücken
ein ende haben
braucht man sich
beim übergang
nicht beeilen
doch auf brücken
ist es am kältesten.*

The spirit of this poem captures well the essence of our efforts to instill intercultural skills in our students. We present our students with opportunities to independently engage foreign cultures and languages, and to pursue them if they so choose, without pushing them in any one particular direction. On the other hand, we constantly encourage our students to frame new cultural knowledge and experiences within the context of their own personal cultural background. Only through critical comparison can connections be made, similarities as well as

differences be clarified, and a general and humane attitude of tolerance towards that which is different be learned.

In order to achieve this aim it is necessary to focus students' attention on his or her group of student peers, with even greater emphasis placed on individual persons within the group. A student's immediate peer group is the best point of access to experience foreign languages and cultures and to begin the process of critical comparison with his or her own cultural heritage. It is also the best way for educators to impart tolerance for other cultural groups and to promote a healthy appreciation for diversity, a necessary skill in today's global, multicultural society.

We at the DSSI consider ourselves a bridge between many cultures and are mindful of our international student body. As a German school, the German language and culture form the basis of all that we do, yet we actively strive to nurture international awareness through in-class discussions of current global events, voluntary Korean language classes, and voluntary instruction in other modern languages.

Furthermore, our school organizes regular student exchanges with other international and Korean schools, and cultural events and athletic competitions with these partner schools are a key aspect of student life.

Through our internship program our 9th and 10th Graders are introduced to multinational and Korean business and industries, thus furthering our students' breadth and depth of intercultural competency.

Outings and class trips both within and outside Korea also deepen and enrich our students intercultural knowledge and experiences.

1.2 Goals of Classroom Instruction

1.2.1 Subject Knowledge

Our goal in the classroom is the balanced development of our students' whole personalities. This includes both imparting knowledge and skills, as well as individualized support and encouragement of our students' many and diverse talents.

Classroom instruction occupies a position of primary importance at our school, for it is only through the acquisition of subject knowledge and practical skills that students can successfully engage the classroom experience. As educators our goal in the classroom is to impart knowledge and skills that ensure our students a sound, up-to-date education, as well as enabling them to be successful participants in their own private, social and (later) professional lives.

In addition we help students to learn to decipher and understand the modern world, thus encouraging them to take an active and responsible role in securing their own future within a democratic society. The transmission of knowledge and the development of the individual personality go hand in hand, therefore exploring questions of identity and other relevant social experiences are also encouraged in the classroom.

To achieve all these goals we work intensively and individually in small learning groups. We follow our own internal curriculum that strikes a balance between the three chief goals of subject knowledge, method training, and media literacy. The DSSI curriculum closely follows the curricula of the German Free State of

Thuringia, which functions as the baseline curriculum for all German schools within Asia.

Through participation in various standardized tests and competitions our students gain practice for the standardized German exit exams. For Hauptschüler these exams take place at the end of the 9th Grade, for Realschüler at the end of the 10th Grade, and for Gymnasialschüler at the end of the 12th Grade. The Hauptschule-exit qualification can be obtained after the 9th Grade, the Realschule-exit qualification can be obtained after the 10th Grade.

In addition we offer intensive English courses that enable our Gymnasialschüler to successfully sit the DIAP.

1.2.2 Method Skills

In order for students to develop into self-sufficient learners it is necessary to equip them with the necessary methodological tools of learning. Developing method skills is a task shared by all our educators in all subjects.

Method skills are defined as the student's ability to procure information, to structure it, retain it, and then to apply and/or present it appropriately at a later point in time. These include problem-solving skills, decision-making skills, self-motivated learning, argumentation and critical-thinking skills, as well as logical reasoning skills. To ensure that students master these and other necessary tools of learning our school has had in place for years a clearly outline method curriculum that determines which skills students should learn and when.

1.2.3 Media Literacy

Children and young people today are overwhelmed by a constant flood of information and input. Modern media has come to include not only books, the press, radio, and television but also a new and varied array of audio-visual equipment, computer software, internet search engines and websites, and telecommunication devices. It is therefore essential to prepare our students to engage and utilize these media in an objective, self-confident, creative, and socially responsible way. This preparation includes above all the student's ability to reflect critically on what he or she encounters through media and to recognize the possibilities, limits, and dangers inherent therein. Media literacy is an intrinsic and inseparable component of every subject taught at the DSSI.

