

THE PEDAGOGICAL APPROACH THAT HAS DEVELOPED IN THE COLLEGE'S FIRST DECADE

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1. INTRODUCTION

UWC Robert Bosch College's (RBC's) Pedagogical Approach addresses both the vision for what is aspired to, and a description of the broad practice that has evolved to meet the vision. This makes best sense with initial reference to what might be described as the moral underpinnings of the vision and practice.

The Rektor starts with the arguably naïve yet fundamental assertion that (especially young) people essentially are inclined to good, that they carry within them promise and positive potential, and capacity to live well in community. The inclination towards goodness, together with their promise and potential, is what is to be appealed to throughout their broad schooling. Being inclined to 'good' includes the capacity for empathy and compassion. In the same manner, the Rektor views colleague members of staff as people who of their own volition wish to give fully (but not exclusively) of themselves to their students and colleagues, and to RBC. Together, these are the underpinnings of the community that is at the centre of the UWC Education Model, which will be described later (p.8).

The College's understanding is that education for young people in their late teens should be a holistic preparation for these young people to live autonomous, responsible lives as individuals in society, without the need for authoritarian oversight once they have graduated from school. A consequence of this understanding is that within a holistic framework, objectives need to have both current relevance and a measure of future aspiration.

The Rektor's understanding is that boarding schools and especially UWCs are not exclusively or even mainly about academic development, the mastery of a formal academic curriculum. Academic development might be described as 'highly necessary' but not 'sufficient' to the purpose of RBC. The statistics are clear: at RBC a student spends just less than 24 hours per week in class and possibly an average of 10 to 20 hours per week on 'homework', which together is roughly 30 to 40% of their awake time - even if it is the most intensive time of regular teacher/student interaction. Naturally it is a necessary and vital role of a school and its pedagogical approach to equip its students with the formal academic knowledge (culminating in formal qualifications) together, hopefully, with an associated intellectual development, so that they leave school with the necessary academic and intellectual background for their further private and professional/occupational formation and engagement. It also is important that the academic formation has relevance for students' personal sense-making and does not create undue stress for the students and staff. Schools need to be places of learning practical and theoretical citizenship.

It is even more important that UWCs indeed be places of personal sense-making, where people explore, in a supportive environment, questions such as: "who am I, what do I value, how do I relate to others, what is my responsibility". Specifically, UWCs need to be places where students grapple with what it means to be citizens of a place/a society as well as citizens of the world. UWCs need to be places where young people (at RBC generally 16 to 18 years of age) learn to take ownership of and put into practice their skills and responsibilities without

which, in a collective sense, society cannot develop and thrive, and rights cannot be claimed and cannot endure.

UWCs need to be hopeful places, premised on the conviction that education can be a force to unite people for peace and a sustainable future.

With this understanding, a Pedagogical Approach cannot be restricted to the formal curriculum.

Furthermore, a Pedagogical Approach needs to be comprehended in the context of the opportunities and constraints of a school's creation and formal existence:

1.1. Context, opportunities, constraints, dilemmas

Established by its shareholders Robert Bosch Stiftung and Deutsche Stiftung UWC, UWC Robert Bosch College (RBC) opened its doors in Freiburg, Germany, in August 2014.

Peter Senge states that a (shared) vision is the answer to the question, "What do we want to create?" It is worthwhile to articulate the multi-layered nature of "what we want to create" as part of the introduction to the Pedagogical Approach.

RBC is created as a school with a built-in residential (boarding) section. RBC is created to provide a two-year residentially based education for 100 students in each year group, the final two years of secondary education, with the headline purpose to give life in this place to the United World Colleges' (UWC's) Mission, Values and Educational Model (p.8). There is to be a special emphasis on sustainability including how sustainability can be supported through technology.

As a UWC, RBC is party to the resolutions of the UWC International Board and the UWC Strategic Plan. Historically, students within UWC in the final two years of their secondary education are regarded as increasingly autonomous, self-motivated, self-regulated and responsible young adults, young adults who are lightly supervised, and managed primarily on the basis of trust.

As per the 'classic', aspirational model within UWC, students at RBC are selected without any reference to their families' financial background, in almost all instances by UWC National Committees (NCs) (different selection methods exist for small numbers of recent refugees and students who are not eligible to apply through a NC).

Regarding the student body, RBC's vision is to bring together students from a wide range of national and other diverse backgrounds including diverse socio-economic backgrounds. Within RBC, diversity of national backgrounds *per se* is not of the highest importance. Of particular relevance to RBC is that this diversity includes students selected from geographic areas with different environmental circumstances, historic and/or current tensions, social conflict and/or war. It is these particular diversities that are at the foundation of the community that conceptually is at the centre of the UWC Educational Model, and the diverse lived experience which is a reference point on which a holistic UWC education is built. Furthermore, it is the vision of RBC that each year $\frac{1}{4}$ of the selected students are selected by

Deutsche Stiftung UWC. These students are selected as individuals as well as ambassadors and translators between the RBC community and society in Freiburg, Baden-Württemberg and more widely in Germany.

An early Board suggestion was that there should be a sufficient weight of students from democratic countries, so that within the multitude of discussions at the College, sufficient students can speak from the perspective of having lived in democratic societies.

In a clear sense, students initially are selected by their NCs for their suitability to attend any UWC. Only after the selection is a student then nominated to a particular UWC, with NCs using a wide range of considerations to align the students they have selected with the UWCs that have offered them places. Typically, only 30% to 40% of the students at RBC listed RBC as their first choice of UWC to attend, which is not unusual for the two-year fully residential UWCs where most students are selected on scholarship by NCs. (Students quickly grow loyal to the UWC to which they are nominated.) This has relevance in that individual student aspirations for their learning and engagement might be different from the special focuses of RBC as an institution. In RBC, where much educational store is placed on fostering student initiative, this results in a vibrant community with diverse impulses and initiatives, all competing for time and for attention.

In line with all other UWCs at present, RBC is created with the intention that the formal taught curriculum is the International Baccalaureate (IB) Diploma Programme (DP), taught in English. The DP is a comprehensive and demanding curriculum at the senior secondary school level. Each subject has a detailed written syllabus, and assessment criteria, all determined by the IB.

The IB has a Mission, a Learner Profile and articulated Approaches to Teaching and Learning (ATL). The IB ATL are grounded in the belief that learning how to learn is fundamental to a student's life in and out of a school context. In broad terms, IB programmes are designed to support learners in developing thinking skills, communication skills, research skills, self-management skills and social skills (from www.ibo.org).

RBC is registered as a *staatlich anerkannte Ergänzungsschule* in Land Baden-Württemberg. In addition to RBC's education and approach aligning with the UWC Mission, Values and Educational Model, plus the International Baccalaureate Mission, Approaches to Teaching and Learning (ATL), learner profile and DP curriculum, RBC also is required to meet the (additional) requirements of the Education Ministry of Land Baden-Württemberg for German students for the fulfilment of 'Schulpflicht' (and in a practical sense, those of the German Conference of Education Ministers (KMK) for students wishing to continue their higher education in Germany). The requirements of Land Baden-Württemberg in respect of German students are designed to keep the subject offering and formal civic education of those students broadly similar to those required of students studying for the Abitur in Land Baden-Württemberg. These put some constraints on subject choices for German students and carry a significant additional time commitment beyond the formal requirements of the DP. RBC is the only UWC with state-required additional curriculum- and programme-related requirements. A consequence of the conservative recognition of the IB Diploma by the Education Ministry and the KMK is that RBC currently is not positioned to partner with some UWCs in some IB-authorized curriculum and diploma-structure innovations and pilot projects.

As already articulated, RBC's is a fully residential school. This has required RBC to be registered as an *Internat* (boarding establishment) with Kommunalverband für Jugend und Soziales Baden-Württemberg (KVJS). This registration is conditional on RBC meeting statutory staffing levels, and several further requirements. Within UWC, the boarding and community experience, which also is a learning one, complements the learning that takes place in the academic and CAS (IB Creative, Active, Service) programmes. As a UWC (and within the Hahnian tradition), RBC's Approach is for the staff of the boarding section also to be faculty within the College. While members of staff carry background supervisory responsibilities, the RBC approach especially to residential life is very much premised on allowing young people, each over the age of 16, to grow into autonomous, responsible adulthood (which includes responsibility to society). Accordingly, while there is education around and there are guidelines and rules about residential life, both by pedagogical design and operational necessity there are extended periods when students are not directly supervised by an adult.

The historic approach within UWC emphasizes student autonomy and personal sense-making. This is consistent with "an environment where we give trust, inspire responsibility, grant appropriate student autonomy and provide support in pastoral care" (UWC Strategy 2018 and beyond, p. 25). Part of the concept is that when things go sub-optimally or plainly wrong, there is a reassuring presence of adults from whom support can be gained, as requested. There is a growing divide within UWC: some UWCs including RBC take the view that the holistic educational objective is the curation of a student's journey into educated, autonomous, responsible adulthood (with an emphasis on personal sense-making) – and part of this is the acknowledgement that after they leave school, it is unlikely that there will be an authority figure for instance to regulate and then monitor their screen and sleep time. For individuals to learn their limits also by crossing their limits within a reassuring, supportive adult community, locates the risk within a relatively structured and otherwise safe place. Some other UWCs, from conviction and /or the regulatory and social environment in which they operate, seek their students' growing autonomy and personal sense-making especially in the IB CAS programme and possibly in curriculum choices, but regulate and then monitor more closely things like students' presence on campus, screen time, quiet time, curfew. Some UWCs monitor sleep through late-night inspections. Indeed, these approaches safeguard students' formal and shorter-term wellbeing in a more robust manner while they are UWC students than the RBC approach, but the risk is transferred to a time (such as when at university) when the young adult, admittedly two years' older, generally is not within as reassuring a presence and support of adults.

RBC's approach regarding national and linguistic diversity is that students typically come from 80 to 100 countries and territories, which generally results in them speaking around 60 mother languages. RBC does not require that students have competency in English before admission. Forming community without linguistic comfort provided by a shared, common language is part of the Pedagogical Approach. All faculty receive school-based professional development on teaching through the medium of English when their students have greatly varying levels of English linguistic and academic-writing ability. This has deep implications for the approaches to teaching and learning as well as the overall structure of the curriculum especially in the first two semesters. For instance, Theory of Knowledge (p.11) is only introduced as a formal, separately taught course at the beginning of the 2nd semester.

RBC's vision and Pedagogical Approach is that this is an *in-person* community, not a virtual community for the two-year engagement. RBC's vision is for warm interpersonal relationships between students and members of staff. At the same time, the Approach is that there is an ongoing interplay between the needs of the community and the personal and learning needs of individual students. In context of formal teaching and learning, RBC structures its approach as best as it can within its resources to the specific abilities and needs of individual students.

Anecdotally, graduates often speak of inspirational lessons / teachers having deep impact, but even more often they speak of the highest impact coming through informal interpersonal encounters and being given unexpected responsibility in doing things *on their own agendas*. Keeping 'space' for students to do things on their own agendas, as well as to reflect on and process their learning experiences, is a major and ongoing challenge.

