

Gradient

International School of Lausanne Magazine Issue #2 2021-2022



Welcome to Gradient #2



⌘ HERVÉ PEITREQUIN
Head of Marketing & Admissions
Editor-in-Chief

» EDITORIAL

Welcome to Gradient #2. As I am writing this text, countries are making great progress in regard to COVID-19 vaccinations and are starting to reopen to what seems like "normal life". Normal life is what we have been longing for now for too long, with the ISL community craving to go and explore the world, or visit relatives and friends.

In this edition, we explore how our community has coped during this special year to make the best of it (page 12). We have a special section on multilingualism and how it can both benefit and challenge our students (page 24). Caroline Leenders, our Head of Alumni Relations, explains how alumni and students managed to meet despite the pandemic (page 33). Magnus Olofsson, ISL graduate of 2004, explains how he handles fatherhood and a demanding job as an emergency helicopter doctor at the Rega. And, finally, we reflect on what it means to become a 60-year-old school in 2022.

Thank you for your feedback on the first edition. We have listened to your comments and we have adapted this edition. For example, we have more art from primary school students. The magazines are printed locally in Le Mont-sur-Lausanne on 100% recycled paper. We now also have an opt-out solution. If you don't wish to receive the magazine by post, or if you would like to contribute in any form, simply send us an email to gradient@isl.ch.

We look forward to your contributions.

Online version available at:
www.isl.ch/magazine

Write to us

Explore our readers' thoughts and comments on our first edition of Gradient!



The magazine is awesome, it's really interesting, and I loved the way the articles were designed and displayed.

Good content and excellent design (recycled paper, good graphics, good selection of colors). Well done!

I was very impressed by the quality of writing. I particularly enjoyed the student spotlight (what talented kids we have), and also the interesting lives of parents and our community.

The magazine was interesting to read. But I was expecting more children's work in the magazine, for example ECC/Primary School kids' drawings or pictures of their creations.



Loved the magazine. Beautiful quality, design, and variety of articles.

Illustration: Elisa Siro

→ How to write to us

Are you someone with an interesting career, project or pastime? Do you want to share your school memories with us or give your feedback? Write to us at gradient@isl.ch and we will publish you in *Gradient*.



The colors are great, and the overall design is awesome. I love it!



Very professional; reminds me of my time at ISL. #feelingnostalgic.

Good mix of introducing students, outside school topics, future of education topics, and people in the community such as alumni members.

This is a magazine that immediately caught my attention.



SCHOOL NEWS

Class of 2021—IBDP results

We are extremely proud of the achievement of ISL's Class of 2021. With an average score of 38 points (out of 45), our students scored 5 points above the world average. This incredible outcome is a result of their hard work, tenacity, and sheer determination.

Johan Masure Award

Chloe, an ISL High School student, received the first annual Johan Masure Award which recognises a student who has inspired others. Chloe raises her voice and fights for injustice. Her hard work, perseverance, and courage has transformed her into the person she is today.

The High

The High, ISL's student-led newspaper, is now available on their brand new website. Student journalists, illustrators, and videographers share their content about ISL, world issues, and much more. www.thehighisl.com

The PTA Sports Challenge

A total of 119 ISL community members participated in the PTA Sports Challenge, a virtual fitness mission. Team ISL completed a 13,000 km route in May from Lausanne (Olympic Committee home) to Tokyo (2021 Olympics site). The community also raised money for Cecily's Fund, a charity supported by ISL.

Be the Change Week

ISL organised "Be the Change Week," a programme of student-led events to prompt discussion and debate around issues of global significance and inequality within our local and international communities.

Helen Topp — Nurse Retirement

Helen joined ISL in 2001 but has in fact been part of the community even longer. All three of her children – Patrick, Michael, and Cathy – attended ISL. During her 19 years, Helen's care benefited many hundreds of children. Thank you, Helen, for all that you have given to ISL.

What did we learn after more than a year of COVID-19?

>OUR DIRECTOR

At the time of writing, many people are in various stages of physically returning to their workplace. Some months ago it wasn't at all certain that companies would so fully embrace a return to the office, but now it is clear that they will: a recent McKinsey survey showed that 52% of executives were expecting an almost full return to the office with workers on-site four days per week or more, and nine out of ten thought that employees will be in the office at least three days per week.

It is also interesting to see how the narrative has developed in education. One has to say that schools in Switzerland have been luckier than many – and ISL has been luckier than most – in that we have continued to operate more or less normally. However, at the start of the pandemic there was talk of an outdated “industrial” educational system where children were being taught in age groups. Now, though, with students being catapulted into the modern world of individualised online learning, there is more awareness of the complexities of such a model.