We place special emphasis on so-called "new media" (PC/Internet) and their incorporation into the classroom experience. Starting in 2nd Grade, and continuing through 6th Grade, our students receive formalized basic IT training. Our school's excellent IT facilities include a top-of-the-line computer lab, as well as a PC with internet access and attached projector in every classroom.

II. Reaching Our Goals

2.1 School Structure

2.1.1 Kindergarten

In our kindergarten we follow an "open" concept of early-childhood education, while at the same time offering our children all the educational experiences and learning opportunities recommended by German early-learning curricula.

The concept "open learning" denotes an educational approach that seeks first and foremost to meet the developmental needs of the individual child. We view the child as an essentially active, curious and interested being, thirsty for knowledge and experiences. For this reason we allow our children to take an active hand in determining their daily schedule of activities. This allows the child not only to pace their own learning but also to create the surrounding environment in which their learning takes place.

We believe that children themselves can create optimal learning conditions in small self-made, self-paced, self-regulating groups. The various rooms in the kindergarten offer these groups a challenging environment in which to work and play. Our teachers take a primarily project-oriented approach with our children within this group context.

Because children of the same age can possess vastly different developmental needs our "open concept" provides an ideal setting for the individual child to grow at his or her own pace. We are mindful of the needs and interests of each individual child in our kindergarten and actively encourage them in their individual pursuits. For us as educators "open" also refers to our approach of addressing the needs, feelings, fears, and joys of the individual child as needed and necessary. Finally our open concept naturally includes constructive teamwork with our parents and the rest of the DSSI.

Learning Areas and Offerings

Our program of early-childhood education is divided into eight learning areas. These learning areas are present in many and varied ways throughout the kindergarten and are constantly reinforced in the child's daily schedule:

1. Emotional Development and Social Skills
2. Basic Mathematical Comprehension
3. Practical Life Skills
4. Language and Speaking
5. Body - Health - Movement
6. Cognitive Skill Development/Joy of Learning
7. Nature and the Environment
8. Aesthetic Education

In addition children from poly-lingual households receive individualized German language training through the well-known Konlab program from Zvi Penner. English language training is provided by a native speaker through songs, games and storytelling, all of which are gently incorporated into the child's daily routine.

Interested children can also take advantage of our afternoon program, which includes offerings in storytelling, theater, music enrichment and gymnastics. The kindergarten also takes regular outings and excursions.

A further cornerstone of our work in the kindergarten is our Montessori-based program of development and enrichment. Montessori pedagogy plays an important role in our educational concept, and we follow closely the Montessori principle that "one has nothing in one's head that one did not first hold in one's hands."

Daily Routine

Our daily routine in the kindergarten with its familiar, repeating structure provides our children with security and consistency. Phases of playtime and learning rotate throughout the day.

We consider it very important for each learning group to begin each day together in a morning circle. In the circle both teacher and child can greet each another and see who is and is not present. It also provides each child with the opportunity to share things they have brought with them, be they personal stories, an object, or a question. The morning circle is also a time for songs, games, and storytelling. At this time teachers also introduce the day's various learning activities. Children choose the activity in which they desire to participate and then meet together in the newly-formed group to begin the chosen activity.

Following the day's learning activities there is a playtime phase throughout the entire kindergarten. Unrestricted playtime or "free play" plays an enormously important role in a child's development. It is the most natural way for a child to engage and understand the surrounding environment. During unrestricted playtime a child puts his or her experiences to use, swaps experiences with other children, asks questions, and finds his or her own answers. Playtime allows a child's interests and curiosity free rein. It is a time for experiments, errors, repetition, and connections. This play phase continues until each learning group concludes the day with a reflection circle where the day is brought to a close again with conversation, songs, games, stories and feedback from the children.

We keep careful records of children's activity choices to enable us to better support and encourage them to develop interest in all areas of learning.

The Pre-School Group as Transition Group from Kindergarten to School

It is our aim to properly equip our children to enter the 1st Grade, meet its challenges and succeed. The child should be aware of his or her own strengths and weaknesses and possess a balanced self-confidence, as well as sound social skills. It is important that the child is capable of learning and interacting in a group environment, and that his or her own curiosity forms the primary impetus for his or her learning process. The child should be able to critically engage both content and experiences in the classroom, process them, and then apply them successfully.