The focus on sustainability and technology is sincere, genuine, and allocated considerable resource within the physical, human resource, formal and informal educational framework of the College (please see Part 4. of the Pedagogical Approach). Yet it would be short-sighted for the College to 'fix' its particular understanding of sustainability and technology in a manner that is likely to become quickly dated, or to attempt to 'fix' staff and student teaching and learning in a manner inconsistent with their realities, sensibilities and sense of initiative. Moreover, the individual DP subject syllabuses do not always lend themselves to a focus on sustainability and there is limited capacity for RBC to add significantly to the time allocated for formal DP teaching and learning.

RBC's approach to sustainability supported by technology can be thought of existing in three intersecting areas: educational approaches, personal approaches and broadly institutional approaches.

RBC's vision and approach includes educating for behavioral change in alignment with the values around peace and sustainability, behavioral change which is intrinsically motivated and fundamentally personal. A crucial component of the College's vision for education in this regard needs to be to create circumstances where people feel impelled towards working for positive change in their own lives and throughout the world. "It is the sin of the soul to force young people into opinions – indoctrination is of the devil – but it is culpable neglect not to impel young people into experiences", quoted from Kurt Hahn, German Educationalist and UWC Founder.

A further consideration in setting the context of RBC's multi-faceted vision and approach is the inspiration of Kurt Hahn's approach in seeking what might be described as 'indirect' 'oblique', 'naïve' or 'intuitive' approaches to achieve the deepest educational objectives: "...an eminent man challenged me to explain what sailing in a schooner could do for international education. In reply, I said we had at that moment the application before us for a future king of an Arab country to enter Gordonstoun. I happened to have at the school some Jews... If the Arab and one of these Jews were to go out sailing on our schooner... perhaps in a Northeasterly gale, and if they were to become thoroughly seasick together, I would have done something for international education" (quoted from Kurt Hahn's moral equivalent of war, van Oord, 2010).

These types of approaches increasingly are critiqued within UWC as leaving the burden of (at least initial) education around for instance racism, discrimination and oppression, to students and members of staff who enter RBC already marginalized because of their backgrounds. Arguments are made for education in these regards to be delivered by professionals and for all forms of oppression to be addressed systemically, from the outset of a student's journey at RBC. RBC attempts to seek a balance between 'indirect', 'oblique', 'naïve' or 'intuitive' approaches, with professionalized approaches to formal teaching and learning. Just as with sailing, where students would be given proper equipment and instruction in sailing techniques, so over the two years RBC equips students with the tools of critical thinking, dialogue, public speaking and workshop delivery. Engaging in difficult conversations has direct parallels to sailing a stormy sea. Skill, trust and cooperation, and indeed an acceptance of a degree of vulnerability, are fundamental.

1.2. The Purpose of the RBC Pedagogical Approach

The purpose of the RBC Pedagogical Approach is to create a record of the development of the framework around the educational space that the College represents. The vision of RBC is for the space to be filled in anew, in a sense re-created and co-created, by each generation of students and teachers.

1.3. Narrow Academic Vision

The narrow academic teaching vision of UWC and RBC is implicit: to teach the International Baccalaureate Diploma (in English) in a manner consistent with RBC's students gaining the academic skills, and certification, to proceed to a higher education consistent with their intellectual capabilities. UWCs have a further vision; that those students (the majority) who cannot afford higher education and associated costs including in their home countries, gain admission and the necessary scholarship funding to continue their university studies somewhere in the world and in line with their growing potential. To date, and with the considerable support of the Davis UWC Scholars Program, this objective is met with almost every student.

1.4. Broader Teaching and Learning Vision

The broader teaching and learning vision of RBC is, each generation, for learning to become increasingly self-directed by students, a place where students (with their rich diversity of backgrounds and perspectives) are themselves a rich resource for learning by self and others.

In the longer term, the best teachers of students moving into young adulthood will be those who can help students take ownership of their learning.

1.5. Broader Educational Outcomes

In a broader sense, the educational vision of RBC is to inculcate in our students their inclination and capacities to work for a peaceful and sustainable world, without dictating too tightly what that work might look like. Also in the broader sense, the educational vision of RBC includes to providing the secure environment, support and educational impulses through which the students may transition into young adults, autonomous and responsible for their own wellbeing and the wellbeing of others. RBC's interpretation of creating an environment where

we “give trust, inspire responsibility, grant appropriate student autonomy and provide support in pastoral care” (UWC Strategy 2018 and Beyond, p. 25) is considered distinctive also within UWC. The RBC approach is possible given the broadly safe physical and social circumstances in this and most parts of Europe.

1.6. ‘Beacon’ role

UWC and RBC have an ‘external’ vision also implicit in the UWC Mission to make education a force to unite people, nations and cultures for peace and a sustainable future: that the existence of UWC and in particular of RBC has an impact in society, not only through the aggregate of the individual lives of its graduates, but through what it symbolizes as an institution in society. RBC wishes to be a symbol, an impulse for (for instance) peace, for sustainability, for tolerance, for hope, for integration, for intercultural and international communication, for empathy and compassion, and for initiative. This is an area for ongoing development. The UWC Mission and Values (p.8) provide a more comprehensive outline of what RBC wishes to symbolize.

1.7. Robert Bosch Stiftung (RBSG) and its Educational Programmes

RBC has a vision to work closely with the RBSG and its Educational programmes and partners: in a learning mode, in an experimental mode and as an impulse to others through the College’s existence and approaches.

1.8. Differing Imperatives

Experiments in international education have always had to marry different national and personal imperatives. This is not always easy. Gaining appreciation for the compromises that need to be struck is a helpful preparation for students and members of staff in their approach to the complexity of finding global solutions in other contexts.

1.9. Outcomes

Eight generations of RBC students have graduated and almost all have continued with their studies in higher education. Each year, the RBC graduates collectively have obtained an overall DP aggregate significantly higher than the DP world average, despite their mostly not having English as a mother tongue or previous language of instruction, and despite their wide range of adequacy (or inadequacy including in their approaches) of previous education. Graduates have been placed in a wide range of institutions of higher education.

Further milestones to date:

- UWC International approved “UWC Strategy 2018 and Beyond”. (October 2017)
- The RBC Board formally approved RBC’s “Climate Crisis Response Strategy”. (December 2019)
- RBC entered into a formal partnership with the High Atlas Foundation, Morocco, as its carbon offset and (post Covid-19) educational partner (February 2020)
- RBC undertook an extensive and detailed 5-Year Review for the International Baccalaureate (completed in July 2020), for which it received 24 Commendations, together with 6 Recommendations which are being addressed as appropriate.

Commendations include: “The school offers an educational experience that fully aligns with the mission and philosophy of the IB”, “The school is deeply committed to embracing the holistic nature of an IB education”, “The school is committed to providing outstanding opportunities for students to display responsible action within and beyond the school community”, “The school has implemented comprehensive systems and robust procedures to support and guide students through the programme”, “The school provides balanced educational experiences to explicitly promote students’ awareness of individual, local, national and world issues” and “The school provides outstanding opportunities for teaching and learning to develop student attitudes and skills that allow for meaningful student action.”

2. GUIDING STATEMENTS OF UWC AND THE INTERNATIONAL BACCALAUREATE

2.1. UWC Mission

UWC Makes education a force to unite people, nations and cultures for peace and a sustainable future.

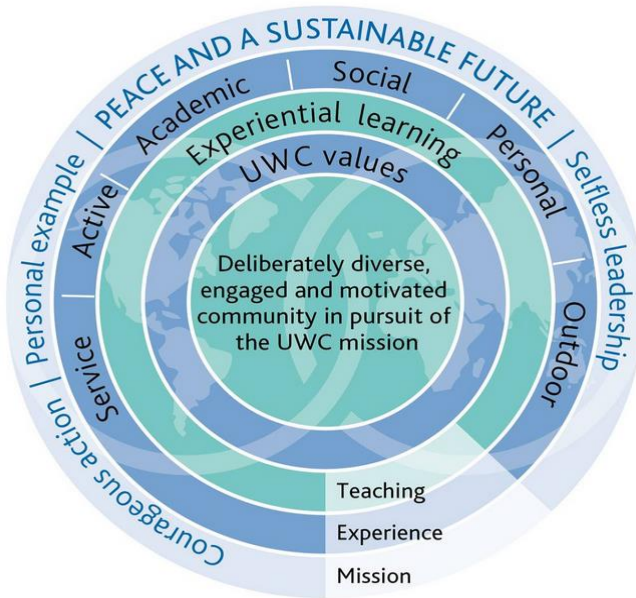
2.2. UWC Values

Living and learning at a United World College is based on a commitment to a set of shared aims and values:

- International and intercultural understanding
- Celebration of difference
- Personal responsibility and integrity
- Mutual responsibility and respect
- Compassion and service
- Respect for the environment
- A sense of idealism
- Personal challenge
- Action and personal example

2.3. UWC Education Model

Please see overleaf:



2.4. The IB Mission

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

2.5. The IB Learner Profile

Please see overleaf:

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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2.6. IB Approaches to Teaching and Learning (ATL)

The IB emphasizes five categories of skills:

- thinking skills
- communication skills
- self-management skills
- research skills
- social skills

The IB identifies six approaches to teaching:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners

- Informed by assessment (formative and summative)

<https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/atlinthedp-jennygillet.pdf>

The Rektor notes that none of these broad skills, and approaches to teaching, is supplanted by recent developments in AI, while the formal assessment of these skills and approaches may be supplanted over time.

2.7. IB Diploma

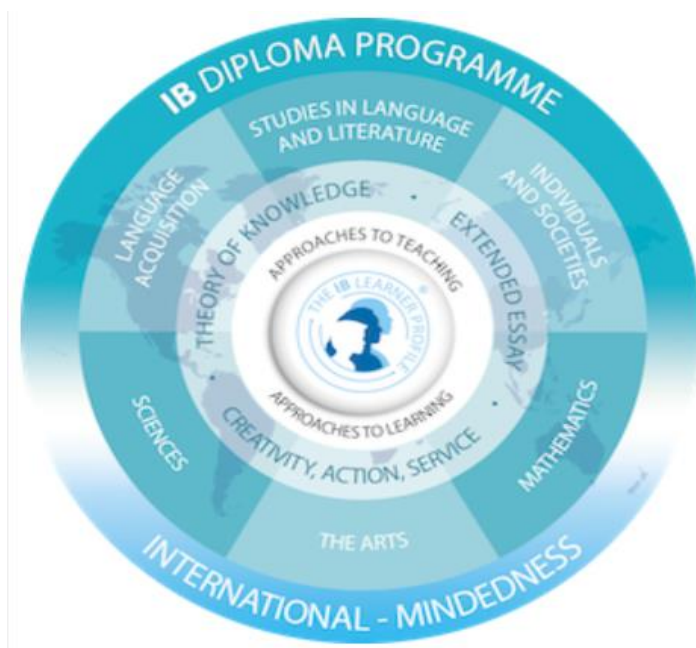
The IB Diploma programme (DP) aims to develop students who have excellent breadth and depth of knowledge—students who flourish physically, intellectually, emotionally and ethically.

The DP centres on the DP core. Three components make up the core, which are studied alongside individual subjects and throughout a student’s time in the DP.

The three core elements are:

- Theory of Knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The Extended Essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, Activity, Service, in which students complete a project related to those three concepts.

The DP can be visualized as follows:



3. THE IMPLEMENTATION OF THE IB AT RBC

3.1. Subjects Offered at RBC

Studies in Language and Literature: English, German, French, Spanish and Arabic Language and Literature, School-supported Self-taught first languages. English is the language of communication and instruction at RBC. German is the language of the community, city and country in which RBC is located. This part of Germany borders on France, and there is a focus in this area on close collaboration with France, hence the offering of taught French. RBC welcomes several Arabic-speaking students each year, and several Spanish-speaking students from Central and South America. The IB requires that if five or more students wish to study their first/mother language, a teacher must be employed to teach the language.

