

Bildungsthemen

The magazine by Phorms Education



SCHOOLS OVER – NOW WHAT?

Students are weighing up future life choices
for themselves earlier and more often P. 10



Photo: Stefan Wieland

‘Enabling individuals to make their own decisions’

Education programmes follow certain intentions and pursue specific goals. A civic-humanitarian, Humboldtian concept of education used to stand in opposition to a more utilitarian, purpose-driven paradigm. We are now undergoing a period of dynamic social change that is not only gaining momentum, but will continue to alter the framework of our economic and business world. What should we be teaching, when knowledge could have a very short half-life? In this context, empowering the individual across their whole personality, enabling them to deal with changing situations, familiarity with other languages and cultures, and the ability to contribute constructively to organisations run by other people is of key importance. In light of the current amalgamation of both approaches, we are asking ourselves the all-important question: school – and then what? We will look at the opportunities and perspectives without the narrow focus on the misuse of knowledge. We will focus instead on the variety of the opportunities at hand, and enable individuals to make decisions that will allow them to live successful lives. We want to support children and adolescents in finding the right qualifications for them, discovering a passion for their own goals and reaching their potential, which will lead them to a fulfilling life. That is the aim of our education.

I hope you enjoy reading this edition of our magazine.

Dr Carsten Breyde



Illustration: Karin Lubenau

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School is finished and you have qualifications under your belt. But what happens next?

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Find Mr Phox!
A red fox is hiding
in the pages of
Bildungs-
themen.
Can you
find him?





Photo: Phorms Education SE

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'I want to be
an author
one day, too'



Photo: Phorms Education SE

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Painting by numbers!

Can you tell what's hidden behind this shape?



Did you know? 2018 marks 100 years since the birth of Nelson Mandela

Who was Nelson Mandela?

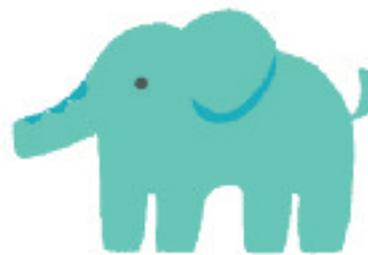
Born in 1918, Nelson Mandela was a South African activist and politician. From 1948 to 1994, politics in South Africa was shaped by apartheid. Mandela stood up for equal rights for white and black people. For this, he was put in prison for 27 years. But he had many friends all over the world. In 1990, white South Africans changed their policies. Nelson Mandela was released. In 1994, black people were allowed to vote in elections for the first time. Mandela became the first black president of South Africa. In 1993, he was awarded the Nobel Peace Prize. During his lifetime, he became a political and moral example for many people worldwide.

Fun festive facts



The Armada goose

Where does the Christmas goose come from? They say that the tradition of the festive goose probably originated in Britain. In 1588, Queen Elizabeth I of England was sitting down to a roast goose when she received the news that the English fleet had destroyed the Spanish Armada. She is said to have declared then and there that the goose should be eaten for the Christmas roast. However, the turkey has since replaced the goose in England.



Christmas trees for the elephants

Unsold trees are often fed to elephants in zoos, who find this festive treat particularly tasty. Trees which have been sold for Christmas, however, are not fed to the animals in January. This is for health reasons, as the trees could still contain Christmas decorations.

Recipe for

SNOWMAN CUPCAKES

Cupcake ingredients:

- 140 g flour
- 140 g sugar
- 1 sachet of vanilla sugar
- 1 tsp baking powder
- ¼ tsp bicarbonate of soda
- 1 pinch of salt
- 140 g butter, softened
- 2 eggs
- 2 tbsp milk

Topping ingredients:

- 250 ml cream
- 1 sachet of custard powder
- Mini sugar-coated chocolate beans to decorate
- Coconut flakes to sprinkle
- 18 large marshmallows for the snowmen
- Black food colouring for the snowmen
- Toothpicks

For the cupcakes:

1. Pre-heat the oven to 180°C top and bottom heat (165°C fan oven), place the wire shelf in the middle of the oven and fill a 12-cup muffin tray with winter-themed cupcake cases.
2. The next part happens quickly: put the flour, sugar, vanilla sugar, baking powder, bicarbonate of soda and salt in a large bowl and mix them together using a whisk. Chop the softened butter into small cubes and add these, along with the eggs, to the rest of the ingredients.
3. Use a hand blender to mix the dough for around 1 minute.
4. Finally, add the milk and mix it in briefly.
5. Fill the cupcake cases until they are around $\frac{2}{3}$ full. An ice cream scoop makes it easier to distribute the dough.
6. Quickly pop the cupcakes into the oven, where they should bake for 20 minutes. To make sure the cupcakes are fully baked, simply pierce one of them in the middle using a toothpick. If there is no dough on the toothpick once it is removed, the cupcakes are ready. Leave to cool on a wire rack.

For the topping:

1. Beat the cream and the custard powder in a large bowl using a hand blender until the mixture is stiff.
2. Put the mixture into a piping bag (ideally) or a freezer bag and cut off a bottom corner.
3. Decorate the cooled cupcakes with little mounds of topping. If you prefer an even finish, simply use a table knife to smooth the topping.
4. For the snowmen: cut one marshmallow widthways using scissors and place another marshmallow on the long side.
5. Dip the toothpick into the food colouring and paint on eyes and buttons.
6. Distribute the mini sugar-coated chocolate beans around the edge of the cupcake and sprinkle with coconut flakes.
7. Finally, stand the snowmen upright and enjoy a delicious cupcake.

Hi, my name is Kevin, and I've been blogging for three years now on my own little platform, "Law of Baking". I'm actually studying law in Austria, and to take the edge off my very stressful studies, I love to get in front of the oven and bake. From cakes and tarts to cupcakes and cookies – everything a sweet tooth desires. In my new book "Süßes Brot" (Sweet Bread), I was able to turn my passion into practice.
www.lawofbaking.com





A school day in Portugal

Looking to the wider world:
Maria Brandão, 13 years old, year 8, from Braga in Portugal

By Anling Richter

What school do you attend?

I study in year 8 of basic school 2, 3 André Soares; it's a public school in Braga, which is where I live.

How big is your class?

My class has 28 students.

What language do you speak in lessons?

Portuguese.

Do you have to wear a school uniform?

No, we don't have uniforms.

What is your favourite subject?

History.

Is there a subject you really don't like?

Geography.

How far is it to your school?

It is about 4 kilometres and it takes 4 minutes by car. My mother takes me to school every morning.

Who is your favourite teacher and why?

My favourite is my Maths teacher, because

she is very strict, but also very nice and has a great sense of humour.

Do you use a computer at school?

No.

Do you study any languages?

Portuguese, English and French.

What do you want to be when you grow up?

I'm not sure what I want to be when I grow up, something in marketing. But I'm sure that I don't want to be a teacher.

What are you reading?



Tip from:
Peter Locke,
primary school
teacher
at Josef-Schwarz-
Schule

SOMETHING WICKED THIS WAY COMES

by Ray Bradbury

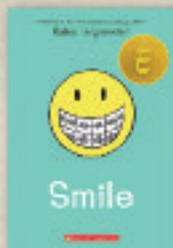
At the beginning of the story, written and set in the 1960s in the American Midwest, high school students Jim and Will witness the overnight arrival of a travelling circus in their little home-



Photo: Phorms Education SE

town. Their excitement grows as it becomes clear that this is no ordinary circus, but something a little spookier. And dangerous. The boys quickly notice that this circus and its director, Mr Dark, represent a threat, not only to their lives, but to their whole town.

What I really loved about this book is the way Bradbury writes. The style is deceptively simple and the use of similes and description is fantastic. A simple description becomes a thing of wonder and I have found myself re-reading the passages and paragraphs repeatedly to enjoy the language he uses. I'm not even halfway through the book yet, but it's really got me on tenterhooks and I would recommend it to all students in year 5 or above.



Tip from:
Tracey Jaffart,
whose son is in year
9 at Phorms Campus
München

SMILE

by Raina Telgemeier

Having spent the whole year reading lots of children and young adult books, my favourite book so far is the award-winning, autobiographical graphic novel 'Smile' by Raina Telgemeier. I immediately fell in love with the story, not only because it's true, but because the author, Raina, illustrated it as well. Raina wants to be like all the other kids in year 6, until one day she falls and severely damages her two front teeth. She describes a long journey, with and without braces, and other dentistry-based disasters, while she tries to deal with issues involving friends, earthquakes and heartaches. The story quickly had me under its spell and I was reminded of my own school days with my braces and uncertain friendships. 'Smile' never stays on the library shelves for very long, and for good reason: it's a book you can identify with. It's encour-



Photo: Private

aging and all the students tell me with a smile, 'I loved it!' and 'Do you have more books like this?'. Some parents may be worried that graphic novels aren't real 'books'. However, I don't find the amount of words and pictures as important as the feeling that the story gives you. And this book made me laugh, made me shudder a little bit, and it made me smile, too!



Tip from:
Elena,
10 years old,
year 5 at
Phorms Campus
Hamburg

WILDWITCH

by Lene Kaarberbol



Photo: Private

My friend read this book and recommended it to me. A few weeks later, I found it in the bookshop around the corner from me and bought it.

From the very beginning I found it really exciting.