In order for a child to successfully meet these goals it is imperative that he or she acquires sufficient breadth and depth of experience with both other children and adults of all ages. It is important to us to provide our children with sufficient time to engage and explore his or her environment and to experience as many different things and people as possible.

2.1.2 Primary (Elementary) School

As in the middle- and high schools, classroom instruction in grades 1 through 4 is based on curricula from the Free State of Thuringia.

Small class sizes enable our teachers to consciously and deliberately address the individual needs of each student. Clarity of instruction and interactive learning are our guiding classroom principles at the elementary level, principles meant to encourage students' self-sufficiency and at the same time foster students' love of learning. Our own method skills curriculum in the elementary school underscores our "Learning to Learn" approach to classroom instruction.

Through the use of weekly assignment plans and periods of independent study knowledge and skills are acquired independently as students take responsibility for their own learning process. At the same time special attention is paid by our teachers to the differing and diverse needs of our students, both in terms of additional academic support as well as enrichment activities for particularly gifted students. Special tasks, differentiated assignments, and individualized programs of study are all staples in our classrooms. We strive for a unified approach to classroom learning, coordinating class projects and study units with other subjects like music and art, and encourage discovery-based learning that fosters our students' self-sufficiency. Through work stations and partner- or group work students' social skills are cultivated: They learn to work together with others, follow rules and guidelines, and resolve conflicts in a constructive way.

Our classroom instruction incorporates outside sites and places of learning whenever possible in order to make that which we do in the classroom as real and rich as possible for our students.

2.1.3 Middle School (Sekundarstufe I)

The 5th Grade functions as a transitional year. During this probationary year classroom instruction follows curricula for the first year of the German Gymnasium. At the end of the year a teachers' conference makes a recommendation to 5th Grade parents regarding which of the three traditional German academic tracks their child should continue in: Hauptschule, Realschule, or Gymnasium. The wishes of the parents are taken strongly into account in determining a student's academic track. The first semester of the 6th Grade constitutes an additional probationary period for the student in the assigned track, at the end of which the teachers' conference reaches a final and binding decision.

Students whose abilities bespeak the level of Haupt- or Realschule are taught alongside their class peers using differentiated teaching and learning methods. For this reason an upwards move to the Gymnasium track is possible until the end of the 8th Grade, following a written request by the student's parents and the agreement of the teachers' conference.

For Gymnasium students a second foreign language (French) is obligatory from the 6th Grade onwards. Real- and Hauptschule students have the choice between French and Shop (Technical Studies). From 8th Grade onwards multiple subjects are taught bilingually (German/English) or exclusively in English.

It is our goal to provide optimal support for our students as they explore their individual talents and achieve their highest academic potential. Furthermore it is our explicit goal to equip as many of our students as possible with the knowledge and skills necessary for them to pursue the Gymnasium track throughout middle- and high school, ultimately sitting the DIAP exit exam successfully.

2.1.4 10th Grade

The 10th Grade has a twofold function. On the one hand it constitutes the completion of middle school (Sekundarstufe I), leads to the "Mittlere Reife" exit qualification and permits students to formally register for the 11th Grade. At the end of the 10th Grade students sit centralized exams in the subjects of Mathematics, English, and German. A single oral examination is also obligatory.

On the other hand the 10th Grade is the first year of the three-year German high school (Oberstufe) and functions as an "introductory" year. Increased emphasis is

placed on independent, scientific, propaedeutic learning. During this year our educators strive to impart and anchor the necessary learning tools and methods that students will require throughout the subsequent 11th and 12th grades, the so-called "qualifying phase" before the DIAP.

It is our goal to assist our students in successfully completing middle school and to prepare our Gymnasium students for the qualifying phase of high school as thoroughly as possible.

2.1.5 High School (Sekundarstufe II)/German International Abitur (DIAP)

Within the high school the 11th and 12th grades comprise the so-called "qualifying phase". The goal of all classroom instruction is to impart and anchor the knowledge and skills necessary for students to pursue a university program of study.

