



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

School Program of Wangari-Maathai-Internationale-Schule

1. School-specific framework conditions

1.1 School with a special educational character

The Wangari Maathai International School (WMIS) is the second state-run international school in Berlin where students receive an excellent multilingual education primarily in English and German.

The special educational character is characterised by the claim to enable children and young people from highly mobile families to successfully complete their school career, which is characterised by a change of location. At the same time, they should be able to continue their education until they are ready to start a career or go to university.

WMIS is an integrated secondary school with two classes, which in future will comprise the primary level (grades 1-6), the lower secondary level (grades 7-10) and the three-year upper secondary level, with the expansion taking place gradually. In the school year 2021/22, the oldest children will be in primary grade 5.

In addition to our bilingual concept, the work in all subjects is oriented towards the future in a globally interconnected world [Earth, Arts, Action - this is the motto of our mission statement], which makes possible both a connectable learning development and extensive competence building in an international context. Taking into account their different previous experiences, the pupils are led to an individual ability to act.

WMIS was able to successfully apply to become a Bega school in the school year 2020/21, which means that special offers in the artistic-musical area in the form of theatre, art, movement and language are offered and profile the school.

At WMIS, children from highly mobile families and children from families who live permanently in Berlin learn together. The classes at WMIS are made up of children with native English language skills on the one hand and children with native German language skills on the other. However, many pupils also have a mother tongue level in both languages.



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
 Babelsberger Straße 24
 10715 Berlin
 0049 (0)30 857 589 45

The more developed language of the pupils is crucial for their literacy and is then continuously taught as a *mother tongue*. The less developed language is equally valued and is taught just as intensively, but as a *partner language*.

Due to its special character, the catchment area of the WMIS is supra-regional, i.e. not bound to any region of Berlin, while being accessible to all pupils who meet the specified language profile and qualify in a successful application procedure.

The Wangari Maathai International School was founded in 2017/2018 as a school under construction, with only one grade 1 class as an offshoot of the Nelson Mandela International School, but in 2019/2020 it already consisted of four Flex classes A, B, C and D, which were taught according to the flexible school entry phase system. [Flexible Schuleingangsphase → cross-year classes that teach the knowledge and skills of grade 1 and 2, but in which all pupils can remain according to their learning development, for a minimum of one and a maximum of three years].

From the school year 2021/22, for pedagogical reasons, the school abandoned the Flex system and teach Years 1 and 2 separately, following a decision by the school conference. All classes will be homogeneously taught.

Every school year we take in two new 1st classes, and for the first time in the school year 2022/23 we will teach all classes from grades 1-6 under one roof.

In the school year 2021/22, 200 pupils are enrolled at WMIS. When the classes have grown up in the school year 2022/23, the number of pupils will reach approx. 250 in 12 classes.

Development of pupil numbers in a two-class system

School year	Number of classes	Number of pupils
2020/21	8	160
2021/22	10	200
2022/23	12	250



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

1.2 Class teams and composition of classes

All pupils are cared for in class teams consisting of two teachers (German & English) and one teacher from the socio-educational field.

In 2020/2021, the 150 students in eight classes were cared for by a competent mixed staff of German and English native speakers, about 16 teachers, 18 educators & social pedagogues as well as other pedagogical staff. In the school year 2021/ 22 there are already approximately 20 teachers working in the team. By the school year 2022/23, the team will consist of more than 20 teachers.

A 1st grade class at the Wangari- Maathai International School is composed as follows:





Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

The class sizes of the learning groups in classes 1 and 2 are 22 pupils. The class sizes of the learning groups in grades 3 and 4 are up to 24 pupils. This includes the possibility of side entries.

At present, WMIS has a primary school section with all-day schooling, which will cover grades 1 to 6 in the school year 2022/23. In the long term, it is planned to also offer a lower secondary level with grades 7 to 10 as well as an upper secondary level with the possibility of acquiring a university entrance qualification.

1.3 All-day Concept

The Wangari-Mathai International School is an all-day school where all students are required to attend from 8.00-16.00 on at least four days a week and receive professional support. on Friday, classes end at around 1 pm.

Attendance at the all-day primary school is free of charge for parents; care modules before and after school hours and during breaks extend the range of services offered by the restricted all-day primary school and are available via vouchers which are accessible via a certificate of need, which must be applied for at the youth welfare office.

