



*Internatsschule
Schloss Hansenberg*



BILDUNGSLAND
Hessen

For students
who just love
to learn

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concept

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The thirst for knowledge needs nourishment. In the public high school and boarding school, Internatsschule Schloss Hansenberg, especially accomplished students gain access to the pleasure of exceptional support for their varied interests.



A well-rounded concept of education works to enhance and balance academic and social competence in a focused atmosphere. Individual development is supported even after classes are over. Students leaving Hansenberg are ready to begin their careers and become active participants in society, equipped with determination, confidence and a sense of responsibility for themselves and others.

School concept

Core values

The quality of our educational system will determine the future of our nation and our society – this is a general consensus in the Federal Republic of Germany, accepted in all political spheres. The Internatsschule Schloss Hansenberg* supports this ideal directly by assisting and challenging high-performing, motivated and socially competent students at the upper high school level.

The concept of our school is based on a holistic approach to education. The core values of this concept are tolerance, respect, empathy, modesty, interest and involvement.

Mentoring concept

In the three years of our high school programme, our goal is for students to learn to accept and carry responsibility for themselves and in society. Our main objective is to combine high performance with responsibility. Teachers and pastoral workers support students and their activities by a mentoring concept which encompasses both the living and the academic environments of the Hansenberg.

Development of individual talents

Thus, in the last few years, a creative network to discover and develop various individual talents was formed at Hansenberg. Students are encouraged to develop their confidence and strength of personality through discussion and cooperation with similarly interested and dedicated students. Participation in competitions, social services, a foreign internship, experiments and projects, excursions, music, theatre, art and sports – many more activities than the typical German school profile is able to offer – contribute to this experience.

Developing new ideas, finding pleasure in achievement and happiness in life with others, accepting responsibility for one's self and for society – in a nutshell, Hansenberg is living and learning on campus.

*Hereafter Internatsschule Schloss Hansenberg is referred to as "ISH".

In only a few years, the Internatsschule Schloss Hansenberg has become an important factor in the educational scene of the state of Hesse and beyond. It is an excellent example of good tuition and support of young people.

Volker Bouffier, Minister President of the state of Hesse



In the realisation of the school's ambitious goals, the state of Hesse is supported strongly by private companies and a foundation. Commerzbank and Linde, and also the Robert Bosch foundation, do not only participate financially, but also actively support students at the ISH. Encouraging responsibility – the education of young people to become productive and responsible citizens – is an important objective for both companies and the foundation to assure a modest contribution to the future of the country. So far, this co-operation is unique in Germany.

The representatives of the companies and the foundation, the Prime Minister of Hesse and the Minister of Education of Hesse constitute the board of trustees. The board of trustees and the board of Friends of ISH, which is formed by the partnership companies, the foundation, the Ministry of Education of Hesse, the schools principal and management as well as representatives of the parents' assembly, plus the general meeting of the Friends of ISH, which meets twice a year, decide on the financing of the various continuing and new projects in school. Projects are financed with the funds provided by the friends of ISH.

Thus every year a one-week trip to Berlin, a four-week foreign internship, various projects, study groups and resources are financed alongside a four- to six-week project phase (Q+). The Friends of ISH also contributes to all bus trips to Frankfurt, Wiesbaden and Mainz needed for visiting museums, theatres, universities and the like. Additionally, a gym and a recreation area were constructed with funds from the Friends of ISH.

Colloquia with managers and specialists of the partnership companies as well as the foreign internships not only build a pathway to the companies themselves, but also into future careers. The partnership companies are available for support in regard to content without influencing the public high school curriculum of Hesse at the school.

Public Private Partnership

School Trustees

Financed Projects

Pathway to a Career

It's great that companies like Linde and Commerzbank and the Robert Bosch Foundation support our school. (ELENA)



Academic Objectives

Foreign Languages

Compulsory main subjects

Introductory Phase

In the Introductory phase (E1/E2), special emphasis is given to getting accustomed to the new circumstances of living and learning, compensating for different levels in scholastic proficiency in our various subjects and practising new study techniques. In addition to the core and profile curriculum, focus is on individualised and interdisciplinary classes.