In order to achieve this goal our educators focus on three specific skill areas. In the area of German competency it is our goal for students to be able to recognize complex correlations in the German language and to present them in an appropriate and precise manner. In doing so students should be confident in the use of multiple means of written and audiovisual presentation. Furthermore, students should be able to handle complex texts in multiple foreign languages (foreign language competency). It is our express goal that by the end of the 12th Grade our students have mastered the English language to the point that they can pursue a university program of study in that language without difficulty. In the area of mathematical competency it is our goal that our students can confidently employ mathematical symbols and models.

The development of the following skills and abilities is of prominent importance: self-motivated learning, decision-making skills, and creativity.

The German International Abitur (DIAP) constitutes the completion of our high school. Students who successfully sit the exam receive an internationally recognized secondary school exit qualification that will enable them to begin a program of study at (but not limited to) any English- or German-speaking university in the world.

We support and advise our students in any and all questions regarding their career choices, university studies, or other professional education programs. It is important to us that our students pass the Oberstufe and the DIAP with the highest degree of success and an optimal foundation for their further academic or professional careers.

2.2 Bilingualism

In today's world the English language is no longer a foreign language for some, it is a necessary skill for everyone. For this reason we start English skill-building as early as possible, giving our students ample time to engage the English language in a relaxed and playful setting, while at the same time laying the foundation for English competency.

This process of skill-building begins in our kindergarten where a native speaker familiarizes children with English through games, songs, and storytelling.

In the primary (elementary) school formal English language instruction begins in the 1st Grade. From 2nd Grade on English is taught according to skill level,

encompassing all three grades in three homogenous learning groups. The subject of Art is generally taught in the English language from the 1st Grade on.

In the middle- and high schools our students further their English language competency through classic foreign language instruction and through additional subjects that are taught either exclusively in the English language or bilingually (German/English). In the case of the latter classroom instruction consists of alternating English- and German language modules.

As in the primary school, the subject of Art is taught exclusively in English. From 8th Grade on multiple subjects are taught bilingually or exclusively in English. Students employ both German and English in the classroom daily and thus constantly improve and strengthen their language skills.

It our express goal to prepare students for a professional world in which English fluency is expected and the workday is at the very least bilingual.

2.3 Individual Advising and Support

"No child left behind."

It is our utmost concern to "meet our students where they are" and to provide them with appropriate support and enrichment opportunities.

2.3.1 Special Needs in the Primary School and Transition Year (5th grade)

In order to ensure that all primary- and transitional year students can successfully participate in the classroom we at the DSSI continue to develop and improve our diagnostic testing and special needs advising and support programs.

Since 2008-09 we have offered qualifying students a special needs support program parallel to normal classroom instruction, specifically in the areas of dyslexia (reading- and writing difficulties) and dyscalculia (difficulties with maths).

Beginning in 2009-10 a certified specialist will be able to offer individual students additional support programs in the following areas: dyslexia, dyscalculia, attention deficit- and concentration disorders (ADS/ADHS), low-achievement and/or learning deficit disorders.

These support programs include (but are not limited to):

- Initial diagnostic testing (using standardized test instruments) to determine a child's individual needs
- Comprehensive advising (incl. students, parents, teachers)
- Development of a support/action plan
- Individual support using approved therapeutic approaches
- Documentation of child's improvement using progression diagnostics and possible modification of support program's focus

Any such program of special needs support should be successfully completed by the time the child enters middle school. In the case of a chronic learning disorder additional assistance remains available in the form of individual counseling and support. Through the addition of a specialist to our staff we will be able to offer our students group support opportunities at each grade level as well.

2.3.2 Support and Enrichment Activities At All Grade Levels

Individual support and enrichment programs are conducted both parallel to regular classroom instruction and during after-school hours.

These programs include (but are not limited to):

- Courses supporting reading-, writing-, and mathematics competencies
- DaZ (German as a Second Language)/DaF (German as a Foreign Language): group support for children whose native language is not German.
- Small group settings (general)
- Enrichment activities in the areas of language, maths, art, music, and athletics.
- The development of a German enrichment program for Kindergarten through 9th Grade

In order to maximize the effectiveness of these offerings the DSSI constantly seeks support from professional speech therapists, ergo therapists, and psychologists.

We are constantly in a process of reviewing and modifying our support and enrichment offerings in order to best meet the ever-changing needs of our students.

