



Newsletter RIS Swiss Section 2016 - 17

Seventh Issue

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Dear Friends of RIS Swiss Section – Deutschsprachige Schule Bangkok!

It is our great pleasure to present the seventh issue of the newsletter for the 2016-17 school year and we wish you a pleasant and informative reading,

Simon Dörig, Principal & Hendrik Schuhmacher, Editor

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School Board/ School Management



Jörg Alois Reding - new member since AGM 2016

Work Experience:

- Before serving the Swiss Government he was a journalist, lecturer and made his internship at Berli&Jucker, (Thailand); in addition he was a soldier and then officer in the Swiss Army.
- For the Swiss Government he was a business diplomat and economic development specialist as well as a Delegate of the Swiss Federal Council for Trade agreements. Ambassador since 1999
- 2008-12: Swiss Ambassador in Singapore
- 2012-16: Swiss Ambassador in South Korea

Education:

- He went to school in Switzerland, Brazil and Canada; graduated in economics from the Univ. of St Gallen and Simon Fraser Univ., Vancouver, Canada.

Personal:

- He lived and worked for a number of years in the Ivory Coast, South Africa, Thailand, Singapore and Rep. of Korea.

Motivation for working on the school board:

- The presence of a good school was always the most important factor before we accepted a transfer
- He is ready to give back what he can of his experience in the form of being a member of the School Board in Bangkok
- Support the cooperation between Switzerland and Germany but also the location in the frame of a big international school which offers additional opportunities, also thanks to the access to its infrastructure.





School Development

Things are getting done...

What is a good school? This "simple" question marks the beginning of what is now described as a whole movement with the concept of pedagogical quality management (PQM) or the school development and also the development of teaching. International comparative studies such as PISA have shown that schools achieve good results when they have a high degree of self-responsibility. At the same time, it must be clear which services are expected from the schools, and that these services are then systematically evaluated. This is the context of school development. German and Swiss (foreign) schools have always characterized themselves by a high degree of self-responsibility, profile formation and entrepreneurial activity. They are characterized by locally embedded work, presenting themselves in the public and solving financial issues. The financial and personnel support as well as the recognition and approval of the curricula and qualifications by the countries of origin are made on the basis of guidelines. School research and practical experience suggest that the quality development is good if the schools have as few guidelines as possible, but these few guidelines are extremely binding. In this way, self-responsibility can be combined with quality assurance.

In this sense, a lot has developed at the RIS Swiss-Section - Deutschsprachige Schule Bangkok in the last 5 years:

- Introduction of profile E from kindergarten to grade 6
- New concept of the homepage
- Regular systematic student feedback
- Professional collegial observation
- German support programs, such as DaF (German as a Foreign Language) and DFU (German support in subject classes)
- German Language Diploma I and II
- German support projects (classroom the after, class readings, and German weeks)
- Introduction of the Moodle learning platform at secondary level (grades 7-12)
- Introduction of iPads at the primary level (KG - grade 6)
- Regular further training on individualization and internal differentiation
- introduction of cooperative learning methods
- introduction of a binding methods curriculum

Currently, the teaching development group is mainly involved in the strengthening of German support and introducing the methods curriculum. As a new project, the use of iPads as interactive panels is being prepared. Already, this medium is used in various classes. Initial feedback from teachers and students is very positive.

This and next school year inspection visits will be carried out by our countries of origin: Inspection of the canton of Lucerne (20 - 24 February 2017) and Federal State Inspection, BLI 2 (28. August - 01. September 2017).

Remo Nyffenegger, Head of the School Development Group



SMV

Culture Festival

The Culture Festival is a biannual event for the German-speaking schools in Southeast Asia. In 2016 this four-day event was hosted by the German European School Singapore (GESS). Participants had the opportunity to join a variety of workshops. This allowed the students to learn more about other cultures.

On the final evening, the students showed what they had learned, and they had the chance to experience and see what other groups had accomplished. The theme was “infusion”. Courses as diverse as chemistry, song writing, and Bollywood were offered.

Our school representative, 12th grader Evan Hofmann, chose the “Popup” workshop as he felt it would be exciting and interesting. Together with his group, he created a three dimensional picture, which was then showcased to the other participants.

Paddy Denier



Teachers

How to cope with school stress?

In our school, examinations can take place as short oral examinations or written final exams, and are important to reach the secondary school level or for the final exams in grades 9, 10 and 12. Additionally, we have several examinations within our language diploma programmes and of course our regular class tests and exams.

Unfortunately, these frequent examination situations do not always lead to a kind of "test routine", which means that anxiety and fear are regular accompaniments to examinations. But these symptoms are not necessarily bad, because tension can lead to a high degree of motivation and create physical and intellectual potential, which are helpful for preparation. This can lead to good test results.

For some children however, any kind of test or examination means absolute horror and the extent of this feeling can have a great impact on the results of the examinations. At the same time, expectations of the children's results have increased.

