

Heidelberg International School

Homeroom Guide



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H.I.S. Guiding Statements

MISSION

We, the H.I.S. community, work together to facilitate the intellectual, emotional and social development of our students, to promote international understanding and enable students to make a difference to the world in which they live.

PHILOSOPHY

We believe that education is the key to individuals becoming responsible global citizens. We believe that education should address all aspects of the students' development and that it should value and respect their individuality. The whole staff, parents and students themselves significantly contribute to the growth of the students' intellectual curiosity, understanding, creativity and international mindedness.

THE H.I.S. DEFINITION OF INTERNATIONAL MINDEDNESS

A Journey from Self to Other

Open-mindedness is our constant companion on this journey. We need to develop an active and sensitive frame of mind, a respecting and caring attitude and a desire to know and explore otherness without fear.

With our minds open, we need to be nourished with cumulative experiences that shape our world-view. Through opportunities, which are fully integrated into school life, we become part of a flourishing culture of new perspectives.

We start to demonstrate an understanding of our diversity, by appreciating and respecting ourselves and others, and celebrating our origins and differences.

By connecting and cooperating with others, locally and globally, we begin to realise the interdependence of the natural, cultural and social systems of which we are part.

International mindedness becomes a collaborative commitment to peaceful and sustainable action worldwide.

CORE VALUES

Respect is a fundamental value of our school, which influences, and is the basis for, the environment of learning at H.I.S. Respect for self and others is an integral part of our community, be it in the way we learn, what we learn, why we learn, where we learn or from whom we learn.

We support respectful learning by encouraging everyone to appreciate and develop the International Baccalaureate Learner Profile (www.ibo.org) attributes by becoming:

- › Inquirers
- › Knowledgeable
- › Thinkers
- › Communicators
- › Principled
- › Open-minded
- › Caring
- › Risk-takers
- › Balanced
- › Reflective

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination: we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Heidelberg International School Homeroom Programme

RATIONALE

At Heidelberg International School (H.I.S.) we strive for the social, emotional and intellectual development of our students. Ensuring students are healthy and balanced affords them the best chance of academic, social and personal success and is valuable preparation for the world outside of H.I.S. The Homeroom Programme (HRP) is a vital part of the H.I.S. curriculum in the middle school in that it supplements other courses by providing students with skills that will help them to become balanced lifelong learners. Furthermore, the HRP aims to develop students' awareness of personal, local and global issues.

TEACHING AND LEARNING

The Programme is taught by the Homeroom Teachers, who support students in Grades 6 to 10 with their academic and personal development. Homeroom Teachers register the students, support them with non-subject specific issues and are the first contact in times of success or challenge.

Every morning students meet their Homeroom teachers for 15 minutes before the first lesson starts; homeroom periods (55 minutes) are scheduled twice every week.

PROGRAMME CONTEXT

The HRP takes into consideration the wide age range in Grades 6 to 10 and the fluidity of the student body. Furthermore, it remains flexible enough to allow teachers to react to questions and issues that arise. Certain topics, however, remain core facets of the programme, for example, study skills and the future, the world around us (global citizenship) and relationships (personal and social development). To reflect the ever-changing dynamics of our school and the modern world, these topics are regularly addressed in an age-appropriate manner.



Service as Action

IB learners strive to be caring members of the community who demonstrate a personal commitment to services, and act to make a positive difference to the lives of others and to the environment. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life.

As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context.

Guided or classroom learning that leads to action addressing an authentic community need is most meaningful when allowing for student initiative that incorporates their interests, skills and talents. The process also provides structured time for both formal and informal reflection on the service experiences. When the service experience has meaning and purpose for all involved, participating in reflection is also seen as rewarding. By reflecting on their service experience, students may gain a greater awareness of the community and world they live in, and their role and responsibility in improving the lives of themselves and others.