2.4 Full-Day Concept

At the DSSI we offer our students an open, full-day school, complete with voluntary after-school programs that are open to all grades. Our extensive list of programs and offerings further the work begun in the classroom by encouraging social contact between students and helping them further both their academic and social competencies. Our small group sizes create optimal conditions for the individual student to flourish as an individual.

Furthermore our qualitative, reliable after-school offerings offer an additional path for new students' to integrate socially into the class community. Our full-day concept and its offerings are broad in scope and include enrichment opportunities in athletics, art, music, technical skills, mathematics, German, Korean, French, Spanish, and English. Children also have the opportunity to take part in an organized in-school study period for the purpose of completing homework.

During the midday recess students can avail themselves of a warm, full-service meal in the school's cafeteria.

2.5 Activities, Events and Facilities

2.5.1 Class Trips and Field Trips

Traditionally at DSSI the second-to-last week of school is reserved for class trips. These trips are an important component of our educational program, as they encourage students' development of important social skills, learning methods, subject knowledge, and personal responsibility.

The primary school's trips generally last for 3-5 days. The middle- and high school trips last for 5. Class time is used prior both to reflect upon and prepare for the class trip. All class trips are structured around a specific educational concept and constitute "learning outside of the classroom". Above all, these trips encourage students to take a hands-on approach to explore and interact with their host country of Korea.

Goals, activities, and planning for class trips take place both in the classroom and in cooperation with parents. A new concept for the newly-opened high school is in development.

2.5.2 Contests and Competitions

Taking part in competitions is an especially attractive way for students to uncover new learning opportunities, as well as test their abilities in a practical way outside of the classroom. The attainment of prizes and recognition is equally exciting. For students whose unique talents and abilities are not always visible in day-to-day classroom activities, competitions represent an especially important chance to shine.

Competitions at DSSI are offered in many subject areas, at many achievement levels, and for multiple age groups. Athletic competitions include the International Ski Festival at Yongpyeong, an annual event of international calibre where DSSI had claimed the *Overall Prize for Best Nation* twice. The Korea Foundation International Soccer Tournaments are another favorite event in which DSSI grades 1 through 10 test their mettle against other national and international teams.

Yet our students' competitive endeavors are not limited to athletics. Every year our primary school students take part in the "Hi Seoul Festival" art competition, and twice one of our students has claimed the top prize among all participating international schools in Seoul. For other students there is the possibility to take part in National Geographic's worldwide geography bee, the Kangaroo mathematics bee, or the Mock Stock Portfolio contest.

2.5.3 Student Exchanges With Other International Schools

At DSSI teachers constantly strive to not only provide students with comprehensive subject knowledge, but also to introduce and facilitate new and varied means of information acquisition, and to encourage contact with and understanding between different cultural groups.

In foreign language lessons we stress not only orthography, grammar, syntax, and idiomatic usage, but also the active, practical application of language in diverse situations and scenarios. Above all our students should gain confidence in expressing themselves intuitively and spontaneously in the target language.

DSSI has a long-standing relationship with both the Lycée Français de Séoul and the Seoul American High School, and we conduct regular student exchanges with both partner schools. The language exchanges have resulted not only in increased language competency, but also in close between students of all three schools.

2.5.4 Internship Program

In the second semester our 9th and 10th grade students complete a one-week professional internship with local firms and businesses.

The goal of the internship program is to provide students with a glimpse into the working world and hopefully to better inform their future career choices.

Our students are responsible for finding and securing their own internship in Seoul. The school possesses a list of known and trusted local firms and businesses where our students have been well taken care of in the past. Our

teachers assist students during the application and preparation phase and also visit students on site during the week.

After the internship has been completed students invite parents and representatives of the sponsoring firms and businesses to a special evening of presentations. This event also follows specific criteria set forth in students' German lessons, as well as other subjects.

2.5.5 Customs, Festivals and Traditions

At the DSSI we place great value on cultural exchange. As a recognized German school abroad our responsibility to facilitate said exchange is clear. The school represents a part of Germany's cultural and educational image in Korea, and it creates an important connection between the two countries.

The traditional festivals at the DSSI make up an important element of our ongoing endeavors at cultural exchange. These include St. Martin's Lantern Festival, the Christmas Market, Advent Music program, Chuseok, Lunar New Year, and Buddha's Birthday and many more.

Through these living traditions we strive to enrich intercultural encounters, both within our own multicultural school community and also with our host nation of Korea.