The book is about a girl named Clara who goes on different adventures. The series is really fun and very different from regular adventures. There is something special about it – the books are so hard to put down, and simply unique! Clara also meets a cat named 'Cat'. I don't think it's a very creative name, but 'Cat' rescues her from a lot of dicey situations. Clara also has a special gift: she's what is known as a 'wildwitch' and can talk to animals! I think you should read this book. It's not very well known, but it's brilliant. Luckily there are six books in the series, so the adventure won't be over too quickly.

*Read in German

Emerging author at Phorms Campus Berlin Süd

Jana is 11 years old and is in year 6 at the Phorms Campus Berlin Süd. In 2015, she decided to write a book, which has been released with the title 'ELMA on NORDSTROM'.

What is your book about?

The book is about a girl called Elma who moves to an island in the North Sea with her family. Her parents want to open a hotel there. But when they arrive all the washbasins are missing and unusual things happen. It's really funny and she also finds a new friend who she tries to solve the mystery with.

How did you come up with the idea to write your own book?

It happened like this: I always wanted to see how books are printed. Then I had the idea of writing a book with Daddy in Zingst, on the Baltic Sea. The place inspired me, too. We got lots of ideas and then we started the first chapter in Berlin. But I already had some of the story in my head. Elma was always my favourite name. My dad also speaks English with us, which is why there are also lots of English words and phrases in the book. I dictated while Daddy typed everything up quickly. Then I painted the pictures.

What do you want to be when you grow up?

When I was younger, I had a lot of books read to me and have often written stories. I want to be an author one day, too. It was great to see the finished book with my name on it for the first time. I gave it to my family and friends for Christmas.

Will there be a sequel to the book?

Yes, I'm already writing the second part of the story. Elma will be in Costa Rica. But I don't want to give any more away just yet. (rm)

Available in Phorms libraries, bookshops and online:
ISBN 978-3741863172 and 978-3-7375-8704-4

‘The great crossing

Today, it's finally happening. My whole family has been excited for weeks. Our new home on Nordstrom is all we talk about. My sister already imagines that she will be playing on the beach every day, and my bird, Birdy, is also tweeting happily. Ah, but I haven't introduced myself yet. I am Elma and I'm ten years old. Until this morning, I lived in Berlin, and now we are sitting on the train to Nordstrom.





Christina, Janina and Katharina Hecker

Heart in the right place

A conversation with three sisters who work as nursery teachers at the 'Schatzinsel' nursery school

By Luise Maron

● 'Being a nursery teacher is a real vocation. When you decide on a profession, it says something about your attitude towards life,' says Katharina Hecker. Together with her sisters Christina and Janina, she works at the 'Schatzinsel' nursery, the Schwarz Group company nursery school, run by Phorms Education. The nursery at the Erlenbach site consists of three buildings – 'Waldhaus', 'Baumhaus' and 'Turmhaus'. The three sisters work in the three buildings. For twins Katharina and Christina it became clear very early on that they wanted to be nursery teachers.

'The wonderful thing about what we do is that it's so lively and varied,' says Christina. The sisters greet the children in the morning, chat to parents, sit with the children at breakfast, play or sing with them and record the development of every single child, or take on nursing duties.

Younger sister Janina also realised early on that she wanted to follow in her big sisters' footsteps. 'Katharina and Christina often used to play and do crafts with me and look

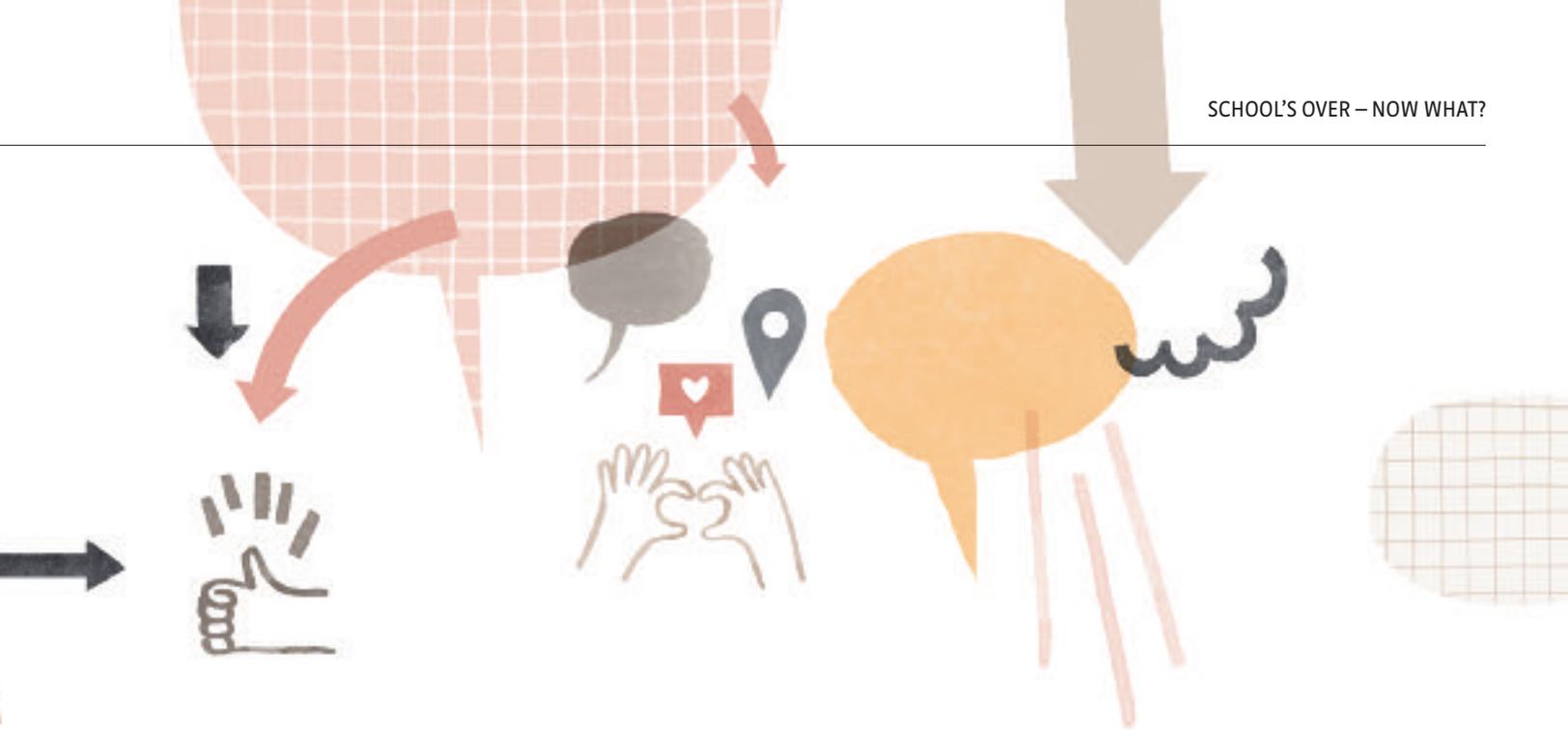
after me – just like real nursery teachers.' The teachers have their own educational space in the nursery where they can contribute their own ideas. 'Because creativity is my strength, I'm responsible for the "atelier"', says Christina. She ensures that there are plenty of different materials for the kids as well as stimuli to really fire their creativity. Meanwhile, Katharina runs the 'roleplay room', where the children can play different characters and imitate the habits of the nursery teachers. 'It's absolutely amazing how perceptive and sensitive the little ones are to their environment,' says Katharina. When there's a shift in the grown-ups' mood, the children notice it immediately. 'They just take you in their arms and hug you. It's really amazing what you can get from children,' says Christina. That is what makes this job so special for the sisters – the joy of working with children and helping them develop and grow through play. The three of them all agree: 'When you're a nursery teacher, your heart has to be in the right place.' ●

School's over – now what?

School is finished and you have qualifications under your belt. But what happens next? Students are weighing up future life choices for themselves earlier and more often

Photos: Lisa Johanna Thiele, Illustrations: Karin Lubenau





- Thirty per cent of students still don't know what they want to do once they finish school, according to the 2017 Student Barometer by research institute trendence. That's an increase of 10% on the previous year. Around 20,000 students who were close to finishing school from all over Germany in years 8 to 13 took part in the anonymous survey, which focused on their professional goals, their hopes and dreams, and what they expected and required of training institutions and universities.

This uncertainty is partly due to the opacity of the world of work, which at the same time is becoming increasingly diverse. It offers more challenges and more opportunities, but it's also a more difficult environment in which to find one's bearings. The aim of the first 'Brave New World' student conference in Berlin is to give students an overview of what is on offer, including the start-up scene.

The words #BraveNewWorld are written in neon green on the tarmac in front of the Siemens building on Rohrdamm. Theo is in year 12 at the Phorms Campus Berlin Mitte and joins 80 of his fellow students in the foyer and the impressive mosaic hall. The future school leavers then make their way to a large conference hall where they eagerly await the first presentation.

'Brave New World' is organised by the creators of 'Startup-night', an initiative launched by Deutsche Telekom five years ago. It consists of a conglomerate of major German companies, such as Deutsche Bank, Siemens, VW and e.on, who support the start-up scene in Berlin. The various presentations and workshops on offer at 'Brave New World' all aim at giving students a closer look at the wide range of new careers on offer.