Three hours of English classes a week are obligatory for all students. English classes treat literature as well as oral and written international communication. All students must also take courses in a second foreign language throughout the entire three-year period. This can be a continued course or a new foreign language such as Spanish or Chinese. Courses take up at least 39 hours a week and also take place on Saturday mornings.

At the end of the introductory phase, students choose their courses for the two-year qualification phase. Political science and economics, mathematics and a natural science are compulsory advanced courses (AI).

Qualification Phase

The qualification phase comprises four course blocks from Q1 to Q4 up to the written Abitur examination, and is followed up by the project phase Q+. The grades in the qualification phase correspond to the grades obtained in the half-year reports in accordance with the High School and Abitur regulations of the state of Hesse (OAVO). The Abitur examination is also performed according to the regulations.

1 st year	2 nd year	3 rd year	
Introductory Phase	Qualification Phase		
E1/E2	Q1/Q2	Q3/Q4	Q+
Orientation, regular curriculum	Qualification curriculum with foreign internship	Qualification curriculum	Written Abitur examination usually before Easter
			Project phase
			Oral Abitur examination after Whitsun



Introductory Phase

Course Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
07:45–12:45	Core curriculum					08:30–11:45
14:00–17:15	Natural sciences	Arts, Music and Philosophy	Mentor meetings, student assembly, community service groups	Social sciences	Theatre and Musical	
Teacher consultation hours						
17:20–19:00	Dinner					
19:00–20:00	Study groups	Study groups		Studygroups/lectures		

Course hours per week

4	3	2
Mathematics	German	Music/Art/Acting
	English	Philosophy
	French/Latin/Spanish/Chinese	Religion/Ethics
	3rd Foreign Languages or Computer Science	Biology
	Political Science and Economics	Physical Education
	History	
	Chemistry	
	Physics	

Qualification Phase

Course Requirements

	AI*	RI**	Hours/Week	Q1	Q2	Q3	Q4
1. Department	German	x	4	x	x	x	x
	FL ¹ : English ²		3	x	x	x	x
	FL ^{1,3} : Fre/Lat/Spa/Chin		3	x	x	x	x
	FL ¹ : Fre/Lat/Spa/Chin		3	(x)	(x)	(x)	(x)
2. Dept.	Art, Music, Acting		2	x	x	x	x
	Political Science and Economics⁴	x	5	x	x	x	x
	History		3	x	x	x	x
	Religion/Ethics		3	x	x	x	x
3. Dept.	Philosophy ⁵		2	(x)	(x)	(x)	(x)
	Mathematics⁴	x	5	x	x	x	x
	Biology/Chemistry/Physics^{1,6}	x	5	x	x	x	x
	Biology/Chemistry/Physics/Computer Sciences ¹		3	(x)	(x)	(x)	(x)
			2	x	x	x	x

- Four courses of an advanced level foreign language and of an advanced level natural science are included in the Abitur, as well as two courses of another foreign language or of another natural science or of computer science.
- English is a compulsory foreign language.
- A second foreign language (FL) is required: French or Latin at an advanced level or Spanish at an advanced level or at regular level or Chinese at a regular level.
- Political Science/economics and mathematics are compulsory main subjects.
- Philosophy may be taken for Abitur examination.
- One natural science must be chosen as a main subject.
- Physical education cannot be taken for the Abitur examination.

The courses in brackets may be taken in addition to the required curriculum.

*AI = Advanced level

**RI = Regular level

Study Day – Independent Studies

Extracurricular special courses

Study Day is an essential part of the concept of ISH, is considered desirable by teachers and students alike and is regarded as indispensable. It takes place every two to three weeks, replacing the standard curriculum for an entire day.

Taking into account the requests of their students, teachers arrange an interdisciplinary programme of extracurricular special courses each study day. The programme consists of single-day courses (e.g.: "The seventh 'Leningrad' Symphony of Shostakovich and the Role of Finland in World War II"), block courses continuing on several consecutive study days (ex: "Soul, Identity and Neurophysiology") or further support with studying (ex: "Exercises for Stochastics" or "Preparation for the TOEFL"). Additionally, every student takes the ECDL-test (European Computer Driving Licence) during this period in the Introductory Phase (E1/E2).

Individual Schedules

Students compile their own schedules for any given Study Day individually. They may choose to attend a course in the teachers' programme as above, to work on an independent project or more profound team projects, to prepare for exams or to study in private in the excellently equipped library. The schedule is discussed with the mentors before and after study day.