Language Acquisition: English B, German B, German *ab initio**, French B

Individuals and Societies: History, Geography, Economics, Social and Cultural Anthropology, Global Politics, Environmental Systems and Societies. The choice of these particular subjects reflects RBC's desire to have an appropriate range of academic frameworks to help inform student and staff discussions on local and global issues. The DP subjects that are **not** taught are business management, information technology in a global society*, philosophy, psychology, and world religions**. Inevitably, a school of 100 students per year group needs itself to make choices in line with likely teacher availability, including that full-time teachers of subjects with lower student take-up likely will need to teach more than one subject.

Sciences: Biology, Physics, Chemistry, Environmental Systems and Societies. The DP subjects that are **not** taught are: computer science**, design technology**, and sports, exercise and health science**. This is determined by limitations on teacher resources and facilities.

Mathematics: Approaches and Analysis, Applications and Interpretation.

The Arts: Theatre, Visual Arts. RBC regrets that teacher resources do not allow for the employment of a teacher to teach the DP subject of Music. There are some possibilities for students to continue with their instrumental studies, especially given the nearby location of the Freiburg Music Conservatoire. Other subjects that are **not** taught in the arts are: film**, and dance.

Subject choices are made within the Diploma framework (see above), with a restriction that not every combination of subjects can be accommodated within a timetable for a year group of around 100 students. During their enrolment, students are invited to indicate a non-binding combination of six subjects. By DP requirement, at least one subject needs to be chosen from each of the groups (with the possibility of a 2nd subject in 'Studies in Language and Literature' replacing Language Acquisition), with exception of The Arts. A sixth subject can be chosen from The Arts or a 'free choice' as an additional subject in another group.

* denotes a subject not recognized as allowed by the Authorities for German students.

** denotes a subject that is recognized by the KMK only as a 'free choice'.

The Director of Studies (DOS) then tries to accommodate as many requested combinations as possible in devising the framework for the timetable for that year. During their orientation before the start of 1st year classes, students are invited to choose their actual combination of subjects within this framework, with the Director of Studies again considering the possibility of accommodating special requests. At subsequent points in the 1st Semester, students may request a change of subjects, which may be granted (also depending on the size of the class(es) they wish to join, the agreement of the DOS and the 'receiving' teacher).

3.2. Extended Essay

RBC has a distinctive approach to the Extended Essay (EE). This starts with a series of workshops near the beginning of the 2nd Semester serving as an introduction to the process. Later in the Semester, there is a dedicated week for the EE (a week with no regular lessons) with students being trained in approaches to research, writing and referencing, and the launching of their own EEs in collaboration with their supervisors. Unless a student is undertaking primary research away from RBC, the objective is for the first draft of the EE to be submitted by the close of the 2nd Semester. RBC graduates comment most positively on how RBC's approach has prepared them superbly for their subsequent university studies.

For further information on the DP programme:

<https://www.ibo.org/programmes/diploma-programme/>

3.3. CAS (Creative, Active, Service) at RBC

The core of the formal extra-curricular activity programme is the CAS programme (IB-speak for Creativity, Activity, Service). CAS is a core component of the IB Diploma Programme. Before arriving at RBC, Students are sent the RBC CAS handbook to help guide them in their engagement with the RBC CAS programme and to meet the formal requirements of the Diploma Programme.

In formal terms, students need to demonstrate that through their engagement they have met seven learning outcomes, namely:

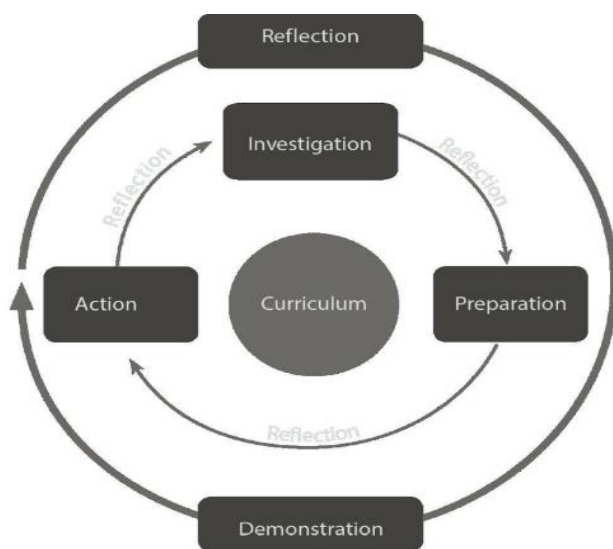
- Identify own strengths and develop areas for growth.
- Demonstrate that challenges have been undertaken, developing new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

At RBC, students' CAS learning is assessed through three formal meetings with their Personal Tutor (PT) and through their keeping a journal Portfolio (which includes reflections) on MS Sway.

RBC offers around 70 activities, many of them initiated and organized by students. Of these, around 40 are service projects, many of which are in cooperation with Freiburg institutions

and organizations. Within the RBC Pedagogical Approach and with the articulated desired learning outcomes, encouragement is given to students to initiate and lead activities (at least under light, background staff supervision). The diversity of student background and a bias in selection towards students with a strong sense of service to their own communities means that many activities have global as well as local themes and imperatives. Several have environmental and sustainability undertones – especially appropriate given that a key RBC approach to impelling in students an intrinsic inclination towards sustainability starts with a growing appreciation of the natural world. A portion of the CAS budget is set aside to support student-initiated CAS Projects.

For student-initiated CAS Projects, students are introduced to and are encouraged to employ a five-stage model as a planning tool:



Students are introduced to their CAS programme at the beginning of their first year through a series of seminars and workshops during orientation and the first week of classes. Students are offered a CAS service 'Fair'. Students are offered 'taster sessions' in Creativity and Activity-focused CASs as well as a workshop for self-organized CAS and CAS leadership that focus on individual short-and long-term contributions to the CAS programme.

The CAS Coordinator shares with Personal Tutors (PTs) an initial CAS profile with the self-identified interests and strengths of their tutees, in time for their tutee's initial CAS interview and CAS selection (at the beginning of the 1st Semester). Both the PT and CAS Coordinator assist each student in their selection and check in with students throughout the semester to ensure a commitment to a balanced programme. CAS activity leaders flag with PTs and the CAS Coordinator individual student absence or disengagement, for follow up.

The CAS coordinator offers regular workshops for staff leaders and PTs.

An implication arising from the fact that many CASs are student-initiated is that RBC has relatively few institutionalized CASs – especially those that might be described as 'active' or 'creative'. By design these depend to a large extent on the initiative of each generation of students and supporting staff.

A further implication is that there is no RBC-facilitated sport that is offered at a level that might be described as competitive within the 16 to 18 age range. The emphasis is more on participation and learning, than on competitive mastery. Some students join local sporting clubs, which has advantages of allowing them to play sport at a personally appropriate competitive level and forming stronger links off-campus. The disadvantages include that the timings do not always work with RBC's irregular semester dates and special programmes at RBC, and the students not building as strong links within the RBC community.

4. THE APPROACH TO SUSTAINABILITY

As previously observed, RBC's approach to sustainability supported by technology can be thought of existing in three intersecting areas: educational approaches, personal approaches and broadly institutional approaches. These then can be categorized under the headings: Climate Crisis Response Strategy, academic, community life, personal, activism, CAS and further extra-curricular activities. There is a further, newer initiative: the RBC Forest.

4.1. Climate Crisis Response Strategy

RBC's Climate Crisis response strategy was approved by the Board on the 11th December 2019. It has the following key components, using the 2019/20 school year as a baseline:

- Measure: RBC has adopted tools to measure its environmental footprint with respect to energy, transportation (including students travelling from and returning to home/university) and food.
- Reduce: RBC has committed to reducing its overall environmental footprint. Strategies start with a more environmentally strategic choice of countries from which students are nominated, and proceed to an integrative community/student-based development of an approach to real environmental issues at RBC. The particular methodology that was developed was labeled Changemaker 101, generated from the Global Citizenship Education / Deutsche Schulakademie approach. A further development of this approach has come through RBC's engagement with an Erasmus+ Project, 'Youth Mayors'. <https://sites.google.com/uwcmaastricht.nl/youth-mayors-curriculum/home?authuser=0>
- Offset: RBC has developed a partnership for tree-planting and re-forestation with the High Atlas Foundation, Morocco.
- Educate: RBC is committed to educating our community in the process. There remains an aspiration to run a summer education programme, in Morocco, with the High Atlas Foundation. Morocco can be reached by a combination of train and ferry.

4.2. Academic

- RBC offers the International Baccalaureate DP (DP) subject Environmental Systems and Societies, as a subject in both Group 3 (Individuals and Societies) and Group 4 (Experimental sciences).

- Teachers in all subjects are encouraged to include options for and/or references to sustainability-related themes when these are possible within the DP subject syllabuses.
- An innovation for the 2021/22 school year developed further in 2022/23 is the interdisciplinary 'Liveable Cities' week for 1st year students, *in lieu of* regular lessons. This is a 5 to 7-day interdisciplinary exploration of the social and technological factors that determine quality of life and sustainability in modern cities, also with reference to the UN Sustainability Development Goals. Students explore the topic through workshops and field trips, drawing on skills and content from different subject areas. Examples of fieldtrips might include: an anthropology teacher leading an activity on observing social interactions in different types of neighbourhoods, geography teachers spearheading the mapping of Freiburg's transport flows or facilitating visits to the city's transport planning department, language and history teachers leading discussions around issues of social justice, culture and diversity, natural science teachers facilitating visits to the Fraunhofer solar research institute, the local biogas plant and wind turbines. In parallel, students work in groups developing their own model transformations of actual cities in different parts of the world, applying the insights gained in excursions and workshops. At the end of the week, groups present and discuss their proposals. The emphasis on group work in Liveable Cities complements the individualistic approach to learning and assessment by the IB.

This format retains the engagement with natural science and technology of the more traditional IB 'Group 4' project and enhances it with a more interdisciplinary perspective.

- Sustainability Special Focus Day. This is a school day that focusses entirely on sustainability-related issues, ranging from stake-holder simulations and in-depth exploration of topics with the help of external experts, to hands-on workshops.
- Global Affairs. This is a series of presentations from external and internal experts. While not focused solely on sustainability, each year the experts include environmental activists and conservation scientists, discussing sustainability related topics.

4.3. Community Life

- Monitoring RBC's Environmental Footprint. To obtain more extensive data about RBC's environmental footprint, a group of students and staff monitors RBC energy consumption and waste production.
- Vegetarian days and meat-serving policies in the Mensa. Currently there is consensus that two 'weekday' days in a week will be vegetarian/vegan, and that other regular main meals should not include beef, lamb or pork, these meats generally having a higher negative sustainability impact than chicken, turkey or fish.
- Buying refurbished IT hardware for student and staff use. Almost all hardware provided for personal use by RBC has been procured 2nd hand and IT staff provide tutorials on repairing hardware.

