

August 2018

Bilingual Learning

Bilingual Learning in Kindergarten, Primary and Secondary



IMMERSION

VIRTUAL REALITY

CAMBRIDGE

NATIVE SPEAKER

LOCAL
ROOTS

GLOBAL
UNDERSTANDING



This is our leadership team: Bradley Davies, Deputy Head of Primary School, Jaqueline Tillmanns, Head of Kindergarten, Martin Clarke, Pedagogical Head of Secondary School, Heike Eckhoff, Managing Director, Maren Clarke, Principal and Head of Primary School, Alvira Ramazanova, Head of Secondary School, Beverley Smith, Deputy Head of Kindergarten.

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Introduction

Dear parents,

KIBS stands for a vision. We have created a unique type of school which meets the growing educational expectations of the future: a school based on German regulations and lower Saxony curricula, but at the same time, with English being the predominant language.

We are working with the immersion principle, worldwide renowned to be the most successful programme for learning a foreign language. The immersion principle comes as close as possible to the natural process of native language acquisition. Our educators and teachers come from Native speaking countries worldwide and use gestures and demonstrations to help immerse students – creating an atmosphere free from language learning pressure.

At KIBS, we believe that learning should be fun – that is one of the most important goals that we try to achieve. Whether in kindergarten, primary school or secondary school, every child is in the foreground with their individual abilities, learning speed and interests.

With our media concept, children acquire the skills that enable them to lead a self-determined life in a digitalised world.

As a state-approved independent school, we regularly evaluate our concept and develop it further according to the latest findings - we always have the best possible education for your child in mind!



Sincerely
yours
Heike Eckhoff
Business Director KIBS



IMPRINT

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Our concept

KIBS at a glance

At KIBS, the focus is on your children - right from the start. Early childhood educators and teachers look after your children with an individualised educational programme within our unique concept. We take the time to get to know your children, the learning development is closely monitored.



Our institution would like to expand the quality of the German education system with international competencies in order to offer a valuable and individually tailored educational concept - in line with our constantly changing, globalised world. Whilst the focus is on academic performance, the teachers make learning interactive and enjoyable.

What is important to you?

A bilingual education from the age of 1?

Small classes to enable individual support for your children?

Lessons in a foreign language, taught by native speakers?

A modern and pedagogically valuable media concept?

Individually designed curricula and regular formative and summative assessments?

A mentoring concept to enable self-regulated learning?

A curriculum for German and international competencies?

A house system for emotional and social support?

Welcome to KIBS!

Our concept

- + Lower Saxony and international curricula
- + Immersion lessons with native speakers
- + Cambridge Exams (C1/C2 English language competence)
- With the KIBS degree you can study at German and English-speaking universities!

Overview

- Immersion by native speakers
- Media concept and modern kindergarten, nursery and school equipment
- Cambridge Examinations
- Private all-day school
- High level of teaching from qualified teachers and early childhood educators
- No cancellation of lessons
- Improved training opportunities after graduation
- School performances
- House system
- Numerous projects and themed days
- Creative and sports activities in clubs after school or kindergarten and nursery
- Holiday program in cooperation with Hannover 96
- Transition programme for students joining from other schools
- Mentoring Concept
- Assemblies
- Early and late care

Have we piqued your interest?

Visit us at one of our information evenings or on an Open Friday. For more information, please visit our website at:

www.kaemmerinternational.de

and on Facebook:

www.facebook.com/Kaemmerinternational

One day in our daycare

Large outside area for our “moving kindergarten” certification

In our KiTa the children learn through play how to navigate in a bilingual world. Our large outside area is an invitation to explore, gross motor skills are learned and developed in the activity room and together with other children the first basic skills are practiced.

Welcoming the children

The children are greeted in the morning in the group room from 8:30 am. During this time, it is possible to have a discussion between parents and educators. If you are short of time, you can always put your information in your child's organizer.

Free time

During the day there are always relaxation periods for the children. For example, time between 8:30 and 9:00 is used to allow children to arrive and play in the various play areas.