Participation in additional extra-curricular events by our students, teachers, and parents provide further opportunity to engage our host nation.

Our goal through the above mentioned events is to strengthen our school's sense of community and the communication within it, to provide "new arrivals" with a small sense of home, and to increase a sense of well-being in our larger community in general.

III. Together in Trust and Accountability

3.1 School Association and Governing Board

The DSSI is a recognized, accredited German school abroad that is privately owned and run by the German School Seoul Association. All parents/guardians of DSSI students are automatically members. The governing board consists of 6 members who, according to the Association's constitution are elected to office for a period of two years by a meeting of all Association members.

The tasks and responsibilities of the governing board are determined by the Association's constitution and by the requirements set forth by the Central Office for German Schools Abroad. In connection with school leadership and associated external partners the governing board makes decisions to safeguard the existence and fulfill the goals of the DSSI.

The board bears the responsibility to guarantee the organisational and financial needs of the school, as well as the creation and monitoring of the school's budget. The board is the official public face of the school, maintains contact with both German and Korean organisations in the host country, as well as members of the international business community. The board is responsible for the school's marketing and external sponsorship. Working closely with school leadership the board is responsible for the material and staffing needs of the school, as well as ensuring ongoing staff development in the school and kindergarten. Together with the school's business administrator the board ensures the proper maintenance of

school facilities and coordinates long-term planning for future facility improvement.

The board oversees the overall process of continued school development, working closely with the newly-created Steering Committee to realise the many changes and improvements that the past few years have made necessary. The monthly board meetings provide an opportunity for the board to inform itself about the work in the various groups and teams at the DSSI. They also provide opportunity for the leaders and representatives of said groups to report on progress, express desires, and offer criticism. Members of the German Foreign Affairs Office and the business community are also included in these meetings. The meetings minutes are duly recorded, transcribed, and archived.

The board is represented on the school's Steering Committee to guide the creative aspect of school development, above all the current conceptualization of the DSSI's school program. A member of the board also takes part in all-staff teacher conferences. Communication with parents about the board's activities and decisions is ensured through regular meetings with parents leading up to the monthly board meeting.

3.2 School Leadership

The "expanded school leadership" (ESL) works alongside the principal and the vice-principal (who also serves as the primary school principal), the upper school coordinator, the middle school coordinator, and the kindergarten principal in a closely-knit, intensive, and trusting team. It only by teamwork that we can ensure the consistent development of our children and students from kindergarten through primary school and the upper schools, ending in a successful school exit qualification.

In weekly meetings the ESL reports on the situation in the individual schools/grade levels. Problems and solutions are debated and decided upon. School development priorities are determined and then suggestions are passed on to the appropriate body (Steering Committee, Planning Committee, kindergarten staff, primary school staff, and upper school staff).

The principal and/or the vice-principal are members in all individual teams and work groups. In this way the school leadership remains informed about ongoing development processes and can give impulses for further work.

3.3 Teaching Staff

In the preamble and chapter I we state our educational and training goals. Each and every member of the teaching staff at the DSSI makes a fundamental contribution to the realisation of these goals.

As a German school abroad that administers the International German Abitur Exam staffing choices are of primary importance. At the DSSI certified teachers from Germany work alongside teachers of other nationalities. American and British teachers either teach or support German colleagues as co-teachers in English-language subjects. For years our Korean teacher has provided Korean language instruction at multiple skill levels.

Cooperation amongst the staff, combined with cooperation with parents, is necessary to ensure that we meet our students' needs and help them achieve their goals, whatever those might be. It is important to us to work together,

consistently grow ourselves professionally with both in-house and external trainings, and above all, to constantly strive toward excellence in teaching.

3.4 Students

The active inclusion of our students in school life and development is an indispensable building block of our educational and training demands. Student participation is ensured through the student government, the SMV, which consists of a representative of each class from grades 3 through 12 a student body president, a vice-president, and student-teacher liaison elected from among the teaching staff by the entire student body.

A spokesperson is elected by each class at the beginning of the school year, and these representatives elect one of their own (usually from the upper grades) to be student body president. The student body president maintains communication between the student body and the school's governing board, teaching staff, and school leadership. Members of the SMV also participate in other school bodies, such as the Planning Committee.