- Student leadership initiatives. For two years, this took the form of a Student Sustainability Forum/Green Team. The Sustainability Forum was a platform for assessment and planning, aimed at empowering the student body to generate initiatives and to take them to action. The current Sustainable Purchasing Policy is an example of an initiative of the Green Team. More recently, this was superseded by a student-led Intersectional Climate Justice team.
- Chic Boutique and Bazaar. RBC has developed a 2nd hand free store and has made it “chic” to dress in 2nd hand clothes. Trying to minimize waste, RBC collects 2nd hand clothing, stationery and soaps etc. from students as they leave, and makes these available for new generations of students.
- Pfand for Skiing Initiative. This initiative teaches students how the refundable bottle system works, encouraging them to return bottles or to donate them to raise funds for additional outdoor (especially skiing) equipment.
- House Welcome Boxes. Similarly, RBC ‘rescues’ sealed non-perishable items of food at the end of each school year from the Student Houses and provides these for communal use at the beginning of the new school year.

4.4. Personal

- Zero Waste and Consumer Choices. Many of our students and staff make an effort to improve their individual environmental footprint through making consumer and dietary choices, trying to reduce packaging and plastic waste.
- Celebrating students and members of staff who reduce their travel carbon impact by travelling considerable distances using more sustainable means of transport (e.g. train and bicycle).

4.5. Activism

- RBC has formulated an approach where students and staff are encouraged to consider the ongoing development of their position to the Climate Crisis. One area of possible response is through participation in protest activities. Currently, under most circumstances, students are allowed to leave campus to participate in legal protest marches and protest events. But it is not primarily a matter of permission. Students are asked to exercise their consciences as to how they best might address their efforts in building a world that they would wish to inhabit (and for several, their conscience directs them to focus on their academic studies during school days including those times when protests and other actions are organized). During working hours, Faculty are allowed to participate in protests/events only if all the students in their classes for that time have indicated that they will be participating in the protest / event.

Should the envisaged actions not be legal, or the protest action be in the vicinity of illegal actions (such as the occupation of Lützerath village in 2023), parental permission is required for any student U18 wishing to take part, and students are informed about the possibility and implications of being arrested – which for non-EU citizens might include losing their study visa.

CAS and Extra-curricular activities

- Klostergarten Group. Together with local garden volunteers, RBC's students and members of staff take care of the green heart of the campus, the 500-year old monastery garden. Ongoing projects include fruit tree planting and pruning, bee and sheep keeping, composting, cooperation with Pro Specie Rara (a seed bank), planting wild-flower meadows and building insect hotels.
- Bicycle programme. Biking is one of the most sustainable forms of transportation, and by RBC teaching students (and members of staff!) learning how to use, share and repair the college community bicycles, opportunities and awareness for more sustainable transport options are created. The bicycle programme receives additional attention later in this document (p. 20).
- Carbon-low Project Weeks. To reduce RBC's carbon footprint from transport during Project Weeks, students are not allowed to fly and are encouraged to lead and participate in local or regional Project Weeks with a strong emphasis on outdoors activities.
- Fruit Up. Students use discarded fruit to make home-made jam and then exchange the jam for cash or other goods to be donated to homeless people.
- Repair Café. The RBC Repair Café aims to support people in a sustainable lifestyle – to repair good things and not to buy new.
- Adopt a Creek /Bachpaten. RBC is working together with the Freiburger Bachpaten to help assess the health and well-being of various streams and riparian ecosystems around Freiburg.

4.6. Awareness and Inspiration

- Sustainability introductions during orientation week. During the first week of each new school year, RBC offers different interactive activities to introduce to incoming students the concept of sustainability, the links to other issues and to their own lives.
- Living sustainably, sustainable choices – library selection. The RBC Weickart Library holds an extensive selection of books related to sustainable living and environmental issues.
- Student sustainability testimonials. Students are encouraged to share their sustainability related stories with the community during the weekly assemblies.
- Sustainability pledges. RBC encourages those within its community to make personal sustainability pledges about changing their own behaviour with respect to consumerism, energy consumption, travel choices and waste production.
- Sustainability Heroes. To raise awareness at RBC about inspiring individuals who are working on 'saving the world' each in their own way, there is a large display at the entrance to the Kartaus, showing some of our sustainability heroes. Each year during the Sustainability Special Focus Day, new heroes are introduced and added by the students.
- Sustainability videos. A series of videos is being made to raise awareness about the different ways to reduce waste on campus through small actions.

4.7. RBC Forest

RBC has been granted responsibility for the management and development of 19 ha of forest in the nearby Oberer Kapplerwald which is part of the Black Forest. This section of land includes three creeks and two water sources. The land consists of flat and steep parts, dense parts, and areas where trees were harvested some years ago.

This is an outstanding opportunity for RBC and its students.

The specific learning goals associated with this Project include:

- Gaining basic knowledge of the biodiversity and ecological system of the (Black) forest
- Inventory and mapping
- Data gathering: does climate change have an impact?
- Every student has the chance to plant and take care of trees
- In addition, students can participate in designing this section of the forest according to sustainability goals - how can we help/ act in climate change?
- Interaction and cooperation: the forest as part of the society – cooperation with local and wider community (Stollenhütte, local schools, associations, hunters, scholars, NGOs...)
- Forest and wider outdoor experiences

4.8. Critique on focus on sustainability

In surveys and through meetings and conversations, opinion is mixed as to whether RBC is addressing adequately its vision to have a special emphasis on sustainability let alone how (and whether) sustainability can be supported through technology. Opinion is divided as to whether a school trying to meet so many UWC, IB and regulatory mandates, especially one that does not have a student body selected with sustainability primarily in mind, *can* have a special emphasis on something such as sustainability. Views range from “RBC should get serious about sustainability” to “all the emphasis on sustainability detracts from education/discussion about more immediate issues such as racism and inequality”. Several members of staff were demoralized by recent critiques of some students that there is too great an emphasis on sustainability, and that the enthusiasm for sustainability initiatives amongst members of staff rarely survives the stresses and strains of a school year and all the calls on staff time.

5. OTHER NON-ACADEMIC PROGRAMMES

5.1. UWC Life

‘UWC Life’ is an umbrella programme currently under design to replace a ‘Skills at Lunch’ programme, to facilitate RBC students’ educational experience by drawing together existing forums such as student orientation, PT meetings and house meetings, as well as offering additional workshops. The programme aspires to provide timely input to support students in navigating the challenges of a demanding academic programme and of living together in a boarding school. Even more importantly, in interaction with the students’ lived experience at RBC, the programme contributes to students becoming autonomous and responsible adults.

Over the course of their two years, students participate in a variety of formats organized around the following broad topics: values, communication & connection, health, sustainability and life beyond RBC. While UWC Life proactively emphasizes some specific content (e.g. anti-racism, intercultural communication and consent, first-aid), it also responds to the community's needs and evolves over time.

5.2. Outdoors Programme

RBC has a strong introductory Outdoors Programme under the overall leadership of a Social Pedagogue. Regular activities include mountain walking and hiking, camping, canoeing, mountain biking and touring biking. Every student participates in three major Outdoors weekends, starting near the beginning of their 1st year, where they gain relevant skills including how to use safely the RBC equipment. For instance, many have never before slept in tents. Every student must dedicate at least one Project Week to an Outdoors project. RBC views gaining competence in Outdoors activities as supporting a growing love of, and an impulse towards intrinsic motivation to preserving the natural environment. Outdoors activities also are a powerful 'complement' to academic work in a holistic education.

RBC, under the leadership of a teacher, has developed a 'Ski (and canoe) Cooperative' that has accumulated equipment through donations and the collection of Pfand (refunds for recyclable bottles). During Winter months, there are regular voluntary late-afternoon cross country skiing outings, cross-country skiing being perceived as being less environmentally damaging than downhill skiing. If snow permits, each Student House is taken on a weekend Snow Day organized by the Social Pedagogues. Additionally, the Outdoors programme (including canoeing) is supported by several outdoors-experienced members of staff.

5.3. Bicycle Programme

In most circumstances, RBC does not transport students within Freiburg in college vehicles (an exception being for some medical consultations). Most students either arrive as confident cyclists or learn to cycle during Student Orientation. All students wishing to cycle whilst at RBC need to pass a RBC Proficiency test, and are granted a helmet. Deliberately, RBC does not keep a sufficiently large fleet of bicycles for each student to have sole use of a bicycle: typically, there are 50 or so bicycles in good repair, and students need to learn to maintain a system of bicycle allocation (the day-to-day responsibility of student Bike Stewards) which typically is a challenging learning exercise in resource-sharing and responsibility. Students also are involved in bicycle maintenance, a further opportunity for development of specific skills and a sense of responsibility.

In addition to cycling to and from CAS activities and around Freiburg, students are allowed to cycle further afield in small groups, in day or weekend trips, promoting healthy activity as well as a sense of growing autonomy.

6. ACADEMIC SUPPORT, SPECIAL EDUCATION NEEDS, ASSESSMENT OF LEARNING, REPORTS, QUALITY ASSURANCE, QUALITY DEVELOPMENT

6.1. Academic Support and Special Educational Needs

The formal academic programme at RBC is that of the DP, which is recognized as an academically demanding secondary school curriculum. Given the overall demands on students of living and learning in a new community, often in a new language and with an academic approach that is significantly different to that in their home society, RBC expects National Committees to select students who already have shown academic strength in their own schooling systems.

Even when National Committees do select students with demonstrated academic strength in their own schooling systems, several students experience a degree of challenge when embarking on their academic studies at RBC. These typically include:

- Students of high academic ability but initially with very weak English;
- Students who have a gap in previous knowledge with respect to assumed knowledge and skills in individual subject classes;
- Students with time-management issues;
- Students transitioning from systems that emphasize rote learning to a system that rewards reasoning and analysis; and
- Students arriving without appropriate essay-writing and research skills.

Academic support resources and structures include:

- English language support, which includes provision for students to receive support in specific topics.
- Skills at Lunch sessions, which includes areas ranging from study skills to examination anxiety. Currently, this programme is under review with a view to determining what of the programme should be brought into the new 'UWC Life' programme (p.18), and under the critique that lunch time should be reserved for lunch and the social engagement around that.
- Support and resources, on request, for students to organize their week or month.
- Open Help sessions every Wednesday evening, supervised by staff in different subjects, for students needing support in their homework, assignments, college essays or weekly planning. There also is support available at these sessions for IT.
- Subject Help sessions, including Maths Help sessions every Monday.
- Individual one-on-one meetings which can be about academic support for a particular task or of an organizational nature.
- Occasional Assignment Specific work sessions, for dedicated work sessions if there is an entire year group assignment (for instance: 'Extended Essay late night in the library', or 'Theory of Knowledge Essay Writing Sunday'.

- Study Buddy programme, where individual students (typically 2nd year students who are scoring highly in particular subjects) volunteer to meet once a week with students who request support in a specific subject or subjects.
- Language Learner Lunch Tables every Friday lunch time, where students who wish to improve their English, German or French are invited to sit at specific tables.

Within its resources, RBC attempts to provide support to students who have certified SEN inclusion needs, at the same time recognizing does not employ a SEN specialist, and that relatively fixed teacher and physical resources cannot be spread to removing and reducing all barriers to inclusion for every potential student. SEN needs should be disclosed and discussed at the point of a student's nomination, for RBC to determine whether it has or can secure the necessary support resources. The IB has a history of responding positively for examination accommodations where these are certified as necessary: including for extra time, a low stimulus environment, readers, scribes, braille texts, enlarged texts.