We have certainly found that it is possible to teach children at a distance and for them to be successful – the IB Diploma results of our Year 13 students this year were exceptional. At the same time, we are now even more aware of the importance of a personal sense of belonging and the fact that genuine social connection becomes increasingly difficult when one is at a distance. As shown by research, and experienced by many people in organisations over the past months, a decline in the human connection that arises informally in any social group leads to issues of mental health, grief, and anxiety.



Difficult situations can, however, bring unexpected opportunities: in 2014, strikes on the London Underground led to unpredictable travel which resulted in many people taking alternative routes. A 2017 study found that the collective time gains of switching routes – some people found that the route they had been taking for years wasn't actually the best one – outweighed the losses incurred by all commuters. The strike, though frustrating, actually ended up increasing people's overall travel efficiency.

Illustration: Louisa Bocquelein

The frustration and difficulty of the past year might tempt us to imagine that how it was is how it should be again, and to slide back into a comfortable rut. This is particularly true because changes that seem like emergency responses will be tied to the pandemic in people's minds and so will be expected to go away when the situation returns to normal. The situation has, however, shown us that education can change and can spark innovation in unexpected ways, just as it did for the commuters in London.

“We are clear that conventional face-to-face teaching is effective, but that it can be supplemented with innovative technologies that allow students to reach beyond the walls of the classroom.”

For example, as a community we have managed to support and maintain connections with families in long-term quarantine in ways that would have been unthinkable previously. Parent-teacher consultations, rather than involving parents sprinting from one classroom to another to talk to their child's teachers, moved successfully online. As a result, both parents were more often able to attend and so have a better connection with and understanding of their child's learning. And at the other end of the spectrum, the school's beloved Wacky Week, a week-long extravaganza of dressing up, games and general chaos, found a replacement in the student-led and just as enjoyable, but less directly competitive, “Homeroom Hustle”.



Looking forward, in the same way that companies are talking about employees being in the office three or four days a week rather than five, we are now thinking about a school that is similar but different. We are clear that conventional face-to-face teaching is effective, but that it can be supplemented with innovative technologies that allow students to reach beyond the walls of the classroom. We are more comfortable working with people or groups around the world to explore issues of common interest. As a result, for the first time, an alumnus – based in London – will join our governing Board. We also see that the time is right to reflect on our taught curriculum, particularly as the world struggles to fight misinformation, discrimination, inequality, and the denial of scientific knowledge.



“The situation has, however, shown us that education can change and can spark innovation in unexpected ways.”

Fundamentally we see that education cannot thrive without genuine human relationships. Given that our vision of education at ISL culminates with young people having the knowledge, skills and disposition to bring about positive change, I will leave the last word to UNESCO's International Commission on the Futures of Education. They write in their paper Education in a Post-COVID World: Nine Ideas for Public Action that “Not only do we have to reshape schools and the supports we provide them with so that students can resume their learning in classrooms and return to school activities as soon as possible, we also need to think in the medium term so that this extraordinary situation young people have experienced becomes an opportunity for learning how to meet the challenges of our time, an opportunity to restore trust in institutions, and an opportunity to enact intergenerational justice.”

Our education has changed in subtle but important ways as a result of the pandemic. The challenge will be to keep changing.

Writer Frazer Cairns

Rising to the Occasion

For one ISL teacher, every year is a chance to take on a new challenge – from becoming a rock star to taking up transcendental meditation.

› OUR TEACHERS

Most of us make a New Year's resolution. A few people make the same one every year. Some even manage to stay true to their good intentions until February. For one ISL teacher, however, every year is a chance to take on a new challenge – from becoming a rock star to taking up transcendental meditation.

Each 7th of November on her birthday, Lisa Marlow sets herself a new task or skill to master. "When I hit my forties I thought, right, the kids are getting older, life's too short, and there are things I really want to do," she said. "It started with drumming. I've always wanted to be a rock star. I have always been into music and played various instruments as a kid, but drumming was something I really wanted to do. I picked up the drums and started playing whenever I could."

Then came an activity not usually associated with Switzerland. "My next challenge was surfing. It was something my husband enjoyed, and the kids were keen. We started in Hossegor, France, and have since surfed in Wales as well as the warmer waters of Costa Rica."