Start-up founder Nikita Fahrenholz takes the stage to kick off proceedings. The 32-year-old is renowned as the founder of Berlin companies 'Lieferheld' and 'Book a Tiger', and is one

of Germany's most successful start-up entrepreneurs. 'What it means to found a company' is the subject of his short presentation. But rather than singing the praises of the start-up world and founding your own company, the entrepreneur stands in front of the words 'Don't do it' in huge black letters. A little daunting, which is precisely Fahrenholz's intention. 'Founding a company isn't always positive. There are real drawbacks and you are always hoping that you're going to make it,' he says, showing photos of an earlier conference hall – the toilet. With its modest proportions, his first office didn't have space for a quieter corner. The soon-to-be high school graduates are smirking as they listen to him, and his lively presentation leaves them with a clear message – founding a start-up isn't easy and it isn't always fun.

'I thought it was great how blunt he was about it. I'm thinking about starting my own company one day,' says Theo. Next, he wants to attend a presentation on venture capital – or VC for short. VC is the name for an investment in a new company which comes with high risk. 'I think the issue of "investment" and everything to do with finance is really exciting. I also think that traditional ways of saving, such as savings or current accounts, won't last,' says Theo. The fact that some careers will die out, and that some have already disappeared, is not lost on the 17-year-old or the conference organisers.

'Corporates and new companies need young talents as well, which is why we take this opportunity to show them everything there is on offer right now,' says Stefanie Schlappa, co-founder of 'Brave New World'. The conference made its début in 2017 and is mainly geared towards students in year 10 and above.

But some young visitors already know exactly what they want to be. Like Josie, who is in her final year at the Phorms Campus Berlin Mitte. The 18-year-old is certain that she will



become a high school English teacher. The number of students in Germany currently stands at 2.8 million – the highest figure to date. Many people choose to study because a university-level qualification can open up numerous career opportunities and instil key professional skills, such as independent problem solving and critical thinking. Eight good reasons to study can be found on page 16. But if you already know what subject area you want to pursue, turn to page 17 for more information on the application process. The Ludwig Maximilians University in Munich offers great tips for prospective applicants.

Although Josie already knows exactly what she wants to do, she has learned some lessons for the future at the 'Brave New World' conference: 'I picked up a few things, particularly around communication.' Melina in year 11 also enjoyed the workshops, although she is aiming to study for a more traditional career: 'Either a doctor through the army, or transport with a focus on aerospace technology, preferably at TU Berlin.' Melina likes the Pitch Doctor's presentation best so far. The term 'pitch' comes from the advertising industry. During a pitch, agencies compete with each other in front of a potential client, trying to win over customers and snap up contracts. In the start-up scene, this is an opportunity for founders to present their

business ideas to investors as quickly as possible and to get them on board.

'I love debating and discussion and it was great to see the effect words can have and what you can do to really get your voice heard or have an influence,' says Melina.

'You see things from a new perspective'

As Theo takes his place for the venture capital presentation, classmate Elliot is attending the creative workshop 'Design Thinking'.

Attendees are given three minutes to design their dream wallet. The students let loose with pencils and erasers on a large piece of paper. Some design their own lavishly filled dream wallet. Others see problems in their own wallets that they are now able to fix with their sketches. Later, the students get together in pairs, interview each other and try to design their ideal wallet. The main idea of the workshop is to develop a product for a customer, to give free reign to creativity and to examine the other student's wishes.

'You see things from a new perspective,' says Elliot, looking at the dream product conjured by the girl beside him. The 17-year-old is in year 12 at the Phorms Campus Berlin Mitte. He

**Thirty per cent
of students are
still not sure
what they want
to do after they
finish school**



'You see things from a different perspective' –
Elliot, aged 17, year 12.

'It's great to see the effect words can have' –
Melina, aged 15, year 11.



would like to study photography one day, but not before a little time out. 'I want to earn money and save up to go traveling,' he says. In fact, taking time out after leaving school, also known as a gap year, doesn't just give high school graduates a chance to relax. It also helps them plan their careers. According to the 2017 Student Barometer, 42% of students surveyed were planning to take time out after school, just like Elliot. Many spend their gap year doing useful things like volunteering or internships. Turn to page 22 for more tips and options.

Having the courage to take a gap year can also indicate to future employers that students have really thought about their future careers. They can also gain new skills and experience which might reveal what it is they most want to do.

But not everyone is like Josie, Melina or Elliot, pursuing the dream of study. Others prefer to train, or might even have an extraordinary career in sight already. Just like René Hoffmann, Germany's only qualified LEGO model builder, and Janine Wildhage, a Berlin violin maker. On page 19, the two describe their unusual careers and how they came about. Janine Wildhage trained to become a violin maker. More and more young people are choosing the training option. This is something Meike Al-Habash, head of the training advice department of the Berlin Chamber of Industry and Commerce, knows all about. In an interview on page 20, she tells you everything you need to know about training and reveals a new training profession that should be available from 2018.

No matter whether students decide to study, train or take a gap year after school, they shouldn't fear change. Finding your own way takes time. Missteps and detours are all part of development and individual growth. Turn to page 15 for information on how to counter the fear of new beginnings.

By the end of the day, Elliot, Josie, Melina have gathered plenty of new ideas about future careers and the start-up scene. Schools are offering more and more career events. Demand is growing, with around 44% of students looking for more help from their schools when it comes to choosing a career, although two thirds of schools already offer numerous career events. 'As a school, we definitely want to prepare students for the new world and new careers. The problem is that in the school itself I am limited in how much of these new careers I can show, and everything that goes with them,' says Marc Vehlou, Head of School at the Phorms Campus Berlin Mitte. Which makes cooperation between schools and events like 'Brave New World' all the more important.

However, it should be noted that students aren't completely uncertain, with 70.8% of those surveyed by trendence reporting a positive view of their future careers. And perhaps some of them were inspired by the 'Brave New World' conference and now know what they want to do after school. To prepare the next generation for the future and its new career options, the student version of the 'Startupnight' will take place again next year. (rm)

What I wanted to be when I grew up ...



Cara Shafer,
secondary school
teacher at Phorms
Campus Berlin
Mitte

I remember the first time I spoke in front of a large audience. I was taking part in the beauty and talent competition 'Miss Slick Chick'. Apparently, my talent was talking with great passion and enthusiasm about my dog, Duffy. I was four years old. Although I didn't win, my mum told me I was one of the favourites. After this early success, I took a ten-year break. In year 9, I rediscovered the stage, and took part in every high school theatre production. We even went 'on tour', visiting local primary schools, where we trod the boards. I developed a great deal of confidence as a result of these experiences and learned a few valuable lessons that help me every day in my teaching practice. My passion and my enthusiasm for sharing a subject is a gift. I hope that the students not only share my passion, but also that I encourage them to find their own and to pursue it with enthusiasm.



Boris Braun,
secondary school
teacher at Phorms
Campus Hamburg

Back when I was just finishing school, various adults (teachers, parents) were already trying to convince me that I would make a great teacher. I wanted to be a veterinarian but I didn't want to memorise all those Latin names by heart, so I studied biology up to a master's degree – only to then switch to teaching 20 years later. I've had several exciting careers along the way that I still benefit from. I've been a web designer for BMW, a sales manager for skating clothes, an executive assistant for a daycare centre and a specialist in climate protection as well as a freelancer in environmental education for 12 years – all these detours have shaped me professionally and shown me that you don't need to follow one straight path.



Anne Röhner,
lower secondary
school
coordinator
at Phorms
Campus
Hamburg

My dream was to become a lawyer. I wanted everyone to be treated fairly and for the 'bad people' to get their comeuppance. My mother (who was a vocational teacher herself), my English teacher and other people around me growing up tried to convince me to take up teaching, which I emphatically rejected right up to the end of school.



Monica Banks,
secondary
school teacher
at Phorms Campus
München

I was a really big fan of Halloween. My mum taught me how to sew when I was very young and my costumes became my greatest passion. That's where I got the idea of becoming a fashion designer. However, that passion faded and I became interested in careers like professional equestrian, marine biologist and vet. It was a long time before I decided I wanted to become a teacher. At uni I changed my main degree subject three times before I finally decided on education.



Fiona Hartmann,
primary school
teacher at Phorms
Campus Frankfurt City

I spent the first six years of my life in Nabeul, Tunisia. One of my earliest memories was visiting the Roman ruins at Sbeitla. Digging around in the ruins and finding Roman coins and glass (which was still allowed at that time) gave me the greatest pleasure. This almost inevitably led to me wanting to become an archaeologist or a palaeontologist for the rest of my life! When I got older, my interest in Roman ruins blossomed into an interest in history. I finally decided to study history at university, with a focus on colonial history. Now I pass on my love of history, the Romans, ruins (and books!) to my year 2 students in Frankfurt.

Hello, future!

When young people leave school, they have the world at their feet. Yet many of them are plagued by fear of change. How can they keep their fear of upheaval and new beginnings under control?

By **Stefanie Maeck**

● Listening to the school-leaving speeches as parents snap away proudly, everyone feels strong, smart and self-confident. But shortly after school, that's when it starts to creep in – fear of the future. There are decisions to make, subjects to choose, a year abroad to plan, along with questions like, where should I live? What international internship should I choose? This multitude of options is a source of real panic for many young people.