With appropriate guidance and support, MYP students should, through their engagement with service as action:

- › become more aware of their own strengths and areas for growth
- › undertake challenges that develop new skills
- › discuss, evaluate and plan student-initiated activities
- › persevere in action
- › work collaboratively with others
- › develop international-mindedness through global engagement, multilingualism and intercultural understanding
- › consider the ethical implications of their actions and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

These learning outcomes identify the substance of students' self-reflection on service as action. All of these learning outcomes are closely associated with IB learner profile attributes.

All students at H.I.S. complete a Service as Action project. The Service as Action Coordinator collaborates with the Homeroom Teachers to support student-initiated projects.

For detailed information about Service as Action at H.I.S., please see separate H.I.S. *Service as Action Guide*.

¹ MYP: From principles into practice, August 2022, p 22-25

HOMEROOM ACTIVITIES

At various points throughout the year, students are invited to take part in a wide range of activities during one of the twice-weekly homeroom periods. Activities are chosen based on teacher and student areas of interest. Students benefit from the opportunity to work in different groups and different teachers. It is a chance to exercise, be creative, or complete other tasks that contribute to being balanced and happy individuals. (Example activities include: chess, football, writers' workshop, photography, yoga)

REHEARSALS AND PREPARATION OF SCHOOL EVENTS

On occasion, the students from Grades 6 to 10 come together to rehearse for programme-wide concerts and productions or prepare for whole school events such as fairs. This builds cooperation skills, unites the student body, and allows leadership and teamwork skills to flourish.

ASSESSMENT

The HRP has no formal assessment. Students engage in reflection and goal-setting, all of which facilitate the students in becoming independent learners. Teachers gather anecdotal evidence and impressions, which are shared with parents at parent-teacher conferences and in the twice yearly reports.



Homeroom Programme Overview

	Relationships and well being		
	Unit Title	Key concept	Statement of inquiry
Grade 6 SELF MANAGEMENT	Transitioning & belonging	Communities	Systems in successful communities rely on individuals taking responsibility.
Grade 7 COMMUNICATION	Developing sustainable relationships	Change	A consideration of others' perspectives can help to sustain relationships as they change over time.
Grade 8 THINKING	Working as part of a group	Connections	Taking into account other people's perspectives can help build sustainable relationships in a group.
Grade 9 SOCIAL	Boundaries	Communication	Appropriate communication is framed around boundaries that are determined by the nature of the relationship.
Grade 10 RESEARCH	Relationships	Identity	Our individual identity is complex, multifaceted and constantly evolving and yet, having an understanding of our own identity can have a positive effect on our approach to life.

Homeroom Programme Overview

	Study skills and future plans		
	Unit Title	Key concept	Statement of inquiry
Grade 6 SELF MANAGEMENT	Who am I?	Identity	Our individual identity is complex, multifaceted and constantly evolving and yet, having an understanding of our own identity can have a positive effect on our approach to life.
Grade 7 COMMUNICATION	Where do I turn?	Structures	Communities create structures to support its members.
Grade 8 THINKING	Balance	Balance & well-being	Human systems need balance to sustain a sense of well-being.
Grade 9 SOCIAL	Stress	Stress	A balanced life and a healthy sense of perspective can help people manage stress.
Grade 10 RESEARCH	Choices Careers and beyond	Choice	Our choices are influenced by both personal and cultural values and the other people's perspectives.

Homeroom Programme Overview

	The world around us		
	Unit Title	Key concept	Statement of inquiry
Grade 6 SELF MANAGEMENT	Perspectives - World news	Perspectives	Perspectives originate from our own identity, which is formed, in part, by the cultures we experience.
Grade 7 COMMUNICATION	Conflict	Conflict	When people feel that they have been unfairly treated, relationships often degenerate into conflict.
Grade 8 THINKING	Let's talk about it! – morals & ethics	Communication	Communication can be hindered by hidden, and sometimes, complex boundaries.
Grade 9 SOCIAL	Diversity World news – rights and responsibility	Diversity	We live in a world of diversity where we are all responsible for promoting and practising tolerance and respect of others in order to strive for a fair world.
Grade 10 RESEARCH	Asserting our own rights	Pressure	Relationships become abusive when power is abused in order to put a person under pressure.

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