In addition to her supportive husband and children, inspiration comes from her mother, who also embraced life and was prone to take on a new challenge. "The whole catalyst for trying new things was my mom's death," said Lisa. "That's where that stems from. It was a huge wake-up call. I was in my late twenties and she was fifty-three. It really affected me as did the death of my dad. He was diagnosed with Parkinson's just after mom died and succumbed to the disease in 2017."

"My mother was one of those people who would do random things to shake life up a bit. She always had so much energy and embraced life, even though she had her own struggles. Mom always gave back to those around her but somehow found the time to try to do things that were upbeat and fun."





"My greatest goal is to breakdance."

After drumming and surfing, ice hockey was next on the list. Not a difficult one to fit into her family life as her three sons play. "I live at ice rinks! I spend a lot of time there and I thought, rather than sit and watch, I might as well give it a go. So I joined a team." Lockdown meant playing was limited, so training via Zoom has taken the place of practice on the rink.

Looking ahead, there are two – quite different – activities to tackle.

"My greatest goal is to breakdance," said Lisa. "I've never tried it and always admired people who can do it. I desperately want to do it but fear I may break a hip!"

Before popping, heel spinning, and backflipping, Lisa will take up the less hectic pursuit of meditation. "I'm looking to centre more. With the chaos going on all around us right now in the world, it's important to take a step back and instill a sense of calm and appreciate how fortunate we are. Meditation is another skill to add to my toolbox. A couple of colleagues have done it and said it's been absolutely life-changing."

However, if time and budget were no object, then it would be a service helping others which Lisa would aspire to.

"I have really enjoyed supporting our students with various service projects over the years. On top of encouraging students to take part in service, the staff here at ISL are incredibly receptive to engaging in service. We are hoping to initiate a whole staff Service Day within the school or the local community. A few of us have also

flooring business. Between raising four children and working full-time, they were both driven to serve their community: Lions Club, Recreation Committee, Minor Hockey, they seemed to be on every committee. Mom even started the first recycling centre in southern Manitoba."

With her parents' example as inspiration, Lisa chose to take up a new challenge each year. But why on her birthday?

Lisa said: "It's to mark the birth of a new year. What am I going to accomplish this year? How can I better myself? What can I learn from and/or share with others? Although life is already very busy, setting little challenges keeps me on my toes. Also a lot of it is physical, so it's keeping me relatively healthy."

Canadian by birth and proudly Swiss since 2015, Lisa has lived in Switzerland for twenty years and worked for fifteen of those at ISL. Starting as a learning support specialist, she now teaches in the Upper Primary.



discussed doing something globally, like joining up with a school in a developing country. Going abroad and spending some time there, that's something I would love to do. Setting myself challenges is really such a privilege; serving and learning from others...to me this is central to leading a fulfilled life. As Mahatma Gandhi said: 'The best way to find yourself is to lose yourself in the service of others.'

And, ultimately, this drive and desire to set challenges and to serve others comes through in Lisa's work at ISL: "As teachers, I suppose our biggest challenge is to try to infuse these principles into our practice – to make it as fun and engaging as possible on the one hand but challenging on the other, encouraging children to do what's right and to be kind to one another all the while. Next to being a parent, teaching is my most rewarding challenge. I simply love it – I hope that it shines through."

Writer David Granger
Photographer Achille Laplante

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Meet our ISL student alumni members and explore their adventures

[→ OUR ALUMNI](#)



⌘ **Claire McDaniel**
Washington / 2010

After graduating from ISL in 2010, I moved to Washington, DC, to study biology and French at Georgetown University (Hoya Saxa!). I loved it so much at Georgetown that I ended up staying to complete my medical degree and an MBA. I am currently completing my orthopaedic surgery residency at Johns Hopkins in Baltimore, and plan on specializing in hip and knee replacements.



⌘ **Shardul Bansal**
Toronto / 2017

I graduated from ISL in 2017 and went on to study computer science at the University of Toronto. I will graduate and complete my bachelors in June 2021, after which I'll head out to Vancouver and start working as a software engineer at Amazon. I'm excited to have built on the foundation that ISL provided me throughout my four years, and I'm looking forward to coming back and thanking some of the teachers that made my learning so memorable.



⌘ **Camille Brustlein**
New York / 2012

After graduating from ISL in 2012, I studied interior and spatial design at Chelsea College of Arts in London. After my bachelors, I completed a number of internships at various architecture firms in Switzerland and decided to pursue a career in the industry. Fortunately, I was able to secure a scholarship from the Ikea foundation and also from Columbia University. These allowed me to move to New York and obtain a masters in architecture from Columbia. I have a particular interest in defining 'care' in the context of architecture. I am interested in understanding how designing to care, for care, and with care can all be approaches to improve social inequalities through the built environment. I am excited to see what the future holds!