Encouraging Independence

The intention of study day is open learning in school and active, individual development with the purpose of doing justice to personal academic accomplishment and providing the opportunity to pursue interests that are above and beyond the compulsory school curriculum. These independent studies guide students towards organisation, initiative, private study and responsibility for themselves and study days are always open to new content.

Hansenberg offers accomplished and interested students a place where their talents can be brought to use.

Dorothea Henzler, Minister of Education for the state of Hesse



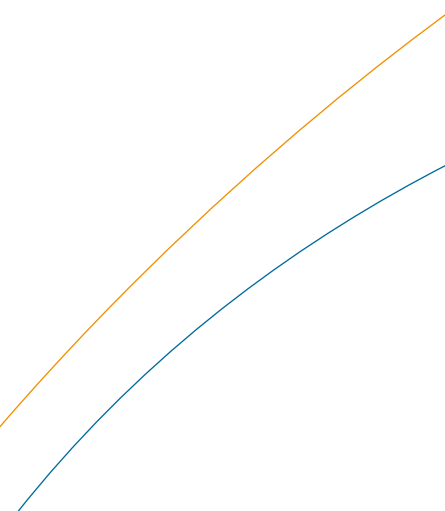


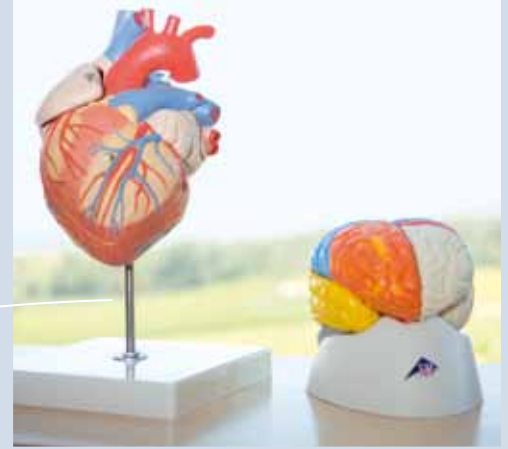
On study day I can improve knowledge outside of classes.

(LAURA)



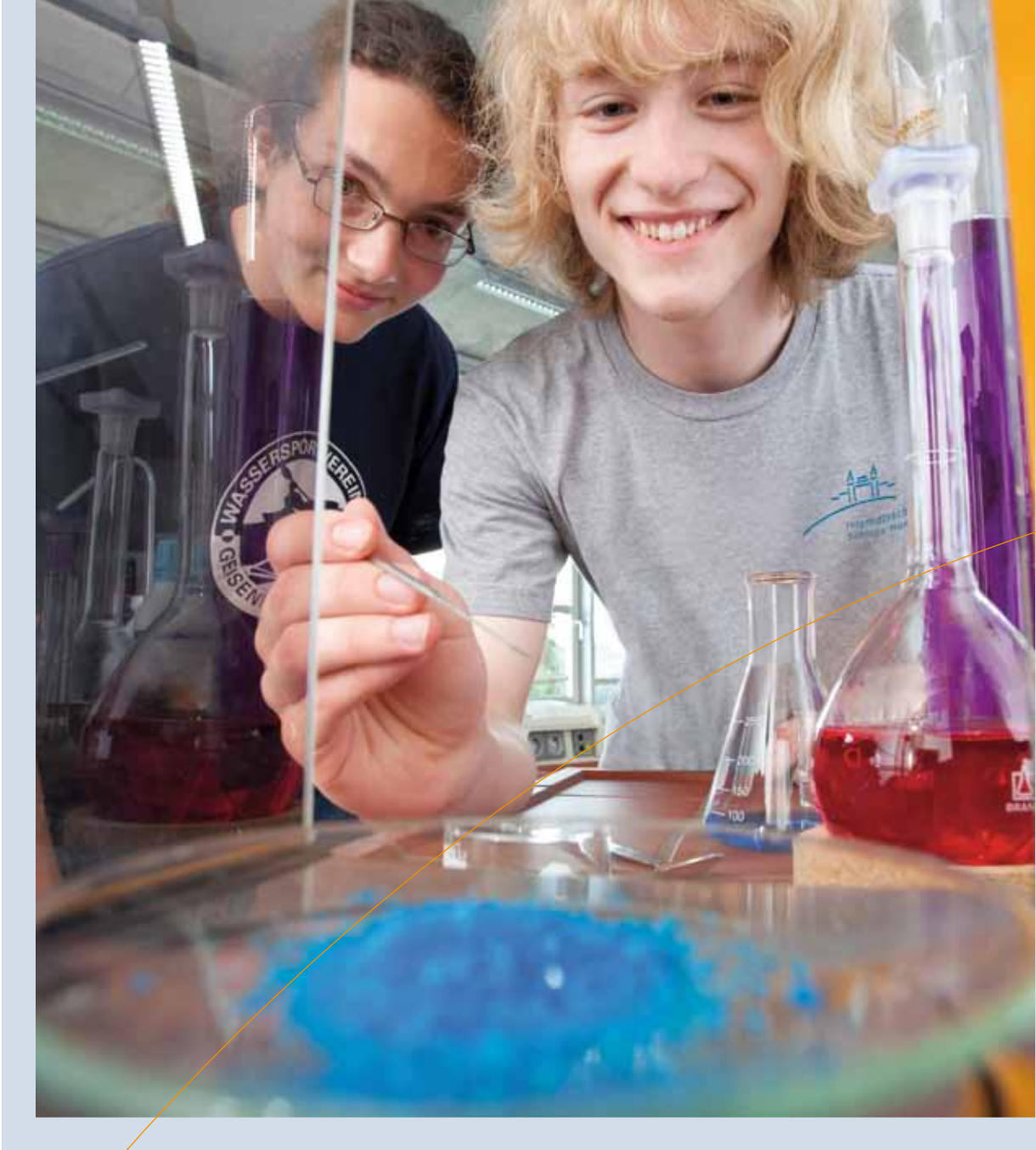
Study day gives me the opportunity to delve into my interests and become more creative. (CORINNA)