6.2. Assessment of Student Learning

RBC has a detailed Assessment Policy, which is published on the RBC website as well as in the Staff Handbook. An Assessment Policy is always important, but even more so in a context where teachers have been educated and worked as teachers in a wide range of national and international backgrounds.

Teachers use a range of summative and formative assessment strategies that include tests, reflection, student self-assessment, and interviews that cumulatively allow both students and teachers to evaluate and reflect on the students' development of approaches to learning skills. Differentiation in teaching, assessment and feedback has been a focus of the 2018-19 and 2019-20 professional development. On a more formal level, monthly teaching staff meetings have 'students of concern' as a regular agenda item. Potential students of concern can be flagged in advance of the meeting. Students who have received multiple flags are then discussed in small groups of all stakeholders (including learning support and counsellors), facilitated by the Director of Studies and the respective Personal Tutors. Interventions are planned, using a concern matrix in accordance with the SEN policy.

RBC acknowledges that the nature of a subject to a significant extent dictates the methods and forms of assessment. Assessment in Mathematics and the Experimental Sciences, for instance, will often be different from assessment in the Performing Arts. Likewise, the frequency and content load of assessment will vary across the two-year Diploma programme. Subject-specific assessment is organized by subject departments under the leadership of the Director of Studies (DOS).

Assessment is made transparent to students through course syllabuses presented at the beginning of each school year, which specify how formative and summative assessment informs and assesses student learning throughout the coming year. Students have timeous access to assessment schedules on the RBC 'W4' platform well in advance (at minimum two weeks in advance), access to the criteria for internal and external grading in each of their subjects, Extended Essay and Theory of Knowledge, and for the different components within each subject.

Assessment at all levels of the school is meant to support and inform learning. Assessment should never be used as a tool for punishment. Teacher feedback is meant to help improve a student's academic performance and generally will be encouraging in nature. To maximize learning from feedback, teachers endeavor to return marked work in a timely manner. Furthermore, teachers are encouraged to provide regular opportunities for students to participate in and reflect on the assessment of their work.

Critics of this multi-pronged approach to assessment argue that it is less rigid, reliable and absolute. At the same time, it is widely acknowledged that, as the IB argues, "absolute reliability of assessment results, though highly important in its own right, cannot take priority over student learning." (See <https://rhsib.files.wordpress.com/2015/12/ib-dp-assessment-principles-and-practice.pdf>)

6.3. Student Agendas

RBC produces its own Student Agenda – not simply a diary but a dedicated resource to help each students plan and reflect on their overall academic, co-curricular and personal engagement and growth.

6.4. Semester Reports

Each student, together with their Parents/Guardians and National Committee, receives a Semester Report. The report includes detailed comments on each subject (including Theory of Knowledge), awarded grades (not in the first Semester), an effort grade, progress on the Extended Essay (from the 2nd Semester onwards), their different engagements in the CAS programme, a comment by their House Tutor and a final, often detailed holistic review by their Personal Tutor. The reporting programme has been developed further so that the Personal Tutor meets each of their Tutees with the draft report, for discussion and then for the Student to write their own reflection on the Semester and objectives for the coming Semester. This reflection then is included in the Semester Report. The concept is of students taking a sense of ownership over articulating their broad learning objectives, their strategies for fulfilling these objectives, and their reflection on the process.

6.5. Quality Assurance of Teaching

The Rektor's view is that the most important factor in having confidence in the quality of the teaching at RBC is in the thorough research of applicants and appointment decisions: the appointment of teachers who have a demonstrated record of subject knowledge, interest in their subject and excitement in teaching their subject, a reputation of being student-focused, preferably those who have faced situations where they have been out of the cultural majority (which is the experience of most RBC students) or who have faced adversity/personal challenge. The current Rektor does not subscribe to an approach where teachers in a general sense should be closely managed for them to achieve their best service to students, their colleagues and RBC. *One cannot have an approach of 'trust and responsibility' towards students, while not modeling that to the faculty and wider staff.*

There are formal and informal means of surveying and measuring teaching and learning success:

- Working backwards from the IBDP results, formal means for measuring teaching and learning success include a careful comparison between each teacher's predicted grades for their students, and the externally assessed grades that are awarded as well as any adjustments through external moderation. This comparison also includes a sense whether this is broadly in line with those of other teachers of that subject, and/or with the worldwide grade distribution.
- An anonymous student feedback questionnaire for teachers and CAS leaders was established in 2014. The questionnaire was revised in 2019 to reflect more accurately current thinking regarding IB Approaches to Teaching and Learning (ATLs). Where significant concerns are raised, the Director of Studies meets with the Teacher and if needed with the student(s) (whose identities are visible to the Director of Studies in the survey responses).
- RBC has a policy for general staff appraisal, which includes occasional classroom visits by the Director of Studies, rotating formal meetings between the Teacher and the Director of Studies, the Director of Student Life and the HR Manager. In a formal sense each employee is offered an hour with the Rektor each year – on an agenda of the member of staff's choosing. This might involve the Rektor being invited to a lesson, with a follow-up discussion.
- RBC conducts many surveys in a wide range of areas, including on students' reception of and learning from the RBC sustainability education.
- Teachers receive two classroom visits from the Director of Studies during their probationary period.

There are formal and informal methods for promoting IB-appropriate teaching, including:

In a formal sense, teachers all participate in external subject-specific training in the written curriculum, subject-specific assessment and in the subject-specific approaches to teaching and learning through attending IB-authorized workshops which also are aligned with the IB cycle of curriculum review. The CAS Coordinator, Diploma Coordinator and Rektor also are required to attend periodic IB training in their roles.

In an informal sense, most RBC teachers maintain strong links with colleague teachers in other UWCs and/or in several other IB World Schools. A concrete example is that RBC has hosted workshops and/or conferences for UWC teachers most recently in the experimental sciences and previously in Mathematics, and RBC faculty have attended conferences in UWC Maastricht, UWC Atlantic College and UWC Red Cross Norway. Furthermore, while not part of their RBC employment requirements, several teachers contribute to the IB in different capacities, from IB Authorization visits (for new IB schools) to Curriculum advisors, to Examiners.

6.6. Quality Development

With short lines of communication and generally warm, strong relationships, RBC likes to think of itself as an institution that is receptive to new ideas and to new ways of doing things. What it has learnt to be cautious about is adding to the already full student and/or staff commitment.

Part of how RBC gathers evidence is through surveys, major and relatively minor. A major analysis of student stress was undertaken in 2016. Three proposals for a timetable review following the work of the Timetable Review working group, one of which was adopted with the support of the wider Faculty.

The insights gained through wide engagement with the IB, with other UWCs, through surveys, group and committee work, conversations, reading, thinking and reflecting, all feed into strengthening the student and staff broad teaching and learning experience in line with the UWC Mission, Values and Education model, and interpreting these into an ever-shifting world. In the Rektor's assessment – based on surveys and a close examination of the community – there simply is no scope to add more, especially to generalized teacher/ personal tutor / house tutor expectations and responsibilities. Additionally, it is the Rektor's assessment that it is unacceptable and ultimately unproductive to reduce the already relatively small amount of time for student engagement on their own agendas and on their own terms.

Things might be organized differently or with different emphasizes, but the overall effect cannot be allowed to be additive especially to faculty and/or student formal responsibilities.

7. TEACHING AND LEARNING THROUGH PARTICIPATION, CONSULTATION, TRANSPARENCY, DEMOCRACY

While the weight of students and most members of staff come from countries that might be considered democratic, the process of forming a diverse community at RBC highlights different assumptions as to what areas should be included as subject to majority decisions, majority decisions sometimes being perceived as the only democratic method of decision-making. This is a learning in and of itself.

There are very few schools that can claim to be democratic in all aspects of decision-making. For instance, any IB Diploma school is constrained by the formal requirements of the Diploma including the written syllabus for each subject and its designated means of formal assessment. It would verge on the absurd for the school community to decide, each year, whether (or not) to subscribe to the IB Diploma. Staff appointments cannot be fully democratic in that it is the responsibility of Management to ensure that all formal responsibilities for teaching and pastoral care are met within budgetary provision, that appointed teachers carry qualifications that are recognized by the Authorities, and - for citizens from beyond the EU - that they are likely to obtain the necessary permission to live and work in Germany in time to take up their appointments. Furthermore, confidential teacher references cannot be seen by more than at most the Management Team and HR Manager.

Even the apparently simple matter of Semester dates comes with a complex set of formal and personnel constraints. These cannot reliably be resolved through exercise of a majority vote.

7.1. Educational Principle

RBC operates on the educational principle that participation, consultation and transparency foster understanding on how a small institution might operate, the imperatives and constraints that need to be addressed and met, and how these are met. Additionally, there

are areas where decisions might best be taken based on a vote, or where guidance might be given to the Management Team based on a vote or survey.

It also is educational especially for the student body to seek agreement (if not consensus) on what might be considered a quorum for voting decisions to be taken (currently the student body decision is that this is a minimum of a 50% attendance at a student meeting) and what constitutes a sufficient majority (currently, 50% for some matters, 67% for others).

7.2. Meetings that support teaching and learning through participation, consultation, transparency and democracy

The sample list below describes the formal meetings that support the implementation of RBC's educational programme:

Assembly: a timetabled weekly meeting of 45 minutes which all students and staff are expected to attend. Students and staff apply to present agenda items and a small team of volunteer students selected by the outgoing student Assembly team, together with the Rektor, then determines the weekly agenda. Minutes are kept by a student appointed by the student body. Agenda items often include shorter student and staff presentations on a variety of topics (typically for up to 6 minutes).

Personal Tutor (PT) meeting: a timetabled weekly meeting of 45 minutes between a PT and their up to 8 tutees. Tutees generally comprise 1st and 2nd year students and from a diverse range of backgrounds. Currently, a formal agenda is produced for each week's PT meeting, with time set aside for general discussion.

Village Meeting: an occasional meeting generally called for by the student convenor ('Secretary of the Student Meeting') in close consultation with senior members of staff, often to discuss a contentious and important topic. The student convenor (generally voted into position through a popular vote in the student body) typically appoints a small team of students to run the village meeting, a team that often works closely in preparation with the Director of Studies and the Director of Student Life. Sometimes matters are decided by a vote, sometimes matters are decided on later, through an online poll, or a recommendation is given to the relevant members of the Management Team.

Student Meeting: meetings only for students, called for by the student convenor ('Secretary of the Student Meeting', often to discuss controversial matters. Over generations, students have drawn up rules for decision making, including rules concerning quorum. The agenda and summary minutes generally are shared with staff.

Management Meeting: held weekly, with a member (normally the Chair) of the Betriebsrat (Worker's Council) present, including the Rektor, CFO, Director of Student Life (DoSL), Director of Studies (DoS) and the HR Manager. Minutes are circulated to all students and staff, except for HR matters and other matters that by their nature should be kept confidential.

Health and Wellbeing Meeting: held weekly, comprising the Director of Student Life, Director of Studies, school counsellors/psychologists, nurse, substitute nurse, Academic Support/SEN Coordinator and social pedagogues, to discuss general health and wellbeing matters as well

as students of particular concern, to foster a holistic approach to individual student and community support. Minutes are confidential to the Health and Wellbeing Team and to the Rektor.

Teacher Meeting: held monthly, to discuss and where appropriate to decide on matters of teaching and learning, academic support and SEN, and/or the DP, also where students of concern may be discussed in a confidential setting.