⌘ **Valentina Rodriguez**
Venezuela / 2017

I have been living in Venezuela, my homeland, for two years now. I am doing all the theatre I can and using my art to protest and reconnect cognition with emotion in a third world country. I attribute my values to ISL, which introduced me to theatre and gave me the confidence to get into drama school. I am a 2019 graduate of the Drama Centre London UAL. I have a bohemian life, the life of the artist, jumping from one country to another, barefoot, and with a big smile on my face, trying to transmit ideologies and values. I owe life itself to theatre and literature. Who knows, maybe someday you'll hear me doing some melancholic speech holding a solid bronze, 24-karat gold-plated prize...



⌘ **Jack Tarrant**
London / 2008

After graduating from ISL in 2008, I obtained bachelor and master degrees from English universities. After a Nestlé internship in Vevey, I joined Reuters News Agency in 2013 at their global headquarters in London. I moved to Tokyo to cover the 2019 Rugby World Cup and the Tokyo 2020 Olympic and Paralympic Games for Reuters. This was a vast-ranging role complicated by COVID-19. My main role in Tokyo centred around the Olympics but I covered many stories, including diplomacy, natural disasters, and lifestyle.

I'm now working in Europe, mainly London, for FIFA's content production team but with one week each month in Zurich. I'm delighted to reconnect with Switzerland. I look forward to next year when I will work on the Qatar 2022 World Cup and get married!



⌘ **Michael Goodman**
Verbier / 2008

I am currently working at the Verbier International School as a primary school teacher. Being able to return to the picturesque Alps to pursue my passion of quality and experience-driven education is a dream come true. By combining the knowledge I have acquired over the years studying psychology, visual arts, graphic design, human relations, and pedagogy, I am able to build immersive learning environments through which my students discover themselves and the world around them in a reflective and empowering way. In the near future I hope to set up an LGBTQI+ social centre in Verbier as well as pursue a design course that focuses on classroom and resource design to support teachers and schools around the area.



⌘ **Felix Mechnig-Giordano**
Central African Republic / 2014

After graduating from ISL in 2014 I moved to Australia to study environmental science and international relations. After completing my thesis field work investigating environmental conflict in Mali, I now manage a regional project for the NGO African Parks. Based in eastern Central African Republic (CAR), I manage research and operations focused on how shifts in nomadic herding influence conservation, conflict, and land management in CAR, the Democratic Republic of Congo and Sudan.

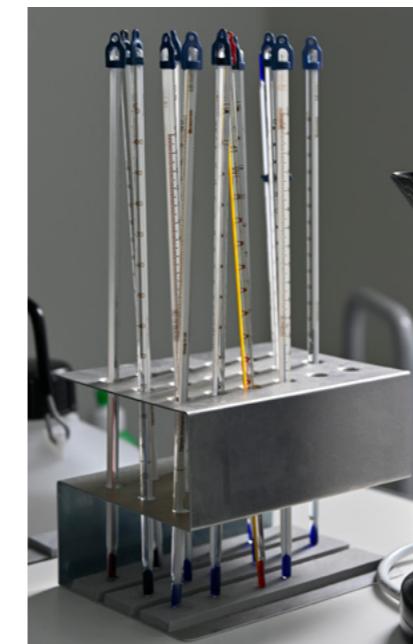


⌘ **Kerry Stephen**
Hong Kong / 2014

After graduating from ISL in 2014, I moved to Scotland to study international relations and politics. Upon graduating university and considering where to move next, I decided to take a little break in Hong Kong where my parents were based at the time. Having loved the city, I ended up staying and have been here for the last three years. I am currently in the fine wine and spirits industry working in marketing as project manager for a partnership my company has with Cathay Pacific Airlines. On the side, I recently set up a clothing company with a couple of uni friends back in the UK.



A Week of STEM and Curiosity



→ OUR STUDENTS

When it comes to maths, science, and design, most middle school students recall only tests and textbooks. Few get the chance to be inspired by a theory transformed into concrete action that makes them go “Wow!” like sending a rocket into space, launching a water bottle thirty metres into the air, or creating a chemical reaction that blows clouds of foam from a tiny beaker.

As two passionate STEM enthusiasts, we wanted to do what we knew best: solve this problem. And just like that, STEM Week was born for five days in March.