Breakfast together

At 9 o'clock breakfast starts in the group - with permanent seating for the children and communal cleaning of the tables at the end.

Morning circle

The morning circle takes place, alternately, in English or German. Together we start the day with a song or rhyming poem and discuss the daily routine. The „circle“ symbolizes our togetherness and community.

Hygiene

We have fixed „hygiene times“ The loving care shown by the educators should create a sense of trust. The children have the opportunity to tell the early childhood educators if they would

like another educator to help them in the bathroom. This is an important process so that children learn early on that their privacy is protected. All the children in the kindergarten brush their teeth after lunch.

Outside

All the children in the kindergarten and nursery go to the outdoor area at least once a day. Our terrain offers a variety of play and exercise options whatever the weather. During winter if it snows, we even have a toboggan available.

Education

Our curriculum is based on the British „Foundation Stage Curriculum“ and is based on the content of the „Orientation Plan for Education in the Early Childhood Education of Children in Lower Saxony“. A special emphasis is placed on the development of motor skills. The activities often take place in small groups. The focus is on the individual approach of the children. All suggestions, impressions and experiences open up learning processes for the children. By observing, imitating and trying out, they develop and test their abilities. It is important for us to respond to current events and situations arising from the group.

Group lunch

Lunch starts at 11:30. We involve the children in daily tasks, for example by helping set the tables.



Rest and bedtime

Sleeping after lunch is an integral part of our daily routine in the nursery and for our youngest in kindergarten. The children, who love to stay awake, are cared for, quietly, in the group.

Afternoon snack

There is a fruit or vegetable snack for all children in the afternoon.

Goodbye circle

At 3:20 pm, all children and early childhood educators say goodbye in a joint circle in which they sing songs, for example. The ritual takes place alternately in English or German.

Pick up time

During the collection time, between 15:30- 16:00 o'clock, there is another opportunity to have small discussions between the parents and early childhood educators.

A total of 121 children, in 6 groups, are cared for all day in our premises. For our children, aged between 1-3, we have two nursery groups with 15 spaces each. Our core opening hours are 8am to 4pm. However, there is an option to book early/late care.

Our educational staff consists of German and English speaking „native speakers“. We attach great importance to a high-quality of education. We also have external professionals, such as music teachers, sports and swimming coaches, who come to our kindergarten every week to do activities with the children in their respective fields.

Moving kindergarten

The goal of the “moving kindergarten” is to promote overall health, fitness and awareness through movement and perception. This takes place with consideration and inclusion of the social environment and by action competence in relation to the examination of one's own body (concept of self), with others (social competence) and with the material environment (material competence).

Since December 2014, the kindergarten has been running the „Bewegungskita (Moving kindergarten)“ brand and actively working in cooperation with Hannover 96. Coaches from Hannover 96 support the employees of the KIBS kindergarten in the implementation of the sports lesson and also offer afternoon programme such as, “Dance“. All courses are offered in our own sports hall.



Our concept in the Primary school

From Spelling Bees to Music Mondays

In our primary, 80-90% of our teaching and conversations with students are in English. Only German is taught by native German speaking teachers. We follow the curricula of the individual subjects in Lower Saxony - except for English, where we use the curriculum taught in English primary schools.



In addition, our curricula are supplemented by international competences and extended with events throughout the school year. Examples of such special project days include: Spelling Bees, Outdoors Day, World Education Games, Poetry Day, Anti-Bullying Week, Science Fair, Music Monday and many more. We are always striving to

deepen, expand and supplement the curricula of the different subjects with new pedagogical initiatives or methods - we are constantly evolving. Our class teachers are native English speakers and use modern teaching and learning methods that meet global standards. Our educational practices are based on the latest research results on

learning, learning processes and their didactic and methodological implementation.

Our primary school students are supported academically as well as holistically through a teacher emphasis on social and emotional development. Individual mentoring discussions with the class teacher, four times per school year, results in

specific objectives over which the children also have control and thus actively accompany their own school education from the very beginning. We want to ensure that all students' talents are recognised as being of equal value and thus build up and strengthen their self-confidence on an emotional basis at the same time as their academic skills.