The SMV is also responsible for organising many of the traditional festivals and events at the DSSI, such as Carneval, Halloween, and joint events with the Lycée Français de Séoul and the Seoul American High School.

The SMV meets regularly to discuss past, present, and future activities and problems. The results of these meetings are communicated to the individual classes through their representative. If necessary the SMV informs the school leadership of meeting results, as well.

3.5 Parents

Parents and the school together share the responsibility for children's development. Optimal development arises from a classroom instruction embedded in a multifaceted school experience, which is crafted by teachers, parents, and students working together.

Our goal is a positive learning environment where everyone works together and helps one another. We achieve our educational and training goals through regular communication with and the inclusion of parent representatives in the activities of the governing board, as well as regular meetings between parent representatives and school- and kindergarten leadership.

Cooperation between school and home is ensured through bi-yearly parent-teacher conferences, where important questions regarding students' educational and personal progress are discussed. At the beginning of each school year 2 parent representatives per class and 4 representatives for the kindergarten are elected. In a subsequent meeting all parent representatives elect a single spokesperson and an alternate. We always strive for a balanced representation of our German and Korean households. A second meeting of parent representatives usually takes place at the start of the second semester.

The parents' spokesperson participates in the governing board's monthly meetings and presents parents' opinions and suggestions for continued school development.

Additionally parents contribute richly to school life by sharing their unique talents and abilities in such areas as:

- participation in projects and after-school activities
(construction projects, bookkeeping, Planning Committee, Marketing Team, etc.)
- preparation of special events and school festivals
(First Day of School, flea market, Halloween, St. Martin, the Christmas Market)
- finance and sponsoring campaigns
- chaperonage of school outings and events (ski days)
- organisational assistance with our All-Day Program
(work groups, enrichment activities, etc.)
- organisational assistance with extra-curricular activities
(sport competitions, etc.)

The interests and needs of the school are regularly discussed among parents. To encourage this exchange a monthly "parents' coffee" is organised for all interested school and kindergarten parents. Other informal events ("Stammtische", etc.) are organised through individual parents representatives. In addition to regular meetings all the parent representatives are available as contact persons to anyone at any time.

At the DSSI there is an additional parents group called "The Korean Mothers Union" that represents the interests of Korean families at the school. Meetings take place twice per school year. At the first meeting a spokesperson and an alternate are elected.

3.6 Administration and Support Staff

The administration and support staff at the DSSI are comprised of a Korean administration specialist, a German secretary/accountant, and Korean technical staff: janitor/caretaker, bus driver and chaperon, cleaning crew and a catering service.

3.7 Community Partners

The DSSI maintains multifaceted relationships with multiple external school partners. Among these are the Lycée Français de Séoul, the Seoul American High School, the Yongsan International School Seoul, and the Hanyang elementary School. For many years now the DSSI has conducted student exchanges with the above mentioned schools, participated in joint sporting events, and carried out joint projects and festivals.

The DSSI regularly avails itself of events, lectures, theater performances and other offerings from the Goethe Institute in Seoul.

We are strengthening our relationship with the German Academic Exchange Service (DAAD).

The German-Korean chamber of commerce supports the DSSI in its organisation of various events and lectures, the execution of our annual internship program, and through sponsorship.

Many members of the school community are also members of either the German-speaking Catholic Community or the Evangelical Community of German Speakers. This makes for a close cooperation that results in the annual Community Festival held on the DSSI grounds, a highlight of the school year for all.

The DSSI works closely with the German Foreign Affairs Office to fulfill common goals for cultural and educational outreach in Korea. The Federal Office of Administration in Cologne supports the DSSI through consultation, financial

support, and the sending of Auslandsdientslehrkräfte (ADLK) and Bundesprogrammlehrkräfte (BPLK). The DSSI enjoys an excellent relationship with the German embassy in Seoul, and the two partner regularly to plan events and discuss matters relating to the school's unique position as a German school abroad.

3. Alumni

Currently contact with alumni extends all the way back to 1976 when the school first opened its doors. Alumni can find each other and keep in touch through the Alumni-Forum on the DSSI home page. This forum is currently being revamped. Our goal is to provide our alumni with an alumni-network that does more than enable mere contact. We want to strengthen former students and graduates' relationship to the school and foster an active information exchange between alumni and current DSSI students, especially those preparing for university studies or professional careers.