1.4 Supplementary support and care by the Technische Jugendfreizeit- und Bildungsgesellschaft (tjfbg)

WMIS is a bound all-day school and has been cooperating with the Technische Jugendfreizeit- und Bildungsgesellschaft (tjfbg) gGmbH since its foundation to enable diverse and all-day learning. Since its founding in 1991, the Technische Jugendfreizeit und Bildungsgesellschaft gGmbH has been dedicated to combining scientific content with socio-educational concerns. The tjfbg gGmbH is recognized as a provider of independent youth welfare in the state of Berlin and is involved in various areas of child and youth welfare and the further education of professionals. The tjfbg gGmbH pays special attention to scientific-technical education, media-pedagogical offers and the integration of people with special needs.

The colleagues of the social pedagogical area focus their attention on the social-emotional development of the students. Each class is assigned a member of the



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

social pedagogical team, who is on site for the students - and their families - every day in close cooperation with the teachers. The team sees itself as a contact person and advisor for the students. They talk to them about their daily lives, discuss the issues that concern them, and answer questions. The social pedagogical team stands by the students in a protected and trusting framework of exchange, with personal concerns or private worries and needs, and supports the students in solving conflicts. The role of the team is that of a mediator. The focus is not on clarifying the question of guilt, but on illuminating the background to the dispute. The students work with help on a joint solution that everyone can agree to. Conflicts are perceived as an opportunity for further development.

The social pedagogical team encourages the independent and active use of free time and thus promotes the ability to organize leisure time independently. Space is created for the discovery of one's own abilities, skills, interests and desires. The team provides stimuli and impulses in the areas of sports, games, creativity and music by offering the students open activities in various fields of activity. During the school day, opportunities are created for joint activities, encounters and exchanges within the class, as well as across classes or grades.

It is important to the team to include the suggestions, wishes and interests of the students and to let them have a say in the course of events (participation) as well as to promote their self-reliance and independence and to encourage them to take responsibility.

The team of the social pedagogical area is responsible for the organization of the subject "social learning" (SL), the Informal Learning (IL) and the lunch band (Lunch) during school hours. Furthermore, we support the teachers and students in class, on excursions and field trips.

The additional support and supervision of the students before 7:30 a.m. (early duty) and after 4 p.m. (late duty) as well as during the vacations is also part of the responsibilities of the social pedagogical team.



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
 Babelsberger Straße 24
 10715 Berlin
 0049 (0)30 857 589 45

6:00 am until 7:45 am extended care through tjfbg (with voucher)

Monday		Tuesday		Weds.		Thursday		Friday	
Arrival	7.45-8.00 am	Arrival	7.45- 8.00 am	Arrival	7.45-8.00 am	Arrival	7.45-8.00 am	Arrival	7.45- 8.00 am
↓		↓		↓		↓		↓	
Lesson Time		Lesson Time		Lesson Time		Lesson Time		Lesson Time	
Lessons	8.00-3.50 pm	Lessons	8.00-15.50 Uhr	Lessons	8.00-15.50 Uhr	Lessons	8.00-15.50 Uhr	Lessons	8.00-13:05 Uhr
↓		↓		↓		↓		↓	
Pick-up		Pick-up		Pick-up		Pick-up		Pick-up	
3.50-4.00 pm		3.50-4.00 pm		3.50-4.00 pm		3.50-4.00 pm		1:05-4.00 pm	

Extended care offered through the Technische Jugendfreizeit- und Bildungsgesellschaft (tjfbg) gGmbH daily from 4:00pm to 6:00pm (with voucher)

1.5 Bilingualism

At the Wangari-Maathai School, the various subjects are generally taught bilingually in the same ratio, in German or in English.

The language lessons are divided into two groups of native speakers and partner speakers. It is therefore already ensured at the time of class division that both learning groups can be formed in equal proportions. Pupils with no or very little knowledge of German receive special advanced lessons in German as a second language in order to adapt their language level intensively in a short time and to enable them to participate successfully in subjects in German.

1.6 Building and Location



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

The WMIS is located on the district border of Charlottenburg/Wilmersdorf, not far from the public green and recreation area "Volkspark Wilmersdorf" with its numerous sports and playgrounds.