The Institute for Work and Skills at the University of Duisburg recorded increasing demand for advice among young students back in 2013. And what's more, the advisors noted that some of those students were looking to the future with exhaustion and worry. And with around 7,800 bachelor's degree courses out there, that's hardly surprising.

Petra Holler, former head of the psychosocial advice centre at the Munich Student Union, is noticing a new type of student not seen in previous generations, one who readily complains of pressure to succeed and fear of failure.

To Holler, this generation seems anxious and conformist. These students are not the type to simply unwind and enjoy peace and quiet. Her colleague Wilfried Schumann, head of the psychological advice service for the University of Oldenburg and its student union, observes that changing courses is regarded as catastrophic and that young people prefer to suffer through their original degrees. 'Students are plagued by the ideal of a linear, super-efficient career path that should become profitable as quickly as possible,' says Schumann.

Schumann describes this concept of the smooth career path as completely 'synthetic' and 'fictional'. But with everyone driven by this ideal, a desire to stop or switch courses is now seen as a crisis.

That's why Schumann tells those who change courses that they are in good company – up to one third of students in each discipline change their degree subjects. But what is the psychological root of this growing competitive pressure and fear of failure? There is a new societal climate dominated by fear of decline and an improvement-based mindset that encourages students to strive for career security.

The sociologist Heinz Bude describes a 'society of fear', where the fear of decline has become a major social force. He believes that

people who fear being left behind don't allow themselves any detours in life and are tied to improving their CVs. Today's students, it seems, want to do everything 'right', worrying about the right internship, the right semester abroad and the right course choice. As a result, pressure, exhaustion and psychosomatic illnesses are on the rise. As Germany switches to the streamlined bachelor's curriculum, hope placed in recommendations and the desire for dependency are growing.

Yet finding your own way takes time. Miststeps and detours are all part of development and individual growth. The experience of doubt, says Petra Holler, is an important experience.

However, that's not so easy when you're cycling through endless worries. Wilfried Schumann advises students to train themselves mentally, using techniques borrowed from elite athletes. He uses these techniques to help his students re-evaluate their situations. Rather than viewing a desire to change as failure, he shows students that the decision to change is a bold one. He also reminds them that it's normal to be unsure about your options, to wonder about your path.

Schumann also recommends that his students stop comparing themselves to others. 'That's the fastest route to unhappiness,' he says. 'There is always someone who is sharper, smarter or better looking.'

Psychologists know that worries take the upper hand when we think our abilities put us at a disadvantage in new situations. That's why Wilfried Schumann advises looking at things through the lens of your own abilities, with questions like, 'Which situations have I already mastered successfully?'. This develops confidence in one's own abilities.

But how do you combat the fear of a new beginning? Advisors say that the courage to follow your dreams and try new things, a calm demeanour and an acceptance that detours and a lack of direction are a part of life, are all part of the path to happiness.

Berlin university psychologist Hans-Werner Rückert knows that reflection and autonomy can atrophy, but critical thinking is part of growth. This is not something you get from a super-efficient, brief bachelor's course. In fact, it can be very worthwhile acknowledging that your path is taking longer – and that it's a good thing. This generation shouldn't worry so much – they are young and well-educated. All they need to do is live – and enjoy being young. ●

Everything you need to know about going to university



Why should I go to university?

1. Going to university opens up many different career options
There are hundreds of courses in a wide range of disciplines. From A for architecture to Z for zoology, there are many different professions to choose from. A degree qualification is proof that you have extensive knowledge of a particular field of activity. And this field of activity then opens up various career options.

2. You can deepen your knowledge of certain subject areas
Whether it's science, literature, politics or sport – your studies offer you many different views of your subject which expand your horizons.

3. Going to university gives you transferable skills
During your studies, you don't just learn course content from books, you also learn important soft skills. Working in teams and sharing individual tasks on home assignments, dealing with academic texts from an analytical and critical standpoint, and giving presentations in front of the entire course – these are all things which aid personal development.

4. Graduates have higher earning potential
Numerous surveys show that university graduates earn more over the course of their careers than employees without degrees. In higher-level positions, some companies prefer graduates.

5. Going to university makes you independent
Finding your feet in a new city, getting your own first flat or making sure that you always have enough clean clothes in the wardrobe – just some of the things student life holds. You'll also be expected to organise your own study for exams, your own studies in general, in fact.

6. Uni is fun
Being a student gives you plenty of freedom and free time. You can meet new people, spend a semester abroad and go to university parties. There's a reason why many adults describe university as one of the best phases of their life.

7. It's always worth investing in your own education
For many, going to university is a huge financial commitment, but an investment in education is worth every penny. So that means not breaking off studies once finances become tricky.

8. Lower unemployment
No one is safe from unemployment, not even university graduates. However, they are certainly much less afflicted by unemployment than the less qualified.

You can be successful in your job without going to university, too

We certainly don't wish to give the impression that you can only be successful by going to university. Numerous studies show that you can achieve a great deal even without higher education qualifications. For example, the 2012 list of the world's 400 wealthiest people, compiled by the US magazine Forbes, listed 63 people who had not graduated from university. They included Mark Zuckerberg, Bill Gates and Sean Parker. More information on alternatives can be found on the following pages.



Everything you need to know about applying to university

Andrea Lutz and **Dr. Veronika Schmieder** from the student advice centre at the Ludwig Maximilians University in Munich answer key questions on applying to university

When should I apply for university?

What you need to do if you want to start in the 2018 winter semester depends on your preferred university and of course the subjects and their specific application and admissions criteria. Standardised rules only govern applications for subjects with national restrictions on admissions (medicine, veterinary medicine, dentistry and pharmacy), available online at www.hochschulstart.de. However, you should be aware that many application and registration windows for other subjects close on 15 July 2018. Other deadlines are much earlier, some of them by several months.

We therefore recommend that you start researching information on your preferred degree course from the beginning of 2018 and always straight from the horse's mouth, i.e. from the preferred university and for the preferred subject.

What if I make a mistake in my application?

The application and registration windows are usually what are known as cut-off periods. That means that errors can no longer be corrected after the application deadline has passed. However, if you notice that you have made mistakes before the window has closed, you should immediately contact the office in charge of the application process.

How many applications can I make?

Again, this depends on the admissions procedures and the rules of the university or institution. At LMU, you can apply for one course with local admissions restrictions. You may also only apply for one course with national admissions restrictions through the Hochschulstart organisation (that means, for example, you can't apply for medicine and dentistry at the same time), but you can enter multiple location preferences in this application. At LMU, there are no restrictions for courses with pre-registration, aptitude tests or course orientation procedures and courses without admissions restrictions.

How can I improve my chances of getting a place?

Essentially, by doing as much research as possible on application and admissions procedures and thresholds ('NC') and taking a smart approach to application management which provides you with a plan B and a plan C. For courses in high demand, you should apply to several universities. Relevant vocational training can also be beneficial and can boost your Abitur grade, for medicine and pharmacy, for instance. For medicine, you can also boost your Abitur grade by taking the standard assessment test for medicine students.



NC is short for 'numerus clausus'. This Latin term stands for 'limited time' and means the number of applicants admitted to a course should not exceed (by much) the number of places available according to the institution's calculations.

L.P./C.P. or ECTS are what are known as credit points. They are awarded for courses or activities successfully attended. Each credit point corresponds to a workload of 25 – 30 hours. A bachelor's degree student usually acquires 180 – 250 ECTS points.

SWS stands for 'semester week sessions'. If a lecture is marked '2 SWS', it lasts for 2 x 45 minutes per week (not including preparation and revision).

Alumni share tips

Photo: Private



Isabella Rödl (18),
Abitur and IB class of 2017
at Phorms Campus München

My student internship with the Munich police force gave me a clearer picture of life on the beat. As an agent or police officer you are a role model in society and are expected to communicate values and standards to every citizen – and children and young people in particular. I would like to take on this responsibility in future to help combat all kinds of crime. First of all I will study information systems at the Technical University of Munich, as I need a bachelor's degree to successfully apply to the FBI. This course should also provide me with the foundations for dealing with cybercrime. **My tip:** my Maths teacher always told us that life isn't fair. He meant that when you fail, you shouldn't just give up straight away. You should keep pursuing your dream for the future.

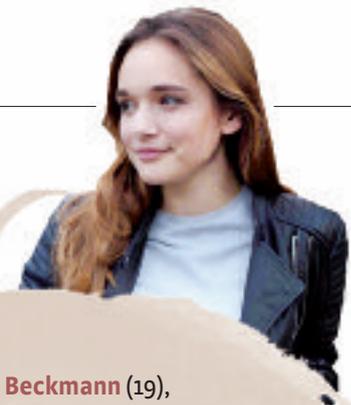
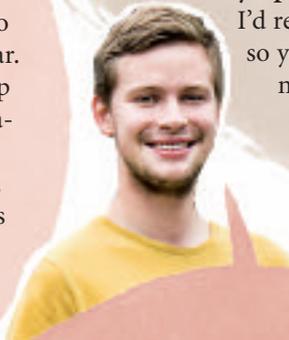


Photo: Private

Fiona Beckmann (19),
Abitur and IB class of 2016
at Phorms Campus München

I always knew that I didn't want to go straight to university after I finished school, but that I wanted to strike out on my own a bit first. So I travelled to Indonesia, Vietnam and Cuba. Doing an internship at the TV broadcaster 'Welt der Wunder' taught me that a desk job wasn't for me, but that I found communications very exciting. I then applied to study communications at universities in a number of different countries. While I waited to hear back, I did internships in the field of dentistry, with the 'InStyle' magazine online editorial team, and, most recently, at the start-up incubator 'Media Lab Bayern'. I was overjoyed when I heard back from the universities, and I decided on Amsterdam relatively quickly. There are 53 different nationalities in my course and I've met some amazing people.