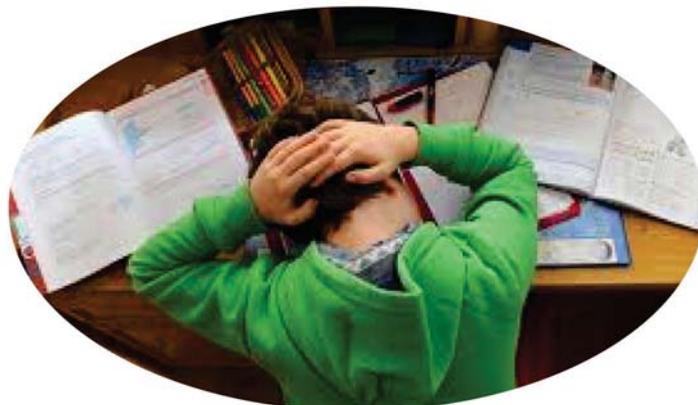
Here you can find a few simple and effective measures against this kind of stress, and these tips should help students to manage the situation in a better way:

Extensive preparation:

Students will probably never be able to work without this kind of stress. But it is about reducing it to a tolerable level. And for this, extensive preparation is essential and a prerequisite.

Importance of the exam:

As important examinations generally are, the stress can be reduced if students and parents judge the importance of exams more realistically. Some students put themselves under too much stress. A test that has not been passed or was not that successful is usually not such a big disaster and the overall performance can perhaps be increased by an improved oral effort in the lessons.



Questioning expectations:

One of the main reasons why children have stress in writing an exam is the fear of the parents' reaction. If the child brings a bad mark home, parents should express their disappointment, but then all have to look forward together. It is more important to support the child and to develop concepts that can help to improve their performance

Organize learning:

Some children lack structure when studying. Teachers and parents can therefore offer the child support in planning to work on and answer the following questions: When will the exam take place? What do you have to know? What do you know already? Where do you need help?

Get support by other specialists

Parents alone preparing their children for exams are not a good idea. Usually parents are impatient. Therefore, older students or tutors are a better alternative. Even school friends can help each other since they know exactly what a certain teacher expects for the test.

Develop strategies for writing exams:

If you want to support your child right before the exam takes place you should focus on what the child already knows and not on the deficits. It may also be helpful to discuss a strategy for the exam. Some children tend to work too long with the first question on a test and then time runs out for the other tasks.



News



struction project with a contribution from Swisslos of CHF 200,000.

The current school building of the RIS Swiss Section was built in 1991 with the generous support of the canton of Lucerne and with the help of private sponsors. Since then, there has been no significant investment in the school's infrastructure. This enormous need for catching up will now be met. In addition

Financial support for the construction project at RIS Swiss Section from Swisslos and the patronage canton of Lucerne

Karin Hess handed over a large check to the school during the inspection visit from the canton of Lucerne.

Every Swiss school abroad has a patronage canton which is responsible for pedagogical supervision. RIS Swiss Section – Deutschsprachige Schule Bangkok is therefore inspected by the canton of Lucerne every two years. Ms. Karin Hess from the Gymnasial Education Department visited several classes, held talks with various school bodies and interest groups and gained a profound insight into the school life from 21 to 24 February 2017.

The highlight of this year's inspection visit was the presentation of a check from the lottery fund of the canton of Lucerne at the Swiss embassy. In its role as patronage canton of the Swiss School in Bangkok, Lucerne supports the planned con-

struction project with a contribution from Swisslos of CHF 200,000. The current school building of the RIS Swiss Section was built in 1991 with the generous support of the canton of Lucerne and with the help of private sponsors. Since then, there has been no significant investment in the school's infrastructure. This enormous need for catching up will now be met. In addition to the necessary renovations, the planned extensions are primarily aimed at meeting the rising number of pupils. In addition, pupils should be offered a contemporary learning environment for individualized lessons and independent learning.

In this context, Karin Hess made it clear that the school is in a stable phase of growth: "I am very pleased to be able to guide and support this well-functioning school with its impressive school culture."

The whole school community of the RIS Swiss Section – Deutschsprachige Schule Bangkok offers their thanks for the generous support from the canton of Lucerne, especially to Ms. Karin Hess, Mr. Aldo Magno, the head of the Gymnasial Education Department and Mr. Reto Wyss, government council member.



Presentation of the intern- ship program in Grade 9

Professional orientation is an important part of our school program and therefore the students of our Grade 9 took part in an internship. For two weeks they plunged into real work life, which demanded a lot of independence! Apart from three students, all stayed in Bang-

kok. One student went to Phuket and two students even flew to Switzerland. All of them discovered interesting fields of work: hotel and tourism, medical services, journalism and education.

All companies visited by the teachers Mr. Nährich and Mr. Schuhmacher were satisfied with our young interns. After two weeks they came back in their school uniforms again, deeply satisfied with themselves and rich with precious experiences from work life. The students presented these experiences and their internship portfolios to parents, friends, students

and teachers on Wednesday, 22 March 2017 in the school's music room. The evening was a success for the students of Grade 9 and was a great occasion to present the internship program to the students of Grade 8, who will take part in this important extracurricular learning activity in February 2018.



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Contact us

RIS Swiss Section -
Deutschsprachige Schule
Bangkok
6/1 Ramkamhaeng 184
Road
Minburi, Bangkok 10510

Tel: +66 (0) 2518 0340, 42-
44

Fax: +66 (0) 2518 0341

E-mail: admin@ris-swiss-section.org

www.ris-swiss-section.org