In the three years of intense learning and living at Hansenberg, students acquire wide knowledge and a plethora of skills for independent and purposeful study, work and life.

“Learning with both heart and mind” is the consistent principle that enables an educational experience for young people which far exceeds the mere honing of intellectual capabilities. They develop in a demanding living and learning environment. Thus, Hansenberg students will be able to master the tasks they encounter on their path through life.



The difficulties of adjusting to life in a boarding school are discussed in an introductory programme, so that students learn for example to manage their time and deal with pressure. Teachers, mentors and pastoral workers operate together in a tight network that allows students to compensate for hitherto missing elements in their education.

Classes required by the Hessian syllabus take place in morning courses. An exception are the arts subjects and philosophy, which are taught in the same afternoon. The main focus of the other two afternoons is determined by the profile of the school: intense work in the school laboratories is the purpose of the scientific afternoon, preparing for the advanced courses in mathematics and the natural sciences by, amongst others, an individual project. The subjects of political science/economics, history and English complement each other and enable students to take part in competitions and bilingual courses. The second semester is also used in preparation for the foreign internship. The afternoon courses facilitate personalised, interdisciplinary lessons and prepare for coursework in the qualification phase. The content and results of these courses are connected with the core curriculum and are relevant for grades there, too.

All students have lessons on Monday, Tuesday and Thursday afternoons. Wednesday afternoon is reserved for mentors' meetings and, if necessary, for a general students' assembly. In community service groups, students do work for the community in and around Hansenberg.

Introductory Phase E1/E2

Organisation of Courses

Social Afternoon

The student-teacher relationship is very personal at Hansenberg, as one does not meet teachers only in class, but also at lunch, in study groups and in sports we all do together. (BASTIAN)



Foreign Internship in Q1

In the first block of the qualification phase, all students take part in four-week foreign internships at branches of the partnership companies or other international corporations. This internship is an opportunity to experience the professional world, but also requires students, who are mostly under-age, to show independence in managing many unfamiliar situations while they are abroad.

To offer every student, irrespective of his or her family's financial situation, the same freedom to choose an internship according to their fluency in the particular foreign language, their individual preferences and potential academic and professional goals, the friends of ISH carry all costs for travel, accommodation and board. The places are assigned by the school administration.