The project began with a small buzzing team of high school students. Over seventy ideas immediately flooded our spreadsheets, posters, and planners. Boring Friday lunchtimes were replaced by meetings where students built models, made colourful DNA streamers, crafted posters, and sketched out incredible showcases. STEM Week was to be a packaged experience of fun and learning, topped off with a STEM fair.



But the process was far from perfect. Due to evolving COVID restrictions, the plans needed constant restructuring, but ideas always came to mind. With the help of the science, maths and design teachers, we finally split the activities into three workshop groups.

Middle school year groups explored different fields of STEM through hands-on activities in each of the sessions. Year 7 examined liquid nitrogen, Year 8 discovered that math can create art, and Year 9 witnessed a mini-truss bridge withstand the weight of an entire person, to name just a few.

The students were amazed and their eyes were opened to a whole new side of learning. Why read an “electricity for kids” webpage when there is a real electrostatic Van de Graaff generator waiting for you in Ms. Smiley’s lab?

Almost every middle schooler surveyed at the end of STEM Week said they hoped to see it again next year. From “how to use simple turtle coding” to “eggs are strong because of their oval-like shape”, each student could say they had learned something new. We hope that their unmatched curiosity for STEM started with the week at ISL.

Writers Divya & Pavithra
Photographer Achille Laplante

1962-2022

Turning 60 This Year



The International School of Lausanne was originally founded by the Reverend Wylie and a group of English businessmen to meet the needs of the English-speaking community. The English School of Lausanne, as it was called then, opened on 5 May 1962 with seven students and one teacher, Miss Dorothy Hynes.

Now 60 years later, we are a school of more than 900 students, quite different from a school of seven students and one teacher. In other aspects, it is still very much the same where honesty, respect, self-control, equality, and care and concern for others lie at the heart of what is important at the school, and there is a particular emphasis on the appreciation of the differing perspectives, cultures, and personal histories of members of the community.

Whether you were a student, staff member, or parent of the school when it was the English School of Lausanne, the Commonwealth-American School, or the International School of Lausanne, we hope to see you at our celebration in May 2022.

Our thanks to Brian Bissell, past ISL headmaster (1970 to 1973) for sharing his memories with us for this article.

1962-1972

**The School Song**

The blue of Lake Geneva,
The white of Alpine snows,
The crimson of the sunset
Our banner proudly shows.
We come from many lands,
From many miles across the sea;
At Commonwealth-American
We work in unity!

Three leaders we have chosen,
Guisan, Ramuz, Davel.
Their lives and inspiration
We try to follow well.
In scholarship and leadership
And self-reliance, too,
Oh, Commonwealth-American,
We pledge ourselves to you!



The school was originally founded in 1962 and had begun with seven students in a rented room in Lausanne's theatre. The school's headmaster Peter Farrow had divided the school into three Houses, named after three famous people in the history of the Canton de Vaud (Guisan, Ramuz and Davel) and with the House colours red, white and blue defining them. These were also the colours of the school's crest. In the 1967 - 1968 year, he had the idea of offering prizes for the best school song or school school hymn. The 1st prize in the song-writing competition went to Kurt, Paul, and Andy Reinhardt for "The Blue of Lake Geneva" sung to the tune of "Là-haut sur la montagne".

With rapidly increasing student numbers, the school started out-growing the classroom accommodations that the original villa afforded, even the top floors under the eaves were being used. The Commonwealth-American School then started the construction of a new school building in Pully, a campus with major improvements in facilities. The official inauguration of the new campus, The Magnolia building, was held in June 1977, a community celebration.