My tip: if you're not sure what you want to study, I'd recommend taking a gap year. We are still so young and have time to travel, discover new things and find our own way.



Lukas Littmann (20),
Abitur class of 2015
at Phorms Campus Berlin Mitte

I'm in my second year of political science at the Free University of Berlin. I developed a keen interest in politics as early as year 10, which I then developed at Phorms through various events in upper secondary school. When everyone was deciding what they wanted to do after school, it was clear to me that I wanted to study politics. I've specialised in European politics and in January 2018 I will begin a semester abroad at the University of Copenhagen. **My tip:** I can only recommend to all prospective school leavers that they don't torture themselves over the question 'What will I do after school?'. It's completely normal not to know what you want to do when you're 18. For example, you can just attend a university lecture or do an internship, or maybe you will find your dream destination as you travel through Europe. Many people also say that you shouldn't turn your hobby into a career – but why not, if you enjoy it?!

Photo: Phorms Education SE

Unusual careers

‘Building with LEGO is like painting: creative and relaxing’

René Hoffmeister, certified LEGO model builder

I began building with LEGO when I was young. In 1999, I set up the forum www.1000steine.de – a platform for people who love LEGO to communicate with each other, and for buying and selling individual parts. I bought different LEGO sets and dismantled them in my parents’ garage so I could sell the individual parts. At that point, I was the only one offering this service online. I was also registered for a course at a distance learning university, but I soon noticed that my work with LEGO and the idea of independence was more appealing. Then, in 2001, a huge order came my way – a company wanted me to build them a stepper motor out of LEGO for a trade fair. I received several similar requests afterwards and seven years later, I had a contract with LEGO making me a certified LEGO model builder. From then on, the Danish LEGO company passed on building requests from museums, shopping centres and businesses to me. Then in 2009 I founded my own company, ‘Design in Stein.’ The work really took off, and to this day I haven’t completed training or a degree. In my opinion, to do this job, it’s not enough just to want to build with LEGO. You also have to bring talent, imagination, spatial awareness, maths skills and patience to the table. We don’t build anything according to instructions and we’re not allowed to alter the bricks. We work on 60 to 70 projects a year. Some of our most remarkable orders so far have included half of a full car made out of LEGO for Porsche, which was exhibited at the 24 Hours of Le Mans, and a huge Star Wars toy clock. That’s what I like about my job – building, trying things out and being creative, because every plan is different.



‘You can’t be too stubborn with sound’

Janine Wildhage, violin maker

I decided to become a violin maker more or less by accident, when I was 19. When I first left school, I tried different things – when you’re young, deciding where you want to go next can be a challenge. After doing an internship, I decided that I wanted to study at the violin making school Scuola Internazionale di Liuteria in Cremona, Italy. I then completed my training in Berlin and spent some time in New York and Paris. I would recommend studying or working abroad so you can acquaint yourself with the different violin making traditions and build an international network for your future career. I personally enjoyed my experiences abroad a great deal, because as well as learning the languages, you also get to know different musical cultures. You need a lot of patience in this profession, particularly in restoration work. Sometimes instruments are in the workshop for two or three years before they’re finished. Wood doesn’t always react quite how you want it to. As well as working with natural materials, one thing I enjoy about my profession is that it’s physical, it involves movement. Producing a string instrument, a real object, is what’s special to me about this job. Communicating with customers can be a challenge, because it’s tricky to talk about sound. Almost all of the words we use to describe sound are visual. But over time, working with musicians, you get a feel for what they are looking for, sound-wise. People experience sound in such different ways that as a violin maker you can’t be too stubborn about your tastes. This collaborative and communicative aspect is exactly what I love about my career.



Training instead of studying?

An interview with **Meike Al-Habash**, head of the training advice department of the Berlin Chamber of Industry and Commerce



Photo: Phorms Education SE

Bildungsthemen: What are the advantages of training?

Meike Al-Habash: One of the major advantages of training is that it pairs theory with practice. All the theory the trainee learns in vocational school can be applied in practice within the company. Another advantage is the remuneration that each trainee receives during their training. This isn't the same as a salary, but it's very handy, particularly for young people who want to be more independent. Training can also be a first step in your career – when I train as a specialist, I can gain more qualifications if I have acquired professional experience. This flexibility is therefore a great advantage – particularly if you don't know where your journey is headed.

What are the disadvantages of training?

Prospective trainees need to apply for a place, do interviews, meet the requirements like every employee – and attend college, too. This combination of the practical and theoretical is an aspect which can be very tough for many young people who have just left school. Another disadvantage is the highly rigid professional focus. If I begin training for a certain career and find that it doesn't suit me, then I really only have the probation period to decide.

What's a typical routine for a trainee?

A trainee usually spends three days at the company and two at the vocational college. Sometimes the college provides a week-long block of classes and the trainee then spends three weeks a month in the company. The balance varies between states and professions. Training lasts for two or three years. If the applicant has an Abitur, training can be shortened by six months or a year.

How do you find out what training places are available?

There are different platforms, such as trade fairs and websites, where you can find training places. Then there are the 'matching fairs'. Our next one is in February 2018. At these fairs, anyone interested in training can meet companies and apply then and there. You can also apply to companies directly. Most companies have careers pages where they advertise their current training places. You can apply there, providing a covering letter, your CV and references from school and any previous internships.

Do you have any tips for applying?

The letter should always mention some aspect of the company. Why? Because we all want to hear good things about ourselves. And that goes for the staff or the head of a company, too. Previous professional experience in other industries should also be mentioned in your CV. If the training doesn't fit the career, applicants often leave this information out. But sometimes these activities show the social skills, such as teamwork and resilience to stress, the applicant has developed in the job.

In the digital age, new careers are emerging all the time. Are new training programmes being created as a result?

Unfortunately, it isn't keeping pace with the emergence of new careers. However, early next year (2018), training will begin for a new role – e-commerce salesperson. This type of role can be found in online retail or wholesale, but also in many other industries, such as tourism.

Four pathways to training

Illustration: Karim Lubenau



Company-based training

This type of training usually refers to classic dual training. Trainees spend part of the week – mostly one or two days – at vocational college, where they learn general subjects, such as German, Maths and English. Attending a vocational college is compulsory for all trainees and the company must grant them leave for this purpose. They then work for three or four days in the company and combine what they have learned with practical experience. According to analysis by the German Federal Institute for Vocational Education, trainees were paid an average of EUR 854 per month in 2016. However, remuneration depends on the company and the specialisation. Each year, around 500,000 young people complete their company training, which usually lasts three years. Sometimes there is the option of including a period abroad in the training.

School-leaver training

School-leaver training is less known, but it offers plenty of opportunities and good prospects for school leavers with a school leaving certificate. This type of training has some of the hallmarks of ‘standard’ vocational training, as well as the dual course. This form of training is not governed by a standard set of rules. There are different models depending on the company and state in question. However, school-leaver training is – like classic dual training – essentially divided into theory and practice stages. After two to four years, trainees take up a recognised career with an additional qualification. For example, while training as a commercial specialist, a trainee qualifies as a retail salesperson and receives an additional qualification as a certified commercial specialist at the same time.

Technical colleges

These educational institutions provide further vocational training, offering courses with a strong practical element. Technical colleges essentially require relevant vocational training or practical activity. This form of training is particularly common for roles in healthcare, agriculture, education and design. So this can cover occupations like nurse, occupational therapist, physiotherapist, nursery teacher, foreign language correspondent and graphic designer. The trainee spends several weeks or months at a stretch in the college and then in practical training. Full-time technical college courses usually last at least one year and part-time courses are extended accordingly. In many cases, there is no remuneration, and the training may in fact cost money. In this case, there is the option of applying for a training grant or loan.

Public service

Anyone with an advanced technical college certificate or a school leaving certificate can apply for training in the ‘upper civil service’. Federal authorities train people in over 130 professions recognised by the government. You can train for a typical administrative career, such as a specialist media and information service role, but also many other careers, such as cook, gardener, animal keeper, car mechanic and IT specialist. In the hierarchy, the ‘upper civil service’ comes between the ‘senior service’, which requires a degree, and the ‘intermediate service’, which requires an intermediate school leaving certificate. The practical training takes place within organisations and authorities at the municipal, state and national level. These include the police, the German Federal Bank and libraries.

Time out after school



Many students still don't know exactly what they want to do by the time they leave school. Many find that taking time out after school to find yourself or to pursue your interests can be helpful. It's also OK to shift gear after leaving school and to find out what really revs your engine. Here are a few options:

Voluntary social or environmental year (FSJ/FÖJ)

The concept of the FSJ has existed for over 60 years. The FSJ offers young, committed volunteers aged 26 and under the opportunity to do something for their fellow citizens and society. If you're interested in volunteering you can apply to a recognised provider of your choice. This can be an association or a social institution. Special qualifications are not usually required. What counts is personal motivation. The FÖJ works exactly the same way in principle as the FSJ, just in a different field of activity. A commitment to protecting the environment and nature is at the heart of this initiative.