Preparation and Intense Coaching

Students receive intensive preparation from their teachers in Political Science/Economics, a crash course in Business English and cultural training for their assigned country. During the internship they are supervised by an adviser in the company, their mentor and pastoral worker in Germany, the manager of the school and possibly by a German employee of the original company. Generally, students live in host families who give an insight into foreign culture and also provide a personal contact.

Sharing the Experience

After coming back to Hansenberg, experiences are evaluated in class both with the teacher for Political Science/Economics and with representatives of the partnership companies. Every student gives a presentation about the internship which influences his or her grade in the first qualification phase.

We need people who are ready to assume responsibility. Hansenberg prepares its students for the complex requirements of our society.
Martin Blessing, Chairman of the Board of Managing Directors of Commerzbank





Independent work with my English colleagues was great fun – now I'm looking forward to the world of work. (FELIX)



Valuable experience in dealing with new languages and cultures – an interesting insight into the world of work. (ELENA)



Q+ offers a final wealth of events to conclude our studies— from theatre performances to dissecting pig brains – in other words, the possibility to thoroughly enjoy Hansenberg one last time. (NINA)



A central element in self-organised studying is the Project Phase after the written Abitur examinations. During this phase, different projects guide students to the scientific approach as well taking into account the specific requirements of ISH. This trimester systematically connects life in the high school and boarding school with different intellectual challenges and social experiences on the one hand and continuing career orientation on the other hand. With regard to the socially integrative concept of ISH, a week is dedicated to learning to help in a social context – in the institutions for supporting, nursing and teaching in the Rheingau.

After the conclusion of the written Abitur examinations, the prospective high-school graduates put together this five- to six-week learning and working programme from a block system which is varied each year. Many of the projects, in which supervision by teachers is replaced by self-organised studying, are developed in cooperation with institutions from outside the school. Universities, research institutes, foundations, political, social and community partners offer competent support systems, each with very different insights into research science, political theory and practice as much as social reality. Participation in these projects is separately certified.

In the Q+ trimester there are also opportunities to personally contact universities and colleges as well as the concluding study trip with the complete year. This phase ends with the oral Abitur examinations. One of the two oral examinations is replaced by either a presentation or an independent research project.

Project Phase – Q+

Learning and Working in Projects

Career orientation



Thoroughly and excellently educated natural scientists and technicians will help Germany in international competition. Prof. Dr. Wolfgang Reitzle, President & CEO of the Executive Board of the Linde AG





Recognising Talents, Discovering Community, Taking Responsibility

In addition to motivation in school, learning in a social context is a focus of Hansenberg. Students who choose to go to Hansenberg leave their home and family much earlier than the norm and have to accept and live with new contexts. Organising life in dorms with seven fellow students supported by a pastoral worker, meeting new teachers and students in class and a variety of different activities after school call for the setting of definite priorities.

The Internatsschule Schloss Hansenberg offers the place for personal freedom to experiment. Here, our students are able to develop and pursue their interests – not only to enjoy what they are doing, but also to reflect upon and stand up for solidarity and tolerance, organise and assume responsibility for themselves. To do justice to this ideal, all students join one of the community service groups, in which they do their part for life on Hansenberg, for instance by repairing computers, writing articles for the homepage or cleaning campus. The concept of responsibility for others is also promoted off-campus by groups for taking care of senior neighbours or tutoring children in the local elementary school.

Individual support of students is not only scholastic but also for talent and interest in extracurricular activities. There are many different student groups – from the debating club to theatre and art, from music to language and philosophy. Active participation in internationally acclaimed competitions such as the biology and chemistry Olympiad and the German Founders Award are also part of this support.

Throughout the school year, experts from science, politics and economics are invited to lecture at Hansenberg, where an audience thirsty for knowledge and insight awaits them.

**Personal Freedom
to Experiment**

**Diversified Support
of Individual Talents**

We have to devote ourselves more decisively to the encouragement of talents and outstanding gifts in Germany. We need them.

*Dr. Ingrid Hamm, Member of the Board of Management,
Robert Bosch Stiftung*



Elements Shaping the Community

Based on institutional partnerships with the Goethe University in Frankfurt and the TU Munich, as well as in cooperation with other private and public universities, scientists are invited to colloquia. These voluntary events, which take place in the evenings, are an essential part of Hansenberg's extracurricular activities. The structure of the boarding school and the diversity of contacts with different institutions enable a comprehensive culture of lectures and debates.