The Wangari Maathai School is located in a four-story building group that was constructed in 1912-1914 by Philipp Nitze for the 7th Wilmersdorf Community School. At that time, the building consisted of a short front and an elongated wooden building, which were arranged in parallel. Between them was a small atrium. A vocational school for girls moved into the front building, which was rebuilt in 1928. During the Second World War, large parts of the school building were destroyed and rebuilt in 1952 in a simplified form, followed by an extension in 1955/1956 (cf. <http://www.berlin.de/ba-charlottenburg-wilmersdorf>., 2006, date of access: 24.11.2020).

The building is located at the end of a street in a cul-de-sac. There is therefore little traffic in front of the school. Many children come by bike. Pupils learn on 4 levels accessed by two staircases. There is a freight lift in the back of the building. At the moment, the school is not yet handicapped accessible.

The school building at Babelsberger Straße 24 will remain the school location for the next few years, but as the school grows, the part of the building currently in use will become too small. The senate administration is currently examining the possibility of expanding the school.

Next to the building is a large schoolyard with lots of greenery and a synthetic surface. Between bushes are play islands with playground equipment, climbing frames and sand pits.

The school is surrounded by the Volkspark and allotment gardens. It can be said that the school is surrounded by greenery.

1.7 Rooms and Equipment

Each class has a classroom equipped with a Smartboard. In addition, the children use specialist rooms: 1 computer room, 1 art room, 1 music room. The rooms are functional and equipped according to the age group. In the afternoon care there are extra rooms for each grade level.



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin

Babelsberger Straße 24

10715 Berlin

0049 (0)30 857 589 45

The children eat lunch in a small cafeteria. In the school kitchen, fresh food is cooked every day by the school authorities, always with a vegetarian option.

A school library is under construction and is already being actively used.

2 gymnasiums are available from 8 am - 4 pm, some until 6 pm. In June 2020, construction work began on the lower gymnasium, so only one hall is available at the moment. Next to the building is a sports field with a rubberised playing field.

The art department recently has a kiln.



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

2.2.School processes: Profiles, cooperation, participation

2.1 WMIS is a Bega-School - School with a Profile

The concept of giftedness

The Berlin expert committee bases its recommendation for the promotion of giftedness on a multi-dimensional understanding of giftedness. This multiple intelligence approach assumes that "intelligence is made up of different competencies which combine to form higher-level abilities in the course of the learning and development process." However, not all children and young people can show equally high performance in all areas. That is why the promotion of giftedness must be multi-perspective and have an effect in different life worlds." (Senate Department for Education, Youth and Family (2018): Begabungsförderung intensivieren: Discovering and promoting potential).

Understanding of giftedness support at WMIS - our mission statement:

It is precisely this multi-perspective understanding of gifted education that we take up at WMIS. Our mission statement already states that the overarching goal of our school is to promote intercultural learning in a multi-perspective and creative way. We see the diversity of our school community, as well as the multilingualism of the children, as an enrichment and our greatest resource. "Project-based, interdisciplinary and with the help of creative methods, the pupils of WMIS learn to actively discover and shape the world. In our creative approach, we understand art in a broad sense. It includes not only aesthetic education, but also visual and performing arts, movement and digital arts. Pupils* learn in a multi-sensory, cross-curricular and holistic way." WMIS mission statement (2019)

Selection for Bega courses is based on criteria set by the course director in consultation with the school administration. The number of participants is limited to a maximum of 12 and is also open to pupils from other schools. The aim is to offer every child a Bega course within the school year if possible.

2.2 School with Courage - Establishing a Culture of Looking Culture of Looking - Dealing with Racism and Dealing with Minorities



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

Since September 2021, the school is a member of the network "School without Racism School with Courage".

This project offers all members of our school community, the pupils, the teachers and other school staff and the parents, an opportunity to actively participate in creating an appreciative co-existence. Together, the entire school community consciously opposes any form of discrimination and takes a firm stand against violence and bullying. All participants declare in a self-commitment to actively oppose any form of racism and discrimination and to carry out and actively participate in a project on the topic at least once a year. School with Courage offers many opportunities to practise first steps towards socio-political participation, to have a share in the togetherness of the school community and to learn about and demand children's and human rights.