(Academic) Departmental Meeting: held monthly, with teachers within different subject areas, for the sharing of information and best practices, the development of policies and practices, and collaborative planning.

Professional Development days on which there are no classes: held twice-annually, on a range of themes and subjects.

Academic Committee: held twice a Semester including the Director of Studies, DP Coordinator, Academic Support / SEN Coordinator, teaching staff representatives and student representatives, for the sharing of information and best practices and looks to the development of policies and practices.

In addition:

- All Staff participate in the visioning work of RBC through structured discussions at least annually during Staff Orientation.
- There are further current staff/student working groups for Anti-racism, discrimination, equity and inclusion (ARDEI), for the preparation and presentation of the Global Affairs programme, and ad hoc staff/student working groups for each Special Focus Day.
- Various members of staff who are responsible for different areas of the wider programme give input through Director of Studies and Director of Student Life for the annual program planning, which then is brought to the Management Team.

With the size of our institution there are plenty of spontaneous exchanges and working groups that make suggestions and ask questions. This informal participation, while not replacing the need for formal processes, is a valued aspect of RBC engagement.

7.3. Disciplinary Processes in an educational context

As stated in the introduction, the Rektor starts with the naïve yet fundamental assertion that (especially young) people essentially are inclined to good, that they carry within them promise and positive potential, and capacity to live well in community. The inclination towards goodness, the promise and potential, is what is to be appealed to throughout their broad schooling. At the same time, it is recognized that there is not always close compliance with the requirements of the UWC Common Code of Conduct and the RBC Code of Conduct which are outlined in the Student Handbook and referenced in the Contract of Enrolment. The UWC Common Code of Conduct and the RBC Code of Conduct are designed, through years of experience, to safeguard individuals, the community, the Institution, as well as to meet regulatory requirements. Lack of compliance, both individually and by groups of students, generally is not malicious. The perception of the Rektor is that often the lack of compliance arises in contexts where young people are seeking acceptance, friendship and community in

ways that thoughtlessly do not anticipate (or recognize) the personal, community and institutional risks associated with attendant breaches of the Code of Conduct. Where the rights of other students have been reported as having been breached in a serious or repeated manner, and/or where there is significant institutional risk, and/or when it appears that a breach of the Code of Conduct can be considered as reckless and/or malicious, a Disciplinary Hearing may be instituted. The role of the Disciplinary Hearing primarily is to restore order, not to criminalize students. It may issue formal warnings, it may suspend, and it may require a student to leave the College. Less serious first reported breaches may be addressed by the Director of Student Life or the Director of Studies, and a 'letter of concern' may be issued.

The structure and processes of a Disciplinary Hearing also are designed to demonstrate and affirm particular values, especially the values of 'due process' and of 'innocence until proven guilty' not present in all societies. For such broad educational purposes, in some aspects the structure and processes go beyond the general requirements for disciplinary processes in German schools.

At RBC, a student accused of breach(es) of the Code of Conduct has the following rights in addition to any further rights guaranteed by law:

- The right to support;
- The right to know the allegation(s) to which they must answer;
- The right to know who has made the allegations;
- The right to be considered 'innocent' unless and until found guilty;
- The right to call witnesses and to question all witnesses (sometimes, through the interlocution of the Rektor and Director of Student Life/Director of Studies);
- The right to a finding; and
- The right to an Appeal (to a committee of the RBC Board) if the sanction is suspension or expulsion.

While the details of disciplinary hearings are kept confidential within the confines of the hearings, the outcomes of disciplinary hearings are made known to the RBC Community, either electronically (for less grave misdemeanors) or through an announcement by the Rektor at an Assembly.

8. IT, TECHNOLOGY IN THE CLASSROOM, AI

The starting concept is that every student should become familiar and comfortable with technology and technology-supported approaches that will be helpful while at RBC and which they are likely to encounter beyond RBC. Many students arrive not previously having had access to hardware such as a laptop, or to commonly-used educational software.

8.1. Computers and Internet Access

Each student receives an account on the College network and can use this account to save documents on the server and to access the internet. All students are provided with a UWC Robert Bosch email account. It serves as the student's official school email address.

Wi-fi is available in most areas of the College, though not guaranteed in the student rooms in each Student House. The concept is that student rooms should be a place of retreat.

Students who have their own laptops are welcome to bring them. Students who do not have their own laptop are provided with one.

Access to Wi-Fi is through password only. Students and Staff have separate networks. Access is monitored and protected through a firewall.

8.2. Technology In The Classroom

Students can use technological devices in classrooms at the discretion of the teacher. There is no need to have laptops, smart phones etc. in the Auditorium during Assemblies, Global Affairs, presentations, etc. Their use during these events is not permitted.

Students receive training on software, internet research and critical data and information evaluation through the Skills@Lunch sessions (currently under review) in their first term at the College.

All teaching and study material is made available through Teams and Microsoft One Note Classroom. Students have access to a variety of IB specific databanks and catalogues such as JSTOR through the library website. The perception in Germany is that there is a more robust guarantee of data privacy on Microsoft platforms than on Google platforms or Zoom.

Students are introduced to, and expected to use, relevant software and applications. For example, the social sciences and sciences will work on Excel applications and visualisation and graphing software. Mathematics uses Latex. Visual Arts students have access to relevant image creation and manipulation software. AI is introduced in some classes.

8.3. Generative Artificial Intelligence (AI)

RBC is and needs to remain open to exploring new forms of technology. This includes students and staff learning the skills to use the technology in an ethical (and efficient) manner – in teaching and learning, in assessment as a particular aspect of teaching and learning, and in administration. This includes new AI tools.

The main current ethical considerations of teaching and learning with respect to generative AI concern academic integrity. This has two main subsections:

- Facticity, because AI-written statements can be eloquent and confident, but entirely false. Also, the AI's statements may reflect biases in its training data; and
- Attribution, because the AI tools that are in common use today write through a formal process that does not involve understanding. AI cannot be listed as a source for information, neither are sources it claims necessarily valid.

At the time of writing, detailed guidelines have been drawn up for RBC Staff, available in the Staff Handbook, this following discussions at a series of Staff Meetings.

9. HEALTH AND WELLBEING, PHYSICAL EXERCISE, INFORMAL TIME; CATERING, HYGIENE

RBC sees the health and wellbeing of its students and staff as an important component of our collective capacity for teaching and learning.

As a general description, health and wellbeing support at RBC may best be introduced through this diagram, widely visible at RBC, regarding the current support systems.

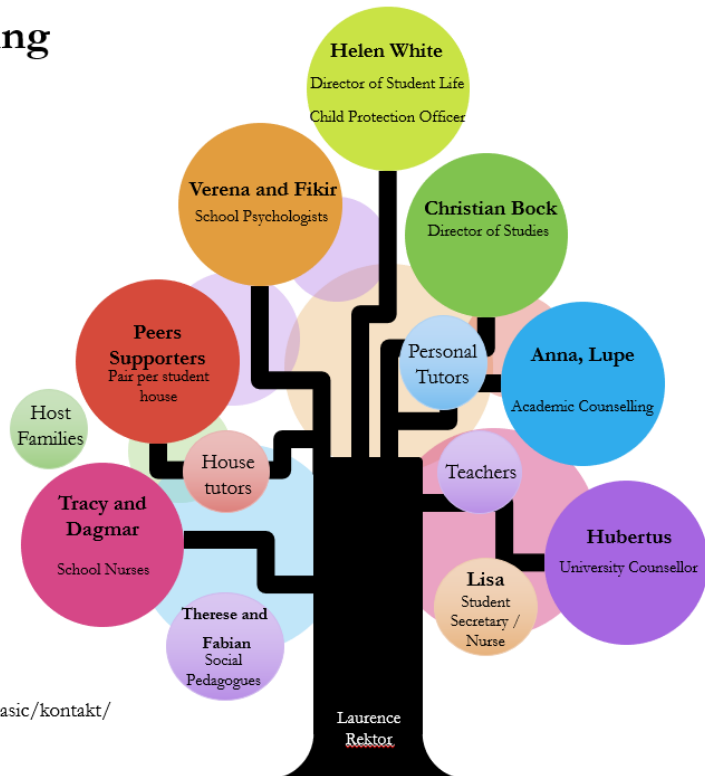
RBC Health and Well Being support systems



Off Campus support if you have experienced sexual assault:

Frauenhorizonte (girls)
Phone: (0761) 2 85 85 85
Email: info@frauenhorizonte.de

Wendepunkte (all young people)
(0761) 707 11 91
Contact: <https://www.wendepunkt-freiburg.de/content/basic/kontakt/>



Students come for health and well-being support via self-referral or can be referred by their Personal Tutor (PT), House Tutor (HT), teacher, peer supporters or any other member of the RBC community. Students are encouraged to seek help, when needed, on their own initiative. In other cases, a member of the Health and Wellbeing Team may be informed and then can initiate support – seeking permission/ informing the student if *confidential* information is to be shared (there are clear circumstances where strict confidentiality cannot be offered). Some students might need more assistance in seeking help and can be accompanied to their sessions or assisted in booking an appointment. For some students separate ‘care team’ meetings are necessary to coordinate between the staff supporting a particular student.

While boundaries between different areas of need are not always clear, in general the following is a description as to which part of the Health and Wellbeing Team, comprising the Director of Student Life, Director of Studies, school counsellors/psychologists, nurse, substitute nurse, Academic Support / SEN Coordinator and social pedagogues, takes responsibility:

- Included but not limited to: emotional issues / stress/ sleep / exam anxiety / conflicts/ depression /eating disorder / problems with home / panic attacks / identity conflicts (feeling lost/out of place) – school counsellors/ psychologists
- Academics including planning / time-management / academic stress / coping mechanisms / exam anxiety - Academic Support / SEN Coordinator
- Physical - nurse

The Health and Wellbeing Team meets once a week to discuss cases and receives supervision once a month. The school counsellors/psychologists also receive independent supervision on a regular basis.

Internally and to support decision-making, RBC has developed Standard Operating Procedures (SOPs) in the following areas:

- Levels of Concern
- Personal Days (allowing a student not to attend lessons etc)
- Sleep medication
- Signs of Self-harm
- Repeated Self-harm
- Suicidal thoughts
- Structure for the recommendation of a student for external therapy
- Procedure for students receiving Psychopharmaceuticals
- Admission to a Psychiatric Unit

As part of its Pedagogical Approach, RBC builds on a German sensibility that it is the obligation of a citizen to provide basic assistance to a fellow person in need. This obligation is not perceived in all societies, and so is developed as part of the Pedagogical Approach. In a practical sense, at RBC it finds particular expression in each student and member of staff and all students receiving basic first aid training, and through the First Responders and Peer Supporters programmes.

9.1. First Responders

RBC takes the view that basic first aid knowledge and skills should be part of the skill set of each responsible citizen. All students receive a basic introduction to First Aid training during their Orientation. Thereafter, at least two students from each Student House receive further training as First Responders. The First Responders are under the supervision of the School Nurse, and often (as their title suggests) are the first people to respond in a first aid sense to student injuries and after-hours illnesses. This includes, in most situations, exercising judgement when to call for adult support, or in an emergency and before an adult has arrived, calling for emergency medical assistance. In addition to their development of first aid skills and judgement, First Responders learn to take responsibility within their community of students.