Great Stage for young talents

Twice a year, our English-language musicals take place, and each time our students excel with their performances. In winter, year groups put on individual shows. In the summer, our whole primary school shares the stage. In recent years we have performed, among others, the musicals "Button Box", "The Pied Piper of Hamelin", and "The Zany Zoo". Through our performances, the self-confidence of all students is positively strengthened and, through the learning of English texts and songs, linguistic competences are required in a multifaceted and creative way.





Virtual Reality, iPad classes and a digital classroom
in our secondary school

In Hannover, but diving into the Great Barrier Reef!

KIBS Secondary School is an all-day secondary school with a special concept: lessons are not cancelled, your children will not be „forgotten“ and small class sizes are ideal for teaching and learning. On top of that, our media concept is close to the digital future of learning.

Similar to our primary school, we put great importance on the individual, academic and holistic development of your child, but also develop social and emotional competencies. Our qualified and motivated team of teachers takes care of your children in a targeted and supportive manner. We do not only focus on good grades,

the individual approach of our teachers working with the students is essential. Whilst working through weaknesses, we particularly focus on promoting and nurturing our students' strengths and talents. This also includes an education for greater independence. Following the same immersion concept implemented in the nursery,

kindergarten and primary years, the subjects are taught app. 50% in German and 50% in English by native speakers. Our curricula are based on the core curriculum for secondary schools in Lower Saxony and are enriched with international teaching methods and competencies. In addition, our students must take the Cambridge Lan-



A system of “Houses”, similar to what we know from Harry Potter, has been introduced to foster group loyalty and inclusion.



guage exams at the end of the school year, which will enable them to study at English-speaking universities worldwide. As additional compulsory subjects, besides English, we teach Spanish from year 5, and French or Chinese from year 7 onwards. For new students joining from other secondary schools we offer a special immersion program to help them adjust to the existing language expectation. With our “KIBS Individual Learning Program” (KILP), which we will initially introduce in years 5 to

8, starting in the school year 2018/19, students will get to know a new way of learning in English, German, Spanish and Mathematics: All students from year 5 to 8 can work independently and at their own pace on the learning content specified in iTunesU courses during the first two school lessons. This enables the subject teachers to better assess and respond to the individual pace of work. In addition, there are two regular lessons per week in each subject, in which teacher-centred instruction, class

discussions and presentations can also take place. For all other subjects, each child has their own learning development portfolio (ILP) which monitors the detailed subject knowledge and progress. The last lesson of each day in our Secondary School focusses on enrichment classes or provides opportunities to complete homework.

What exactly does the future of digital education look like? At KIBS, our media concept is constantly being advanced in

line with the latest findings. Every student works with their iPad, both in class and at home. In the future, we will develop our own learning materials, tailor-made for each child - teaching and learning cannot be more individual. Working on digital files together, fast communication and almost playful learning - our “digital classroom” makes this possible by providing a network for exchange amongst students and teachers with a convenient side effect for our students: The digital classroom

replaces certain textbook and hence replaces having to drag heavy books back and forth.

Diving in the Great Barrier Reef or near the Galapagos Islands, seeing sharks and sea lions - all this without leaving the biology classroom? At KIBS, we are increasingly focusing on the topic of “Virtual Reality” by using the “Google Expedition” app. We were the first school in Lower Saxony to be visited by Google. With the Google app, our year 7 and 8 students went on a virtual

journey of discovery. In this way the concept of abstract teaching comes to life. Instead of looking through glasses, children use cardboard boxes with an integrated smart phone, controlled via the teacher’s tablet. The multimedia class trip is enriched by additional teaching materials from the “Foundation Reading”, which makes the integration into the curriculum easier. By the way: Every classroom has an interactive board and is equipped with a good Wi-Fi connection.

The high standard in learning is a reality at KIBS, and it is the reason why many German families, and not only expats, choose this school. It follows the German curriculum but goes above and beyond.

Interviews with students – Philipp Tillmanns

“Most of the time, you have lots of fun. You are greeted by friendly faces.”