In the FSJ, some volunteers receive an allowance set by the provider and/or the place of work. The maximum allowance is defined by law and is currently set at EUR 381 (2017). However, the average is only EUR 150 per month, as the focus here is on helping others and taking responsibility, voluntarily and without remuneration.

www.freiwilliges-jahr.de
www.pro-fsj.de
www.foej.de
www.fsjkultur.de
www.ijgd.de

Volunteering with Weltwärts and Kulturweit

The volunteer services Weltwärts and Kulturweit offer alternatives to the FSJ. With Weltwärts, volunteers go abroad and get involved in activities relating to development policy. They work for at least six months, perhaps at an Argentine environmental organisation or a clinic in Malawi. During their time abroad, volunteers focus on working together, learning from each other day to day, and cultural exchange. Volunteers are expected to be highly independent and flexible. Working hours are usually 40 hours per week and depend on project requirements. Weltwärts was created by the German Federal Ministry for Economic Cooperation and Development (BMZ) in 2008, and since then around 26,000 people have volunteered.

Kulturweit volunteers work in cultural or educational institutions abroad. That could mean working as German language teaching assistant at the Europaschule in Tbilisi, in the cultural programme department at the Goethe-Institut in Hanoi, or at the DAAD information centre in Bogotá. Volunteers work for six or twelve months in countries in the southern hemisphere, Eastern Europe and the Commonwealth of Independent States (CIS). These experiences expand volunteers' global perspectives and offer them different ways of living and working.

For both organisations, volunteers receive an allowance and free room and board in typical accommodation for the region. You can apply directly on the volunteer services' web pages:

www.weltwaerts.de
www.kulturweit.de

Federal Volunteers Service

The German Federal Volunteers Service (the BFD, or Bufdi) is still a relatively new concept, introduced in 2011, principally as an alternative to civilian service. As with the FSJ, volunteers can help with various projects and institutions. Short-term entry is also an option and there is no age limit. Providers may also pay an allowance depending on the effort and activity involved. In many cases, free room, board and uniform is included.

www.bufdi.eu
www.bundesfreiwilligendienst.de

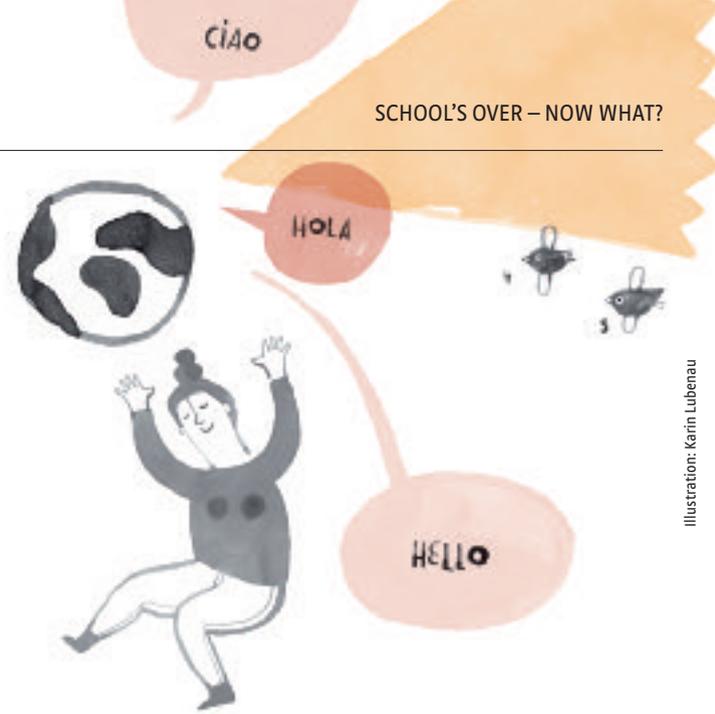
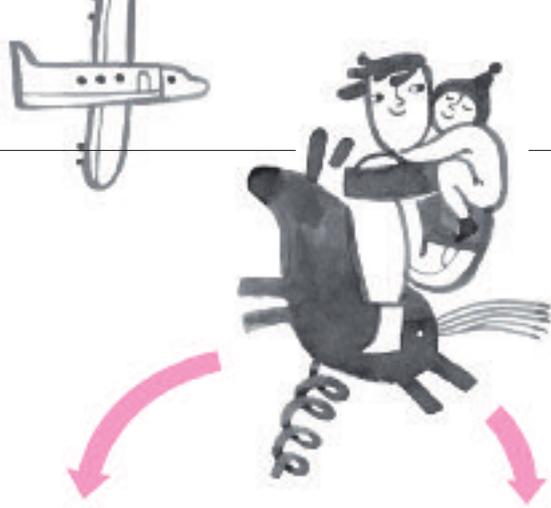


Illustration: Karin Lubenau

Au pair work

Au pairs usually go to a country of their choice to help families around the house and in looking after their children. In return, they receive free room and board and a small allowance. Au pairs usually work for 30 hours per week and are entitled to 1.5 days off per week and paid holidays. Payment varies from country to country. In the UK, au pairs receive between GBP 70 and 80 per week, while in the USA it can be up to USD 200. The household tasks they are expected to carry out vary from family to family. They could include everything from childcare and shopping to cooking and cleaning. You can plan your stay either through a specialist agency (which usually charges a brokerage fee of EUR 350) or by yourself. Many families prefer au pairs to stay with them for between 9 and 12 months. However, shorter stays are also an option. Daily and intensive contact and living with a host family helps you build close relationships in the local area and improve your language skills.

www.aupair-village.com
www.au-pair-society.org
www.guetegemeinschaft-aupair.de

Work & Travel

Work & Travel is an alternative to the classic trip abroad. While living in a foreign country, you take on various casual jobs and use the money you earn to explore the country. The huge variety of jobs on offer range from hotel entertainer to call centre agent to harvest worker, with payment ranging from simple remuneration to working in exchange for free room and board. You often get a particularly good insight into other ways of life, rather than simply seeing the culture as a tourist. Popular Work & Travel destinations include Australia, New Zealand and Canada. You can either organise your backpacking adventure yourself or through a specialist organiser. This costs extra, however, meaning that you have to pay around EUR 1500 for a package including flights to Australia or New Zealand.

www.weltweiser.de
www.stepin.de/work-and-travel
www.travelworks.de
www.auslandsjob.de
www.aifs.de

Language study trips

This type of trip abroad is aimed at acquiring or improving foreign language skills. There are usually 15 to 30 hours of lessons a week, aimed at developing linguistic abilities in a short period of time. Some language schools offer additional services such as cookery, sports or dance courses as well as sightseeing trips. Activities take place in the local language. Many language school students live with a host family during their visit. Around 140 agencies in Germany offer language study trips. Current favourite destinations include Britain, Malta, France and Spain.

<http://fdsv.de/reisefinder/>
<http://bit.ly/phormsBT>
http://bit.ly/Phorms_BT_1

Internship

A good way of finding your path to studies or a future career is to take up an internship after your Abitur. This also allows you to build a network in the world of work, develop contacts and potentially work within a company you might apply to at a later stage. A skilled internship can last up to six months or a full year. However, some companies are using interns as full employees on the cheap. Before an internship, you should find out from the company well in advance what your exact responsibilities will be. The aim is to learn something and gain experience that will help you in your future career.

<https://aiesec.de/>
www.praktikum.info
www.meinpraktikum.de
www.praktika.de



L. to R. : Peter Kemmer, Sarah Mayr, Patrizia von Möller



L. to R. : Lilian Feninger, Sabine Klein, Alida Ziegler, Helena Eichenauer

Celebrating 10 Years Phorms Campus München

In September 2007, the Phorms Campus München began operating with six primary school classes. Just one year later, it had already expanded to include a nursery and a secondary school. Since the daycare centre opened in 2013, children aged between 18 months and 18 years have been cared for and taught in two languages on the campus. A positive campus atmosphere facilitates the completely bilingual German and English learning and teaching concept. That's because school isn't just a place to learn, but a place to live your life. The all-day concept means that teachers and chil-

dren spend a lot of time together. This allows teachers to work intensively with students and focus on their specific needs. As it developed further, the location expanded through extensive construction works over the years. More space for the growing school was created in 2013 when the nursery moved into a neighbouring building with a large outdoor area next to the school. Now, around 650 children and young people are cared for and taught in two languages on the school campus. The secondary school, which has offered the International Baccalaureate (IB) diploma alongside the German Abitur since 2014/2015, expanded in 2016 with the addition of three specialist rooms in the Johann von Lamont building. In the same year, the first Abitur class graduated from the Phorms Campus München – a significant milestone, and not just for the school leavers themselves. The campus is now marking its tenth anniversary which it celebrated at the summer party. The ten-year anniversary of the site also coincided with the good

news that the primary school and secondary school had been state-accredited. 'This is confirmation to all of the teaching staff of their wonderful work in the last few years,' says Peter Kemmer, Head of School at the Phorms Campus München. (Im)