Team spirit and a sense of common ground are not only needed in one's profession, but on the path to it too – in studying, internships and education. Living in a boarding school assists students in learning to make compromises as well as to persuade others.

One of the central elements that shapes community in year 10 is the traditional Economy Week, which takes place in Dorfweil, Taunus. The programme for this week consists of two economic simulations: "ÖKOWI" and "WIWAG". These challenging and convincingly real simulations of a country (ÖKOWI) and of a company (WIWAG) give students a deeper understanding of correlations in economics as well as demonstrating that goals that could not have been attained alone can be achieved in a team.

The second big experience for building community at Hansenberg is the one-week-excursion to Berlin, which focuses on culture and politics. In addition to attending theatres, operas, concerts and diverse museums, visiting the Bundestag and the Bundesrat is a core element of the programme. Like the programme in Dorfweil, this excursion helps to connect the year as a whole.

The objective is to guide students towards independence and help them to deal with both success and setbacks in a constructive way. In addition to a certain measure of self-reliance, commitment and willingness to work and learn, creativity and initiative is what is expected of students. Hansenberg requires readiness in leaving well-trodden paths to look for new ones.





Living together in a dorm means learning to value very different people with their personal qualities, but also to develop and discover new features of oneself. (JANA)



How Hansenberg “works”

Hansenberg is a complex structure in which 250 people have to get on with each other while trying to manage their work smoothly. Only if everything is interconnected can a unit evolve which fulfills high expectations.

Faculty

Teachers are valued and central assets to the school. At Hansenberg they have to constantly deliver highest quality. The fact that so many faculty members have stayed at Hansenberg since its beginning speaks for itself, as their working day often ends after 17:00 h. In addition, many teachers also offer counselling and study groups after hours.

Mentoring Concept

Another eagerly sought after responsibility for teachers is mentoring, which consists of academically supervising and counselling a dorm. Mentoring connects the work of teachers and pastoral workers, who have an open door for students round the clock. Often, a personal relation of trust develops, in which the pastoral workers, although they cannot and will not replace the role of parents, can give young people support and encouragement as well as a little well-placed criticism every now and then. Trying to find the right balance between permitting exploration and keeping a certain discipline requires a lot of intuition, experience and humour – and sometimes just a bit of wisdom.

Canteen

The canteen is an institution that connects soul and body. Daily not only to nourish, but try to provide enjoyment for almost two hundred young people with very different tastes requires not just the skilled work and knowledge of a cook but also the staff’s curiosity and willingness to make contact. The kitchen staff needs to know the wishes and preferences of the students, which means: willingness to get to know students. Anyone who knows how much the canteen influences the overall atmosphere at boarding schools does not need to worry about the mood of our students.





Without a functioning administration, no management, not even at schools, could work. The objective is to keep in contact with the parents, who mostly do not live near school, and to organise the application process, in which there are hundreds of documents to keep track of.

To ensure success, the cleaning staff, almost behind the scenes, reliably creates an orderly atmosphere for everybody to work in. One should add, however, that the students – pedagogically sound – have to care for their dorms themselves, occasionally submitting to more or less mild pressure from the pastoral workers.

The functioning of the school as a whole is also a focus of the janitors. To find so many different colleagues with a sense for the social dimension of life and learning is a real stroke of luck.

Administration



Such an intense and good relationship with colleagues, which is the norm here, makes Hansenberg a second home.
(SEBASTIAN)



Living in a Boarding School – Challenges and Opportunities

In the dorms, students live in groups of eight with four twin-bedded rooms. Social life in dorms is very intense for the eight teenagers living together, as they usually only go home every third weekend. Each dorm is supervised by a pastoral worker, who shapes life in the dorm together with the students. Pastoral workers also take over tasks of education and can be contacted in all situations. In addition, every dorm has a Mentor to take care of academic questions and problems.

Self-reliant Living

Students do their housework, such as cleaning as well as washing clothes and dishes, themselves. A well-furnished kitchen is an open invitation for cooking together as well. Breakfast, lunch and dinner are also supplied in the canteen. The canteen offers a large variety of different food, as well as a certified organic dish at lunch. A committed kitchen team adjusts to individual diet restrictions.