Philipp Tillmanns is a year 7 student in our secondary school; he joined KIBS in Year 2. We talked to him about his experiences at our school, using iPads, and the teachers.

Why did you choose KIBS secondary?

I chose KIBS secondary because my friends were coming here, and I knew some of the teachers already.

Did you go to look at other schools?

No. I only wanted to go to the KIBS secondary.

What makes KIBS special?

Most of the time you have lots of fun. You are greeted by friendly faces. In other schools teachers don't want to get

to know the children.

Do you think that you do not have to work as hard at KIBS?

I don't think that. I think at KIBS you work a little bit more, but with more enjoyment and excitement.

What are your teachers like?

The teachers are really helpful, they always give up their time to try to explain something if I don't understand.

What do you think of the ICT at KIBS? Are you looking forward to working with the iPads?

I find the ICT really really cool, because in other schools they only have a chalkboard or whiteboard, here I have my own laptop and I'm looking forward to working with an iPad in future.

Interviews with students – Neele Peschel

“The teachers want to get to know you as a person.”

Nele Peschel is a former student who transferred from a different school and left KIBS to join a Secondary School after completing Year 10 – at the time, KIBS did not have a Sixth Form yet.

Describe your first day at KIBS – how did you feel?

I was nervous at first as I was a bit younger back then, the most impressive thing was definitely that everyone was speaking English and I was a bit worried about my level of English. But everybody was very welcoming, so despite my fears it was a very good day.

Was it hard to get used to the English expectations?

During my try-out week I couldn't understand much, and during the first few days I was still really nervous. After a few months though it just all suddenly clicked and it wasn't a problem anymore, not in any subject.

What makes KIBS special in your opinion?

KIBS is a very small school, and there are obviously some positives connected to that. The atmosphere and the teaching methods are so different. Everybody cares about you, not just your grades. The teachers see you as a whole person, they want you to succeed in life, not

just academically. There is a lot of international mindedness and that influences your feeling for your environment, you are also being taught to care for others, about tolerance and other things. I wouldn't say it's like a family, as there is of course a professional distance still between teachers and students but the teachers sincerely care about you and want to get to know you as a person.

How does your new school compare to KIBS?

My new school is better than I thought. It's still not as good as KIBS because everything only focusses on your grades and on the fact that you have to function. You just don't get the same input. The History project our year group did at KIBS for example let me experience things that I couldn't have been taught by facts alone. KIBS combines the academic and human development in an outstanding way and promotes both adequately in their concept and without coming to this school I would have never learnt so much about life as a whole, it's an experience I wouldn't want to miss.

Do you feel you made enough progress at KIBS to prepare you for 6th form (Oberstufe) in a state school?

Absolutely, there are no gaps.





The house system as an accompanying system for positive actions

Recognising more than just school values

At KIBS we have a house system. Each child is placed into one of three houses – Leibniz, Lessing or Busch. Each student is individually rewarded with house points, which are recorded in their organiser.

The house points are given out according to OUR IDEALS – Outstanding achievement, Understanding and compassion (empathy), Resilience, Independent Learning and ICT competency, Daily good deeds, Effort, Assessments, Lesson contributions, and Student Performance (peer support, good citizenship, courage). When students achieve 30, 60, 100, 150 house points and beyond, they are recognised with certificates and awards in assembly. We believe in recognising the positives in school and that children can be successful in many ways; not merely academically.

Another part of this pastoral system is to build relationships amongst students in different age groups to enrich the

All in all, I wholeheartedly recommend this school as a propitious environment for learning, exploring and growing. We, as parents, are happy, and our children go and come back from school happy and proud.



sense of community. Our students move from dependence to independence in many ways. They are heavily involved in school life and take responsibility from a young age. One way in which they do this, is through our student council. Our students campaign to take on roles, starting in the primary as House captains and Vice House captains. These students meet regularly with their Heads of House to bring ideas for how we can make our school even better. Additionally, we vote for Head Boy and Head Girl each year. Amongst their respon-

sibilities is to manage student working groups, such as the anti-bullying committee and the sustainability group. Outreach activities, i.e. visits of our students to old peoples' homes, care facilities or fundraising for charity are also part of the comprehensive undertakings of our house system. We believe, that together with our rigorous academic educational programme, this concept will help in our goal to equip our children to face the ever-changing global world on our doorstep - creating highly skilled individuals and excellent communicators.