Timeline

- 2007** Opening of Phorms Campus München – primary school
- 2008** Opening of Phorms Campus München – nursery and secondary school
- 2010** TUM partner school
- 2011** Location expansion within the existing building – attic extension
- 2012** Secondary school expansion within the existing building – new science rooms
- 2013** Nursery expands by moving to Möhlstraße; daycare centre opens
- 2014** Accreditation as an IB diploma school
- 2016** First Abitur class graduates
- 2016** Secondary school expansion with the Johann von Lamont building
- 2017** State accreditation of the primary school and secondary school

Phorms Campus Hamburg New space for research

By Jasmin Wilczek



Photo: Phorms Education SE

STEM subjects (Science, Technology, Engineering and Maths) are becoming increasingly popular everywhere, including Phorms. To help students at the Phorms Campus Hamburg explore and understand science subjects in more depth, the expansion of the city-centre school building came with a particular emphasis on technical facilities in the new specialist science rooms. Around 1,150 square metres of school space was created on the fourth floor of the Hafen City building. A total of 18 new classrooms and group working rooms, staff rooms, preparation and specialist rooms are

now available for the kids and grown-ups to use. As well as the extra space for the upper secondary school year groups and an additional section in lower secondary school, the focus was on specialist rooms equipped with the latest technology, which will enhance the students' education in science subjects. The specialist chemistry room, for instance, has an ultra-modern, electrically operated supply lift system built into the ceiling. The system is lowered from the ceiling for experiments in science classes and provides every student with the supplies for their experiments, such as electricity

and gas, right where they're needed. The chemical storage cabinets in the preparation room are ventilated by a modern exhaust air system through the roof of the building, with all materials stored securely. 'The conversion was challenging, as the ceiling of the existing building was not designed for this kind of load. Steel supports had to be added beneath the ceiling to hold the lift system,' says Marina Caspari, Managing Director of the Phorms Campus Hamburg. This led to a delay in completion of the rooms, but now the system is fitted securely and the research can begin.

Beethoven's Ninth – a political fanfare for the G20 summit in the Elbphilharmonie

On 7 July 2017, year 9 and 10 secondary school students from the Phorms Campus Hamburg enjoyed a very special day out. Thanks to Politics and History teacher Victoria Bordé, the school got the chance to attend the concert marking the G20 summit in the Elbphilharmonie, the new concert hall in Hamburg. The invitation stipulated evening dress and comprehensive security checks at the ferry

terminal, which the students went through patiently. A ferry took the guests to the concert hall, where students had to wait again, although the time flew by as they enjoyed the views across Hamburg and nibbled on snacks while rubbing shoulders with political bigwigs like Finance Minister Schäuble. Once the students and world leaders like Angela Merkel and Emmanuel Macron took

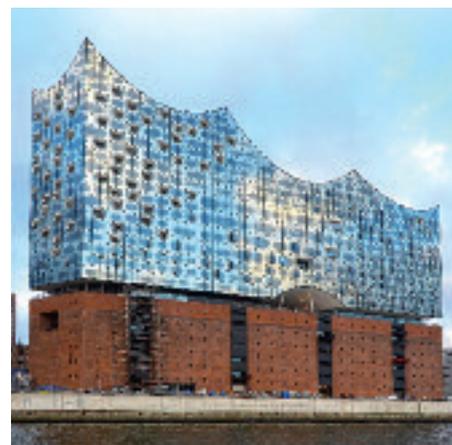


Photo: Pixabay

their seats, the audience listened, enraptured, to Beethoven's Ninth Symphony. A magnificent evening that will stay in the students' memories for a long time. (lm)

Phorms Schule Frankfurt

Extra rooms for 350 students

By Jasmin Wilczek



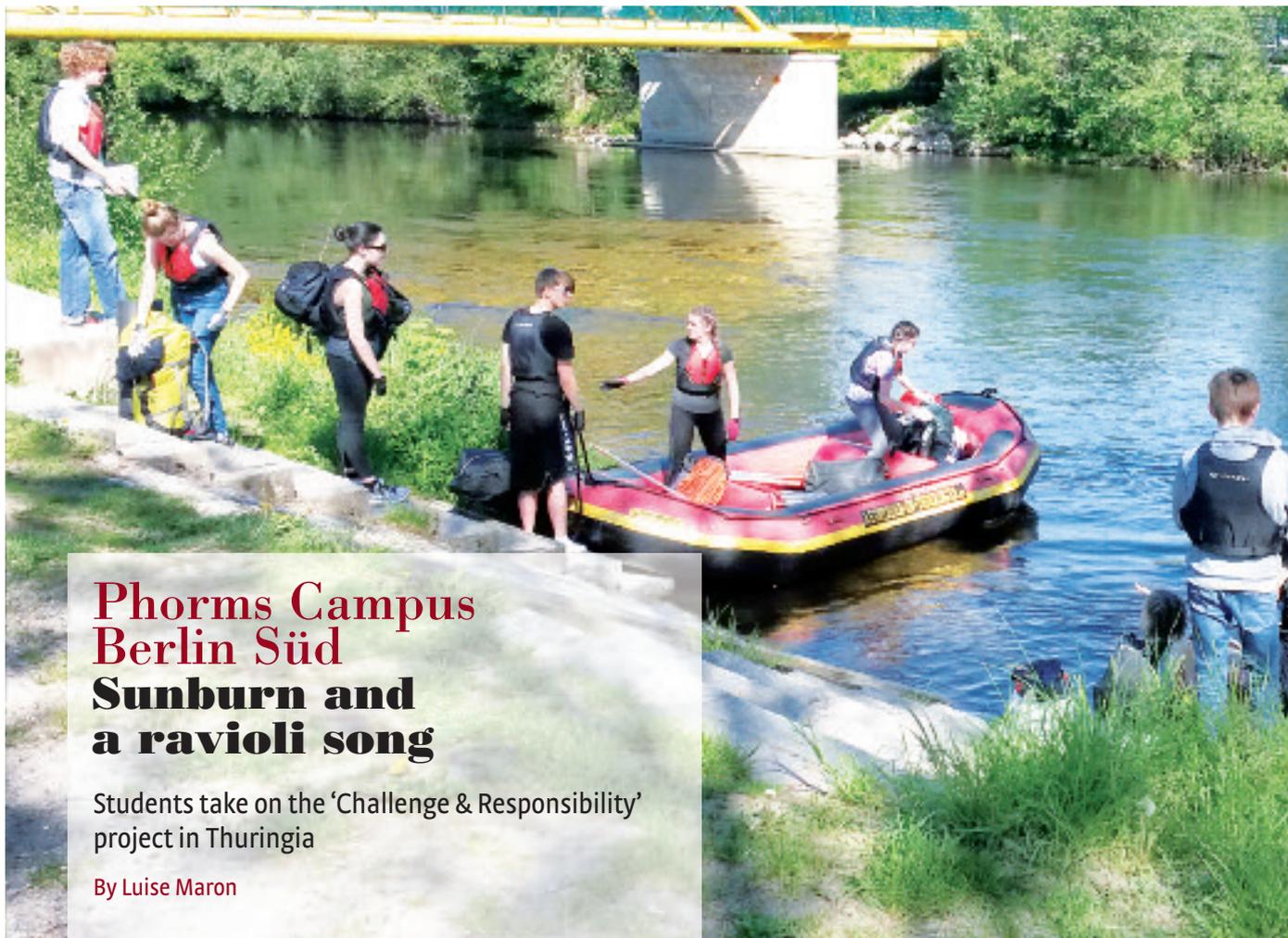
The next academic year will bring space for an additional 300 students at the bilingual Phorms Taunus Campus. In December 2016, planning permission was awarded for expansion of the Phorms facility in leafy Steinbach, and building work began on 31 January 2017. The L-shaped building will be a stunning addition to the school, with an additional 2,200 square metres over three floors. 'We had quite a few planning challenges to deal with. There was too much water on the site, clay in the ground – and so works were required straight away,' says Gaby Lucas-Kanseas, Managing Director of the Taunus Campus Entwicklungs GmbH, who is responsible for construction on the Phorms Taunus Campus. However, all

of the obstacles were overcome and the completion ceremony took place in October 2017.

The available space will be reallocated for bilingual education on the Taunus Campus. The daycare centre PhorMinis can now expand, as the preschool will acquire new rooms. The jewel in the crown of the extension is the large new industrial-style canteen covering around 700 square metres on the ground floor. In the floor above, the daycare centre and after-school programmes will acquire new rooms and secondary school students can enjoy new space on the second floor. The school playground and outdoor area will also be modified during the building works in order to enhance valuable

break time for the children and young people.

The second location of the Phorms Schule Frankfurt, the Phorms Campus Frankfurt City, is in the centre of Frankfurt, in the beautiful Holzhausenviertel. It has also undergone expansion to allow more students to access Phorms' bilingual education. In early 2017, 350 square metres were added to the ground floor. However, it wasn't created with additional building, but the closure of a post office. The new area now houses a modern canteen, a large daycare centre and a new kitchen. And the space for the old canteen and kitchen now hosts new classrooms and staff rooms. This freed up space for 50 new students at the Phorms Campus Frankfurt City.