Shared Accommodation

Living in dorms requires a high measure of tolerance and consideration. Every student experiences the necessity of making compromises and accommodating to the needs of others, but equally also the many opportunities to put oneself forward and actively shape the community. With elected representatives, the students advocate their cause with the management of the boarding school. Additionally, the students of each year choose two prefects, who act as mediators in school and on campus.

Development

The boarding school offers a variety of individual possibilities for experience and development, but also transfers the need to keep rules and experience the boundaries of personal freedom. Friendships here at Hansenberg are vigorous, as students spend a lot of time together, living and learning with each other. Many ties of friendship will remain for the student's entire life; in the alumni association, members stay in touch with each other and with Hansenberg.

In the boarding school, one learns to take over responsibility and to rely on oneself. (NINA)





Individual in a community,
strong in a team, responsible
in society. This school teaches
us to be self-reliant without
becoming a lone wolf. (DANA)



Only when I started to study at university did I notice what I had really learned at Hansenberg. I was more independent, more open towards new people and more self-aware than my fellow students and also was privileged in a number of my subjects because I had learned how to manage my time and how to learn effectively. (JULIAN, ALUMNUS)



There's always a "hard core" of players in the basketball court. Of course, other students are welcome to join us at any time, too. (LEONARD)



When working for school gets frustrating, a variety of sports clubs, such as rugby and soccer, offer attractive compensations. (MAXIMILIAN)



The commitment to a school such as Hansenberg requires a lot of energy. To recharge, there are any number of different extracurricular activities on and around campus. Playing boules in the shady park is just as popular in summer as volleyball or a trip to the nearby swimming-pool. Almost every evening, team sports are offered: soccer, volleyball, basketball, rugby or team handball are played in the gym or in the recreation area. Walking, running and biking along the vineyards around the school are possible anytime and there is a complete fitness centre to rebuild muscles that have lost tone. There are groups for yoga and autogenous training.

For anyone looking for a combination of physical activity and music, there is the musical group led by students. Dancers, singers and the band practise intensely and make their own choreography and arrangements. In cooperation with a local music school, students can take private lessons for their individual instruments. There are several music rooms for lessons and individual practice. On this basis, different ensembles from rock to classic are formed – they, in turn, shape the free time of students and enrich life in the boarding school.

For those who like to take things a little easier, there is a pool table in the castle. Here, many matches are fought and rank is marked with precision. Afterwards you can go to the viewing room, chill out on the couch and watch a DVD.

Performing artists also have a good time at Hansenberg. Up to three productions a year are staged. Shakespeare, Wilde, Turrini and Widmer: all of them have already been to Hansenberg!

Recreational activities are an important element of school and boarding school life, for intellectual accomplishments call for creative or physically intense compensation: a nimble mind requires an active body.

A Nimble Mind needs an Active Body

Sports

Music

Theatre

Orchestra, musical & co. always
take up some of your free time,
but in the end it's always worth it.
(FABIAN)





Applications

Hansenberg is open to all students with sufficient proficiency in German, irrespective of nationality or origin. Application documents are available on www.hansenberg.de by November of the year preceding admission. Interested students from eight-year High Schools (Gymnasium) apply in 9th grade, students from nine-year High Schools (Gymnasium) and "Integrierten Gesamtschulen" in 10th. Formal prerequisites for application are:

- At least grade 2,0* in German, mathematics, one foreign language and one natural science.
- A grade point average of at least 2,0* in all other subjects.

The decisive element for a successful application is the schools selection process. The central criteria of choice are achievement, motivation and social competence. Our expectations are a special interest in the profile subjects of the school (Mathematics, Sciences plus Politics and Economics) as well as an above average intelligence that does not only express itself in achievement but also in social responsibility.

Tuition is free. For accommodation and board, students pay 350 Euro a month. Support can be requested according to the Federal Education and Trainings Assistance Act (BAFöG). For a detailed description of scholarships and information about the application process, see: www.hansenberg.de

*according to German school grade denomination

**Selection
Process**

Cost

Internatsschule Schloss Hansenberg

Hansenbergallee 11

65366 Geisenheim-Johannisberg

Germany

Telephone: +49 (0) 6722 / 971170

E-mail: info@hansenberg.de

Internet: www.hansenberg.de

Public Private Partnership