9.2. Peer Supporters

In a formal sense, the Peer Support program is part of RBC's pastoral care system, on a student level. Two students per house are chosen through a selection process based on their

intrinsic motivation to help their peers, their personal resources, and their introspection and reflection abilities. They all demonstrate the capacity and competence to develop as good listeners to their peers and provide them with emotional support when they are in need, as well as to refer them to adults in the community when appropriate. The Peer Supporters receive an initial weekend's training as well as ongoing regular supervision (both as a group and individually), as well as additional training workshops throughout the semester. Throughout the program, the Peer Supporters work with the school psychologists/ counselor, academic counselor, and social pedagogues to gain skills in interpersonal communication, community-building, and empathy that they put into practice in their own lives and in conversation with their peers. This also promotes a deep sense of responsibility within the Peer Supporters. At the same time they are trained and encouraged to recognize their own limitations in terms of time and qualification. An important part of their work is referring students to the staff members with the professional capacity to support.

9.3. Exercise and Sports

As Physical Education is not among the subjects taught at RBC, most formal physical activities are to be found within the CAS (Creativity, Activity, Service) program. With this framework, students are meant to achieve at least 90 min of physical activity per week. As some of the CASs on offer are considered sports but do not necessarily train the cardiovascular system of the participants (such as archery), students with CASs like this are asked to include an additional 90 min of physical exercise per week. This is easier to ask than to be confident it is being achieved, as time constraints leave insufficient unscheduled time for many students to fulfill all that they wish to – from exercise, to homework, to social engagement with people from a wide variety of backgrounds, to devising and following their own projects, to simply being quiet - and relaxing / resting.

RBC has limited sports facilities and is strongly dependent on using facilities of external partners. RBC, together with the Robert Bosch Stiftung, is planning an expansion of on-campus facilities including for informal/improptu sporting activity, which is envisaged will increase substantially (especially the informal) active physical engagement of students.

9.4. On-campus facilities exercise/sporting facilities:

Gym room: RBC has a gym room adequate for up to 6 students at a time, equipped with basic equipment to enable a solid workout - including a rowing machine, several weights equipment including benches and stands, a cross-trainer and a pull-up bar.

Basketball hoops: RBC has basketball hoops installed in the Mensa courtyard.

Table tennis: The school has an indoor table as well as an outdoor table.

Volleyball-field: The school has a flat piece of lawn where a net and sidelines have been installed.

9.5. Off-campus exercise/sporting facilities:

Gym: On Tuesdays and Fridays RBC rents a 90-minute timeslot at a local gym for RBC students. The gym is big enough to host soccer games. Especially during wintertime, this is one of the only options to do sports during periods of bad weather.

Swimming lanes: On Thursdays and Fridays RBC rents two swimming lanes in an indoor pool at the local gym for recreational as well as ambitious swimming/stamina training.

Proximity to the Schwarzwald: the immediate proximity of paths into the Schwarzwald provides excellent opportunity for runners and walkers.

9.6. Limitations of Activity Programme at RBC:

Looking at the WHO recommendation for physical activity for the general age of RBC students, RBC acknowledges that many students fall well short of recommendations. The WHO recommends at least 150–300 minutes of moderate-intensity aerobic physical activity per week, or 75–150 minutes of vigorous-intensity aerobic physical activity per week, or an equivalent combination of moderate- and vigorous-intensity activity throughout the week for adults by the age of 18-64 years. For younger RBC students, the WHO recommends 60-minutes per day up to the age of 17 years (<https://www.who.int/news-room/fact-sheets/detail/physical-activity>).

RBC does not see an easy solution to increasing mandatory physical activity so that *all* students achieve the recommended level of exercise. In the first two years of RBC, there were compulsory early morning or late afternoon exercise sessions in which facilitators struggled with attendance and which many students perceived as a breaking point around diminishing their unscheduled time.

9.7. Informal Time

Informal time for students, especially with fellow students, is a critical factor in building the background understandings and bonds that foster a sense of community, community being at the centre of the UWC Education Model. A sense of community and shared social activity is vital to each student's sense of wellbeing. Furthermore, former and current students and staff members confirm that some of the most meaningful memorable learning experiences happen in informal conversations with other community members.

Currently, the major on-campus indoors space provisions for shared informal time are the Student House Common Rooms. This is an imperfect provision, as shared informal time does not generally follow student house delineations. Planning is underway with the Robert Bosch Stiftung for the renovation of the historic Waschhaus. The concept is for it to be used as a social and CAS centre. Once this renovation is completed, the Waschhaus will be a major addition to the physical resources supporting student wellbeing. In addition, it will de-stress the use of facilities in Student Houses and allow student houses to be more of a place of retreat from louder community activities and busyness.

9.8. Catering

Three meals are served daily in the RBC cafeteria (the Mensa) (brunch and supper over weekends). A vegetarian and vegan option are always available, as part of the catering concept as students learn about the different sustainability and equity impacts of different food choices. Because of learning of the high negative environmental impact of industrial meat production, the college community has agreed that no meat will be served in the main dishes on two 'weekday' days of the week and that beef, lamb and now pork are not served in the regular menu (except in sliced cold meat, together with sliced cheese, at breakfast/dinner). RBC endeavors to accommodate medical dietary restrictions upon request but the provision of strictly Kosher or Halal food is not possible.

The Catering Team is independent of RBC and is established as an 'integration' company employing differently abled staff. This fits with the concept of having students interact with people with different abilities. Insurance considerations allow students to give some forms of assistance in an integration kitchen. A consequence of an integration kitchen is that the kitchen cannot always be as flexible and adaptive as a regular school kitchen, especially at short notice.

9.9. Hygiene

The overall Approach to Hygiene at RBC is that the areas critical to health are cleaned by an outsourced Contractor. This is supported by students and staff taking responsibility for those areas that could be considered less critical and where student failure to take responsibility (which is common in this area) leads to opportunities for learning to live in community. The concept is for students to learn to take responsibility for the hygiene of their personal space and possessions, as well as in a communal sense for shared spaces and resources.

Students individually are responsible for their private rooms. In addition to their rooms, students are responsible for cleaning dayrooms, kitchens, storage rooms, stairwells, hallways and laundry rooms. Each house decides the best way of allocating jobs and responsibilities to the students of the house. There is a Student House Meeting together with their House Tutor (HT) once a week, before or after which there is House cleaning. If a student fails to execute their duties, or does so inadequately, this may be followed up by a meeting with the HT and, if necessary, the Personal Tutor (PT). In a formal disciplinary sense, Expectations (p.70 of the Student Handbook) include 'Residence room unhygienic' under the category Personal Responsibility, 'Reported instances of lack of consideration towards others', 'reported instances of lack of consideration towards others' and, under Action and Personal Responsibility, 'sets a bad example to other students through actions'.

Students are responsible for their own laundry throughout the academic year. Many students come from a background where this is a new responsibility to be learnt. Each Student House (for up to 26 students) is equipped with two washing machines and two dryers.

10. DELIBERATE DIVERSITY

10.1. The ongoing structuring of ‘Deliberately Diverse’, and resulting learning impulses

This might be described as the ‘bread and butter’ of UWCs. The core of the UWC Education Model is described as ‘a deliberately diverse, engaged and motivated community in pursuit of the UWC mission’. The Rektor is quoted on the RBC website: “Where else but in a UWC could one gather together 200 students from 90 countries, students from all the major faiths and students with no religious faith, students from across the political spectrum, students from societies and communities where there is ignorance, misunderstanding, mistrust and even open conflict with other societies and communities represented in the College, students who have been refugees and street children all the way through to students from the most successful professional families?”

How is the deliberate diversity harnessed and leveraged once students arrive at RBC? The Director of Student Life assigns students to particular Student Houses (SHs), and the House Tutors (HTs) then assign students to specific rooms, with the clear intention of their being a deliberate diversity of student background in each room and SH. The deliberate creation of diversities of background carries through to the assignment of students to CASs, Project Week groups, the selection of Peer Supporters and First Responders, and to the assignment of students to College Jobs. (The composition of classes are to a greater or lesser extent dictated by subject choice.)

Students are introduced, starting within their Orientation, to concepts around cross-cultural communication. Importantly, 2nd year students run training for 1st year students on matters of sexual consent in cross cultural contexts, training that supplements professional instruction. This is reinforced in Assemblies and Skills@Lunch / UWC Life sessions. The Circonflexe Café is designed primarily around discussions of intercultural difficulty and sensitivity. There is an annual Special Focus Day on Interfaith Dialogue (<https://www.youtube.com/watch?v=ohWoztQRU3o>), another on Inequality. Students volunteer to present on a wide range of topics and issues in Assembly. Village and Student Meetings also are venues for discussion around matters where there often are strongly divided views.

During their time at RBC, students and members of staff are encouraged to share their beliefs – as a way of ‘knowing’ each other - but are discouraged from proselytizing. The RBC approach to religious diversity is similar to that to all the other diversities within the Community.

RBC subscribes to the understanding that at their core, different religions have a common ethical framework. For its inter-religious approach and practice, RBC is described as a ‘Global Ethic School’ by the Stiftung Weltethos.

10.2. Students’ role in setting the tone for the deliberately diverse community at the heart of RBC

The 2nd year students play a critical role, especially in the first weeks and Semester of each academic year. Typically, the 2nd year students go on an Outdoor retreat (as part of the Outdoors programme) to discuss, at campsite, tone-setting: what is the nature of the

community they wish to create as '2nd years', for their '1st years'. This is taken forward during the remaining Orientation period as a full school discussion facilitated by the Social Pedagogues.

There is a hierarchy of support for students who experience conflict, discrimination or harassment in different contexts. Students may approach anyone – and often it is Peer Supporters who are the first port of call. Generally, unresolved room conflicts might result in a meeting between the roommates and their HT. Some members of staff have experience and/or training in mediation and are called on for support in more intractable situations. Almost never are the people assigned to a room subsequently disbanded during that year.

As previously noted, UWCs increasingly are critiqued in regard to their naïve/intuitive approach as leaving the burden of (at least initial) inappropriate contact and then education around for instance racism, discrimination and oppression, to students and members of staff who enter RBC already marginalized because of their backgrounds. Arguments are made for education in these regards to be delivered by professionals and for all forms of oppression to be addressed systemically, from the outset of a student's journey at RBC. RBC endeavours to support students in developing their critical and empathic capacities, as well as the facility of language, to engage with these experiences meaningfully.

11. STUDENT LEADERSHIP

11.1. Student leadership

As previously stated, the vision and approach of RBC is to provide 'an environment where we give trust, inspire responsibility, grant appropriate student autonomy and provide support in pastoral care' (UWC Strategy 2018 and beyond, p. 25). An inevitable, if uncomfortable, consequence of this approach is that students are allowed to lead groups in a plethora of formal activities and informal activities, including several outdoor activities and Project Weeks, as reported elsewhere. In all formal activities under student leadership, there is an associated member of staff who provides background assistance in planning including, where appropriate, supporting basic risk assessment. There always is a member of the Management Team on duty, in and out of Semester, to intervene and to direct in circumstances where emergency staff / medical intervention might become necessary.

11.2. Student Council

After successive generations of students having voted against having individual student leaders elected or selected to represent them, the student body has decided to have formal student representation and to have a student council. A constitution has evolved and now has been approved by the student body, for a Council to be in place for the 2023/24 academic year.