Phorms Campus Berlin Süd Sunburn and a ravioli song

Students take on the 'Challenge & Responsibility' project in Thuringia

By Luise Maron

'In those three days, we got to know each other better than we had in the years before,' says 16-year-old Nicola. In May, she joined other year 10 students at the Phorms Campus Berlin Süd on a three-day paddling trip up the river Saale from Rudolstadt to Jena. The trip is part of the 'Challenge & Responsibility' project, which has been running since 2015 at the Phorms Campus Berlin Süd in Steglitz-Zehlendorf and intentionally integrated into year 10. On the one hand the project marks the end of lower secondary school, but it also raises the students' awareness of the new challenges and responsibilities they will face in upper secondary school. For the trip to Thuringia, the students not only celebrated the end of their lower secondary school exams, but

also handled all of the organisation and planning themselves, from the activities and meals to the journey there and back. And the students also declared a smartphone-free zone for the duration of the entire trip. Sean Jackson, Phorms secondary school teacher of English Literature, accompanied the students. 'It was certainly a different experience for me, because I wasn't involved in any of the decision-making,' he says. 'The students did a really excellent job, but I wouldn't have expected anything else.' Apart from a few cases of sunburn, the main challenge was carrying heavy boats and packs around the weirs, which called for teamwork and motivation. 'Another challenge was sleeping all together in the same big tent, but we're a team, after all,' says Anna, 16.

When difficulties dampened the mood, the students lifted their spirits by singing together about the cans of ravioli brought along as provisions. When supplies ran low, when they didn't make it to the campsite before night fell, or the return journey was hampered by delays and bus breakdowns, the students discussed the situation and took decisions in hand themselves. 16-year-old Felix felt particularly aware of his responsibility when he invested all of the group's money at the bus counter. 'I certainly have a new understanding of what it means to make decisions and bear the consequences,' he says. The students worked well together over the course of the three days and rose to the challenge, as Sean Jackson confirms: 'Everything practically looked after itself.'

Phorms Campus Berlin Mitte

Heavyweight round

In July, students from the Phorms Campus Berlin Mitte organised an exciting political discussion with general election candidates for Mitte and Steglitz-Zehlendorf



Photo: Phorms Education SE

Appearing on the podium were candidates for Berlin-Mitte Dr Eva Högl (SPD), Frank Henkel (CDU), Özcan Mutlu (Bündnis 90/Die Grünen), Stephan Rauhut (Die Linke) and the candidate for Steglitz-Zehlendorf Hartmut Ebbing (FDP).

The event was presented by Alma (16) and Marcus (17), two students from the year 11 Politics classes at the Phorms Campus Berlin Mitte.

The debate covered such subjects as refugee policy, full employment vs. social justice, and young people's scope for decision-making in Germany's politics and future. The students selected these topics together and discussed them in advance.

Following the debate, each candidate got to ask another candidate of their choice a question, before the secondary school students addressed what they saw as outstanding points.

They asked the politicians very direct questions, such as 'if your party didn't exist, which one would you vote for?' and 'which party would you definitely not enter a coalition with?'

'The discussion with the students was really great,' said Özcan Mutlu (Die

Grünen) after the event. 'You could see they were really well prepared. That makes this type of event much more fun, of course.' Stephan Rauhut (Die Linke) also praised the young voters. 'What I was most excited about was how professional and committed the students were when they were presenting and taking part in the discussion.'

'In September, the under-18 youth elections took place,' says Violette Weyer, Politics teacher at the Phorms Campus Berlin Mitte. 'The students had to decide who to vote for and make their own judgement based on the talk.' So the event gave the students an insight into the policies of the various parties and created a basis for socially and politically responsible conduct.' (rm)



Josef-Schwarz-Schule

Kids teaching kids

An innovative learning and teaching method by Ellen Küttelwesch takes off in year 4 at JSS

‘I want the children to get a new feel for learning and to be able to explain what they have learned themselves,’ says Ellen Küttelwesch. The primary school teacher at Josef-Schwarz-Schule teaches students in year 4. She usually stands in front of the class and teaches the children the German language with all of its quirks. But for two weeks now, it’s been up to the children to show how the German language is taught.

‘I made up a game,’ explains 9-year-old Lina. ‘These little paper cards have words on them. When a word is pulled out, the students have to check if it’s a noun or pronoun. If they get it right, they win a point.’

For the first time, Lina and her fellow students got to each teach a student in

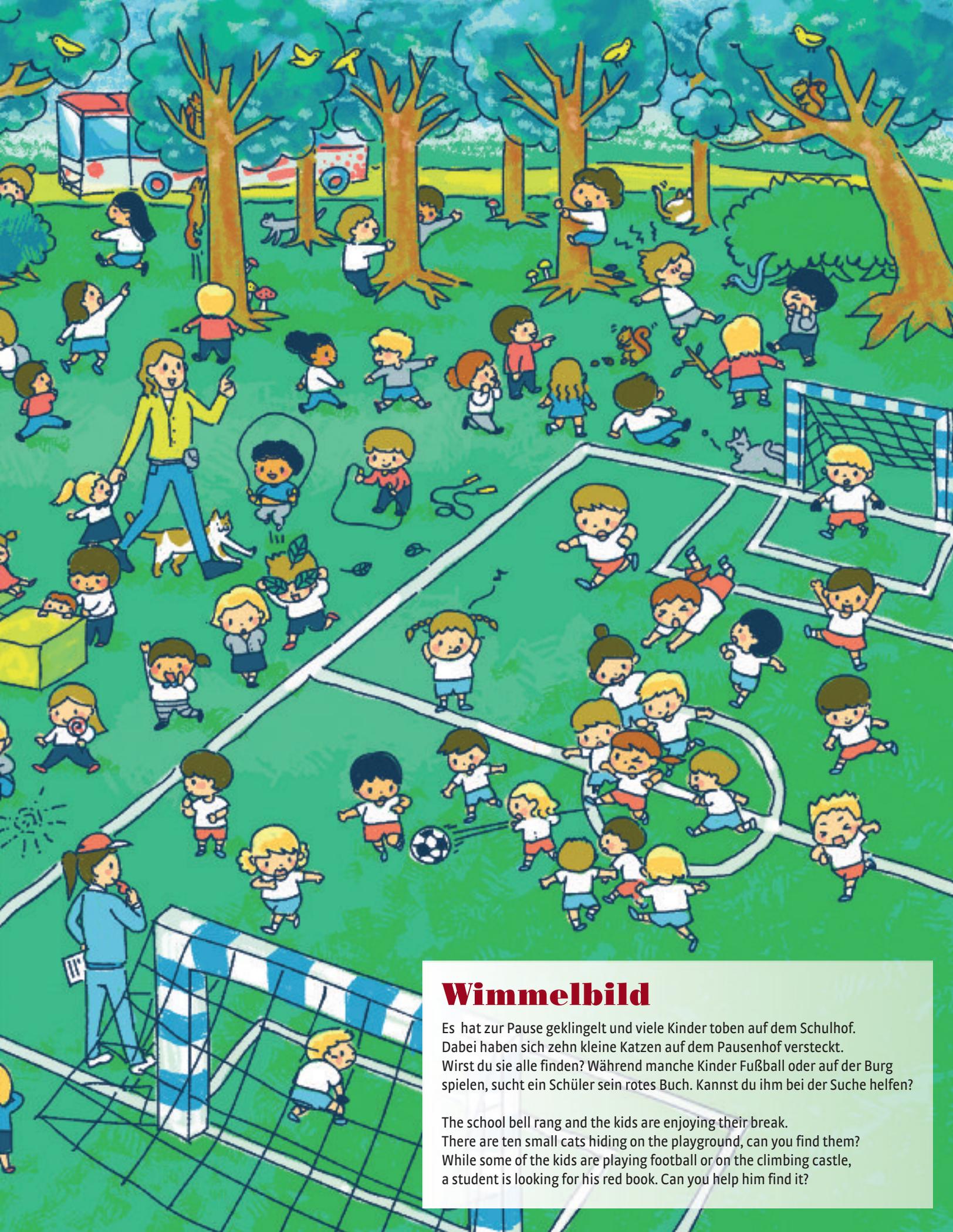
their parallel class. The ‘Snowie’ class prepared around 16 lesson hours of teaching materials on nouns and pronouns. They then taught the subject for five units using the teaching materials they developed themselves, most of them involving games.

At the end, the students sat a test on the subject and completed a feedback questionnaire on their student teacher. The student teachers also had to complete this test before teaching. The student teachers’ class average was an incredible 94%. ‘To my astonishment, the student children’s average was even better than it was originally. The student teachers did incredible work. For the student children, the average was 92%,’ says Küttelwesch.

The children were also incredibly motivated throughout the project. Handing over responsibility to the student teachers was, unexpectedly, encouraging for the students. ‘They saw their learning in a completely different light. They knew that they were now responsible for what a child in their parallel class learned or didn’t learn. One child said at the beginning of the project, “It would be really unfair though if I didn’t work hard, because my student can’t be better than I am. I have to teach him everything about the topic, so I have to know it exactly.”’ The great success of this pilot project has inspired the teacher to conduct similar projects in the years to come. (rm)



Saori Shimashita



Wimmelbild

Es hat zur Pause geklingelt und viele Kinder toben auf dem Schulhof. Dabei haben sich zehn kleine Katzen auf dem Pausenhof versteckt. Wirst du sie alle finden? Während manche Kinder Fußball oder auf der Burg spielen, sucht ein Schüler sein rotes Buch. Kannst du ihm bei der Suche helfen?

The school bell rang and the kids are enjoying their break. There are ten small cats hiding on the playground, can you find them? While some of the kids are playing football or on the climbing castle, a student is looking for his red book. Can you help him find it?