“Young Learners” take KIBS Cambridge exams

Evidenced progression of language skills

The Cambridge English Language Assessment is known worldwide and is recognised by educational institutions and companies as proof of proficient language skills. At KIBS, our “Young learners” can also take their Cambridge exams and have their language skills tested.



The non-profit department of the University of Cambridge in the UK prepares language exams according to the Common European Framework of Reference for Languages (CEFR); with about 100 years of experience in examinations, it is now one of the leading institutions for exams in English as a foreign language. Language skills are becoming measurable and comparable. The exams test what learners at a certain level can actually do within a particular context. The resulting frame of reference with specific competencies thus facilitates the classification of language skills for admission offices at national and international universities, personnel managers or language schools.

The four language skills “writing, reading, listening and speaking” are tested. The CEFR offers a grid for the classification of foreign language skills and distinguishes between six levels, from beginner to native speaker.

Our students start in Year 2 with the “Young Learners” exam (starters, movers and flyers) which tests the four language skills using motivational exams based on everyday situations. At secondary level, our students continue with these tests (KEY, Preliminary for Schools, First for Schools and CAE). When our students reach advanced and proficiency levels, they prove their level of competency at C1 or C2 (C2 is native speaker level).

Scientific guidance for early
language learning

Bilingual Education using the immersion method



In today's merging Europe and increasingly globalised world it is of utmost importance to prepare children for life in a multi-cultural and multi-lingual society as early as possible. Bilingual education institutions working with the immersion principle/method are the most successful facilitators of these competencies according to Prof. Dr. Kristin Kersten from the University Hildesheim.

Kristin Kersten is researching bilingual foreign language acquisition. Her faculty at the University Hildesheim is working in cooperation with KIBS; she has drawn up the following expert assessment with regards to our bilingual teaching concepts.

- Bilingual immersion concepts in their most intensive form, as offered at KIBS, are renowned worldwide as the

most successful method of language acquisition when, at the same time, the subject specific knowledge and target/ambient language are being promoted.

- Additionally, one needs to consider (as several years of research have shown, above all in Canadian immersion programmes): the more intensive the proportion of the foreign language, the higher the lear-

ning outcome in the foreign language, ambient language and individual subjects. Learners from intensive early age immersion programmes perform on average even better in these areas than monolingually instructed peers. Early studies also show cognitive advantages for children from intensive multilingual lessons.

- For the teachers, a special demand with programmes as such is that they not only have to adapt the teaching materials for the differing language levels of the children, but are also required

to make subject contents methodically and didactically accessible for learners who do not master the language yet by redacting/processing and contextualising. This variety of methods and strategies of assuring understanding seems to also benefit children with learning difficulties, as first studies in inclusive contexts show.

- In my opinion and referring to the current research of early bilingual teaching, KIBS can be regarded as an outstanding and exemplary bilingual school concept, which fosters/

promotes students to an exceptionally high standard.

The results of our existing studies also deliver the following results:

- The students reach, in comparison to other programmes, very high language competences in the foreign language (results of the observational studies and the SMILE-project, Möller 2016, Ponto in prep.).
- The teachers are excellently trained. We are observing an intensive use of authentic

materials with a high degree of comprehension checks and diversity of methods, which is exemplary with regards to the state of research in bilingual and inclusive teaching (Bode 2016, Möller 2016, TV documentary 3Sat).

- The atmosphere between teachers and parents is outstanding. Parents are informed about the programme and are seen to support the school immensely (Möller 2016). This is a deciding factor in the successful implementation of such a special programme according to research.



We are in cooperation with several, valuable partners
from our region and the surrounding areas. This enables us to offer
a large variety of extra endeavours. Many thanks!

Our partners:



Beraten. Qualifizieren. Entwickeln.