There will be regular exchange and expertise with extracurricular cooperation partners of the network.

2.3 Organisation of the school day

Curriculum: The Wangari International School integrates various curricula in order to meet the requirements of the Berlin Senate and those of an international school.

Cooperation with parents:

Parent representatives have an important role in shaping opinions within the parent body. Together with teachers, the headmaster and pupils they shape the present and make decisions for the future and the success of the school.

Friends of WMIS: Parents actively participate in the realisation of the school programme as sponsors with their commitment, experience and donations. Together with the parents, the Friends of WMIS e.V. would like to contribute to an enjoyable time at school for the children and promote a good school education. To achieve this, the association depends on the active support of parents, teachers and friends of WMIS.

Friends of WMIS e.V. was founded in 2018 and is an independent, non-profit association with the aim of promoting education, popular and professional training as well as international spirit and tolerance in all areas of culture. The association is



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

financed by membership fees, donations and fundraising events. Parents are involved in the work at various levels in classes, year groups or in various kind of groups. Parents play an important role in Berlin schools. Parents can and should help to shape the school and therefore have comprehensive rights to shape and make decisions, which they assert through their participation in the school committees.

Diagnostics: A diagnostic programme is used to assess learning levels in all grades. From the data obtained, our teachers can deduce the need for support. We work with LauBe, ILEA plusVera 3, the Hamburger Schreibprobe (HSP), the Stolperwörter_Lesetest, the GL assessment system and Elfe zwei.

Read Aloud Day: Since 2004, the nationwide Reading Aloud Day has been Germany's largest reading aloud festival. WMIS conducts a Reading Aloud Day as a project, firmly anchored in the school calendar, on the one hand to convey to the pupils the pleasure and joy of reading, but also on the other hand to give them access to different literature. Reading aloud and being read to: a reading day promotes the togetherness of the diverse school community and thus enriches not only the pupils. We invite parents to become readers. Pre-recorded videos of the reading mentors can also be shown under Corona conditions. The parents, grannies and relatives of the students have read over 60 reading pieces in German and English, thank you very much!

Assemblies: Regular assemblies before the feasts are a testimony to the talents of our children as they perform songs and self-written texts or play serenades. Parents sit in the audience and watch their children's progress.

Barbeque: At the beginning of the school year, the school community meets for a joint barbeque. We eat, drink and play on the school grounds. Especially for families who are new to the school community, it is an opportunity to get to know other families and the teachers and non-teaching staff.

Project week: During a special week in spring, the school community explores a theme that can be derived from our mission statement. The results of the projects are to be presented in an "Arts Week" at the end of the school year.

Social learning: Through the targeted promotion of personal and social skills in "social learning" by the social pedagogical team, the students should be enabled to deal appropriately with themselves and others in situations of togetherness. This



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

refers to competencies that enable a person to act appropriately in a "we" structure. These include, for example, empathy, communication, teamwork, cooperation and conflict skills.

Games: From grade 3 onwards, the Federal Youth Games (athletics) and various school sports competitions take place in the form of internal, regional and supra-regional sports activities.

Swimming lessons: Swimming lessons are offered for the 3rd classes. The badge test is taken in grade 3.

Cycling test: The cycling exercises in the nearby traffic garden with cycling test are completed in grade 4.

Media concept: A media concept was created in the school year 2020/21 and is constantly being expanded. All classrooms are to be equipped with smartboards. Tablets and notebooks are to be available at class level if the school has secure wi-fi. With the framework curriculum for Berlin and Brandenburg in force since 2017 and the basic curriculum media education, media education and digital competences are to be integrated in all subjects of the school. The school's internal curricula are being further developed for this purpose.

Arts Week: an annual school festival as a reflection of our mission statement, as a ritual and fundraiser.

Rituals provide security and reliability in school life and thus create trust and a sense of security. In this sense, a project week is to be firmly installed in the school year calendar in cooperation with parents and colleagues, which makes the school's profile [Earth, Art, Action] known to a broad audience, but also in the school community. This project week is to be concluded each year with a radiant closing party for all. The festival is planned annually as a charity event/fundraising to raise funds for extraordinary projects, for purchases "out of the ordinary", or for the special support of non-profit organisations that are actively involved in school life as cooperation partners.