12. FURTHER PROGRAMMES INTEGRAL TO BROAD LEARNING AT RBC

12.1. Special Focus Days

Four separate weekdays each academic year are designated ‘Special Focus Days’. There are no classes on these days: instead, a special programme is created to explore overarching topics in much greater detail, often with high levels of student leadership, engagement and creativity in the overall preparation and delivery, including student leadership in presentations and the facilitation of seminars, workshops and activities. These also are days on which experts are engaged. Currently, the four Special Focus Days are around Sustainability, Interfaith dialogue, Inequality (each year, looking at different aspects of inequality) and Model United Nations (MUN) (where students are required to debate topics from national perspectives that are not their own). Special Focus Days are an integral part of the broad learning at RBC. They also are part of RBC’s approach in meeting the additional requirements of the Education Ministry of Land Baden-Württemberg. All students are required to attend Special Focus Days.

12.2. Global Affairs

Global Affairs is a series of talks where invited speakers present on, and discuss with the College community, issues of worldwide importance (and local relevance) in sessions held fortnightly (typically Wednesday afternoons in semester time). A Staff and Student planning committee chooses topics and invites speakers. Students generally facilitate the sessions, often also inviting student ‘testimonials’ from students with lived experience of the topic under discussion. Topics vary but typically relate to sustainability, peace and conflict, interfaith or inequality. There is close cooperation with the RBC library, and further reading is suggested at the time of each Global Affairs for students and staff who wish to read more deeply on the topic. Depending on the speaker and nature of the topic, some sessions are public events. Students at times also propose or lead sessions themselves. All students are required to attend Global Affairs.

12.3. Project Weeks

Once per semester, UWC Robert Bosch College supports students in designing, planning and carrying out off-campus group projects for a week. Students are challenged to come up with meaningful projects that respect certain limits regarding distance, safety, cost and environmental impact. Project Week (PW) is a way of promoting the UWC Mission and Values. PW also is a direct example of a context where RBC creates “an environment where we give trust, inspire responsibility, grant appropriate student autonomy and provide support in pastoral care” (UWC Strategy 2018 and beyond, p. 25).

PWs allow students to exercise their growing capacity for individual and collective responsibility for themselves mostly without the physical presence of a member of staff, as well their growing leadership skills in the areas of humanitarian service, creative expression and physical challenge. Gaining the confidence to travel without an adult in direct oversight is a new and important confidence for many RBC students. Within the four Project Weeks that a student undertakes during their two years at RBC, at least one must be regional and at least

one classified as an Outdoor Challenge. All projects should contain clear objectives, an element of challenge, clear learning outcomes and at least one element of CAS. Projects that in the view of RBC entail especially heightened physical risk – such as rock-climbing, traversing glaciers, mountain biking and canoeing, all require the physical presence of an adult competent in the relevant activity.

Projects can be done independently, or by partnering with community organizations with which RBC has established ties, or by forming new partnerships. Projects must be off-campus (including with off-campus accommodation), in Freiburg or further afield. The spending restriction for Project Week indicates RBC's desire to incur only modest costs (in terms of money and environmental footprint) during this period. Project Week is not an opportunity to fly to another part of the world – there is much to be explored in this region of Europe, which is accessible by foot, bicycle, bus or train. The current budget per person is €190 for the week, including for transport, accommodation and catering.

Every PW group has a supervisor, who assists the group with their background planning and basic risk assessment, and with whom group contact must be made daily during PW. A small team of staff remains on standby to assist with plans that have gone awry, and if needs be, to travel to join a PW group in case of a serious set of circumstances such as a serious injury.

12.5 College Jobs

With the Approach of inculcating a sense of responsibility and service within students, in this instance for some of the tasks necessary for the daily operation of RBC, the college has developed a range of College Jobs to which students are assigned, several of which carry a relatively low degree of adult supervision, some of which are a staff/student partnership. These include: Art Room Assistant, Assembly Coordinator, Auditorium Angels, Babysitting and childcare (mainly during staff meeting times), CAS public transport ticket officer, Chic Boutique Helpers, College Bike Learners' Assistant, College Tour Guides, Communications Admins, Energy Analysts, Event Support for Kultur in der Kartause, Fire Marshalls, First Responders, Flag Keeper, Food Committee, Gym Team, IT Support, Kit Store Manager, Letter Service, Library Assistants, Music Room Assistants, Polytunnel Steward, (table) Pool Team, Room of Silence Steward, Security Team (responsible also for opening and locking the Kartaus each day, Social Event Planning Team, taking Care of Where We Sit (the chair team), UWC Store/Merchandise Team and the Van Caretakers.

Bike Stewards are under the responsibility of the Bicycle Programme, rather than being administered as College Jobs. Study Buddies are under the responsibility of Academic Support.

12.6 Host Family ('Gast Familien') programme

RBC creates an opportunity for each non-German student (and if there are sufficient volunteer Host Families, also German students) to have a 'Host Family'. The basic idea is that students visit their Host Families on a designated weekend (Saturday morning to Sunday late afternoon) each Semester. The hope is that stronger links will develop between students and their Host Families, potentially leading to the student spending more time on a mutually voluntary basis

with their Host Family. Historically, many students and their Host Families form friendships that endure for years after the students' graduation.

The major objective of the Host Family programme is for students to learn through gaining a wider and deeper link to the citizens of Freiburg, especially to experience at least a little the lives of local people. The programme creates opportunity for growing exchange of ideas and backgrounds. In an age when international exchange and understanding is again under threat, the programme creates opportunities for exchange and understanding to happen at a very human level. There are many benefits especially for the RBC students. Host Families are thanked each year for opening their 'hearts and homes' to RBC students. Staying with a Host Family takes a student out of an institutional setting and into a home – this often includes younger children, pets, older adults and in a slightly different nature of relationship to those enjoyed with teachers, house and personal tutors.

There is no age or family size restriction for those volunteering to be Host Families. A responsible adult from a volunteering Host Family first needs to obtain a Police Clearance ('Führungszeugnis'). Accommodation varies greatly; a requirement is that students must be able to have their own bed. For matching purposes, students are invited to indicate broad criteria for the staffing team to take into account (for instance, if the student enjoys young children, or pets, or is vegetarian or vegan, or has a particular religious alignment).

The Sunday before the first Host Family weekend of the Year, Host Families are invited to RBC, where each meets their designated 1st year student and they enjoy afternoon tea together. During summer and after the students have departed, Host Families are invited to a thank-you and feedback session at the College (an 'Elternabend').

While RBC closes for the approximately thirty-two hours of each designated Host Family weekend, a Team remains on standby at the college, in case of any concerns from Host Families or from the students.

The Host Family programme is under the leadership of the CAS Coordinator and IB Coordinator.

13. POLICIES RELATED TO TEACHING AND LEARNING

The following policies related to teaching and learning are available on the RBC website <https://www.uwcrobertboschcollege.de/en/living/policies/>

- Language
- Assessment
- Inclusion
- Academic Honesty

Together with RBC's Policy on Safeguarding

14. FORMAL AWARDS AND RECOGNITION

14.1. Formal awards and recognitions affirm the RBC pedagogical approach

The RBC Kloostergarten was declared an Offizieller Schulgarten mit „Vorbildfunktion“ by the Ministerien für ländlichen Raum und Verbraucherschutz and Kultus, Jugend und Sport. Of the 154 registered School Gardens, the RBC Kloostergarten was awarded the highest points. (2016, repeated in 2020)

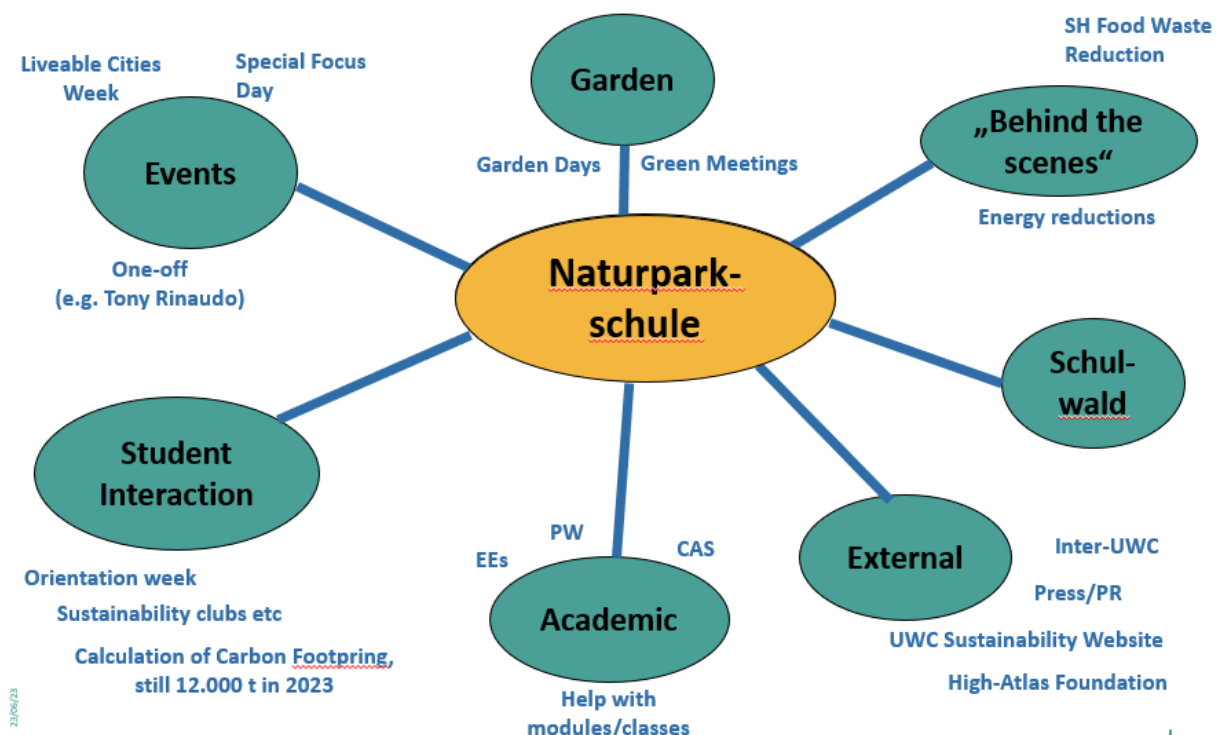
RBC was awarded the title “Global Ethic School” by Stiftung Weltethos (2016), for its willingness to incorporate the idea of a Global Ethic in its broad curriculum, to act in accordance with the Global Ethic values, and to teach these values to its students.

RBC was named the winner of the inaugural Aurora Humanitarian Project for UWC Schools and College (2017), for a student-led economic empowerment project with refugees.

RBC and its sister UWC Mahindra College (India) were the One World Award Grand Prize Winners together with the Chief Minister of Sikkim state, India (IFOAM Organics and Rapunzel) (2017). In the case of RBC and UWC Mahindra College, this was for hope engendered by these two UWC communities for an ecologically, economically, and socially better world.

RBC was awarded the 2020 Climate First Klimaschutzpreis der Stadt Freiburg for its Project as a CO2 neutral school (2020).

RBC has been invited to and is in the process of applying for formal recognition as a Naturpark-Schule (2023). The diagram conceptualizing the framing of the application is as follows:



Laurence Nodder
Rektor
July 2023

Several helpful observations and suggestions were received for consideration for a 2nd Edition.
In particular, a new section on the Host Family programme was included (p.38).

Laurence Nodder
Rektor
October 2023