Interlocking of institutionalised forms of participation: Class representative - Class council - Establishment of a student parliament and election of a liaison teacher.

Cooperation with partners: WMIS works reliably with cooperation partners such as SIBUZ, the Youth Welfare Office or the education and counselling centres.



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

3 Development projects from school year 2020/21 onwards

Conflict controller training → de-escalation and intervention in conflicts.

Even if the word "conflict" is associated with negative connotations, conflicts are part of living together, of acting out the different needs of people in a community.

Ortrud Hagedorn developed and introduced the Berlin conflict pilot model in 1992. Conflict pilots are pupils who have received special training in the procedure of constructive conflict management. They have learned to remain impartial, to maintain confidentiality and to guide the disputants towards compromise.

In school, the conflict pilot model is a way to de-escalate conflicts or violence at a low level and to intervene immediately in critical situations.

Educators: grade 4

Restructure existing inventory, build a library → School library as a place of learning

School libraries are not only places of learning and living for children and young people, but school libraries can become meeting places, places of fanaticism where the written word, literature, comes alive. Being read to and reading for themselves, pupils can inform themselves, research, marvel, but also sit comfortably on the couch and "browse", use the library as a place of retreat.

Children talk about stories and new impressions. A library offers stimulating occasions for conversation, children learn to think critically about contexts, to deal actively with media and to question information conveyed by the media.

Forming an opinion and finding one's way in a digital world are important core competencies in today's world, because they make pupils capable of acting, so the school library is an important place.

At Wangari Maathai School, the existing library is being upgraded and expanded and supplemented with new media. This is a project in which the school's parents can also get involved.

Library group



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

The introduction of waste separation in the school → Developing an awareness of the problem of waste disposal and waste avoidance among the pupils.

The amount of waste generated in Germany in 2018 was 417.2 million tonnes! In order to protect nature and our environment in general, it is really important, not only in the context of environmental education and sustainability topics, to sensitise even young children to the proper handling of waste. Food waste, waste avoidance, waste separation and recycling can be addressed just as much as the path from raw material to product to waste. The pupils are informed about German recycling systems such as the Green Dot and learn to be mindful of their own consumption and to critically question their own consumption.

Educators, Frau Dürnhöfer, Frau Kalpein

Interlocking of institutionalised forms of participation: Class representative – Class council - Formation of a student parliament and election of a liaison teacher

These forms of participation are closely related in terms of content and organisation; they enable pupils to play an active role in shaping school life. In the pupils' parliament, pupils practise expressing their interests and needs, taking responsibility and they are part of a culture of communication and discussion in which they can experience appreciative togetherness in regular processes of a democratic community. By regularly informing their fellow pupils, teachers and educators, but also parents, the suggestions and ideas of the pupils' parliament are made transparent for the whole school community and the pupils' parliament is recognised as an active body. The liaison teacher is available to advise the pupils in case of problems and to advise the entire student council in the planning and implementation of their projects. The liaison teacher also coordinates communication with the school administration.

Educators

Development of a language education concept and a support concept



Wangari-Maathai-Internationale-Schule

2. Internationale Schule Berlin
Babelsberger Straße 24
10715 Berlin
0049 (0)30 857 589 45

At our bilingual International School, language plays a central role in interpersonal communication between people of different cultures, with different customs and traditions of the individual countries. Good language skills are central to the overall development of the child's personality, this includes not only spoken language but equally written language and body language. We would like to develop a good language concept for our school which fulfils this expectation of bilingualism and better supports children from highly mobile families in order to ensure connectivity. This includes the development of curricula that are individually adapted to the educational standards of the KMK as well as to the special character of the school.

Similarly, a language concept includes the development of binding performance, promotion and assessment standards. Thus, a comprehensive basic plan for language development is planned, in which the functional positions are also transparently identified in order to designate central contact persons for colleagues and parents.

Ms Gesse, Ms Kasseck, Ms Gendall-Conrad

Music Department

As part of the organisational and personnel development, the music department is being expanded. This includes setting up a music room and a band room, which will be soundproofed. The music teacher will offer musical activities: Building an orchestra and a choir.

Mr Jovasevic