1983-1992



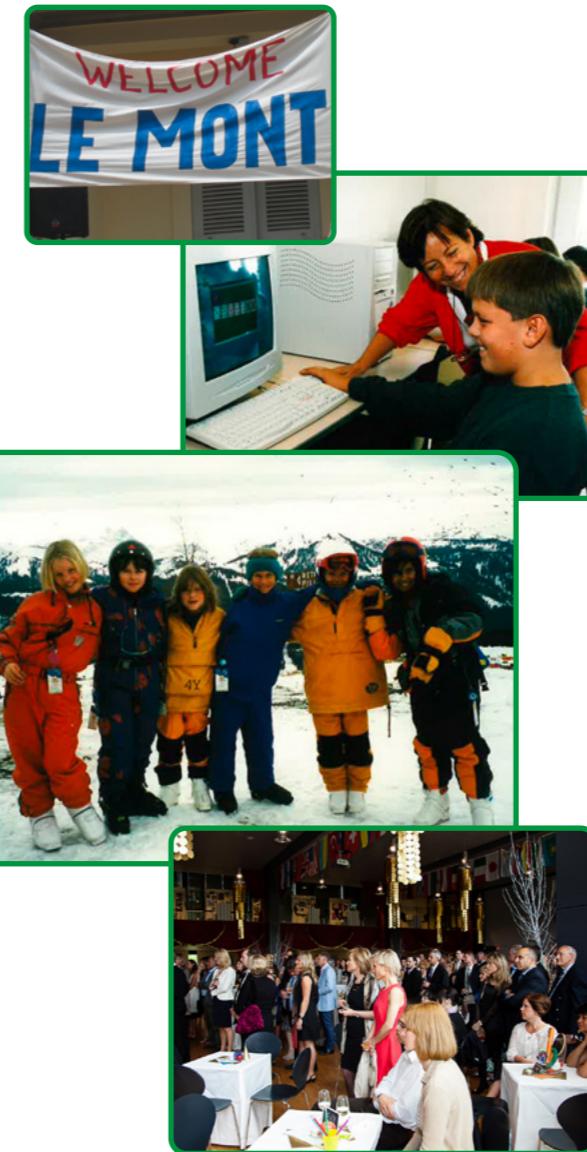
1993-2002



In 1984, Kim Goetschel started teaching in the Early Childhood (where she is still teaching today), Swedish lessons were organised, and similarly to now, students joined sports teams, discovered after-school activities, and explored the Swiss mountains on their field trips. The school organised a wonderful celebration for its 25th anniversary in 1987.

The school, students, parents, teachers, and staff created a strong international community in Pully. In 1995, Year 10 was added to the programme and CAS became the International School of Lausanne. Yvonne Secker joined the school in 1999 and introduced the International Baccalaureate Programme to reflect ISL's multicultural outlook. In 2000, ISL started negotiations with Le Mont-sur-Lausanne for a new site, and took on its first IB students.

2003-2012



A big move...The International School of Lausanne moved to its new purpose-built campus in Le Mont-sur-Lausanne in 2005, with more than 550 students enrolled. The new campus and its facilities allowed for students to thrive and explore their talents as well as creativity. Students performed wonderful shows, participated in international school tournaments, and together built a strong sense of community. The 50th anniversary in 2012 was a large, whole school event, which took place over three days (3,4, and 5 May). Alumni, ex-staff, and families were invited to these memorable golden events.

In the last decade, the school doubled both its student enrolments and building capacity, yet remained a lovely international community. In 2014, the purpose-built Early Childhood Centre opened its doors, and in 2015 the South Building officially opened. On 2 October 2015, a celebratory event took place with about 300 parents, staff, alumni, and "Friends of ISL". On 8 October, the ribbon was cut in the presence of the education minister, the mayor of Le Mont-sur-Lausanne, and many more local dignitaries.

Cultural Connections

→ OUR PARENTS

Kanika Khatter has a positive outlook towards life and loves meeting people from different cultures. Originally from India, she moved to Switzerland in 2019 and became an active member of ISL's Cultural Ambassador Programme. She is a seasoned technology consultant in Digital Transformation and Programme Management and has worked across various organisations in India and Europe. During her last job with Microsoft, she worked extensively for education and public health sector clients. Now she enjoys supporting the school community with her technical expertise. Her own son is presently in Year 6.

Kanika is experienced in curating web content and is currently part of a global voluntary organisation which conceptualizes and coordinates various welfare initiatives. She finds joy and fulfilment in experiencing new cultures and from getting to know people with different backgrounds, beliefs, and insights. In fact, for more than a decade, Kanika has been collaborating with

clients from different parts of the world and has travelled vastly in order to explore other cultures firsthand. She strongly feels that cross-cultural engagement expands our horizons and creates new opportunities for growth and development.

ISL's Cultural Ambassador Programme (CAP) was launched on International Day in March 2018. The programme aims to develop the ISL community and increase opportunities for knowledge exchange by building stronger ties between community members who belong to different cultural backgrounds. The PTA collaborates with CAP to support the school through various events and volunteer opportunities. Kanika says: "We have a team of around thirty-eight enthusiastic Cultural Ambassadors from different countries who are a parent point of contact for families with common cultural identities, to help connect to new families every year, and contribute to school programmes with relevant cultural contributions."

"She finds joy and fulfilment in experiencing new cultures and from getting to know people with different backgrounds, beliefs, and insights."

If you are interested in getting involved, explore ways to participate below:

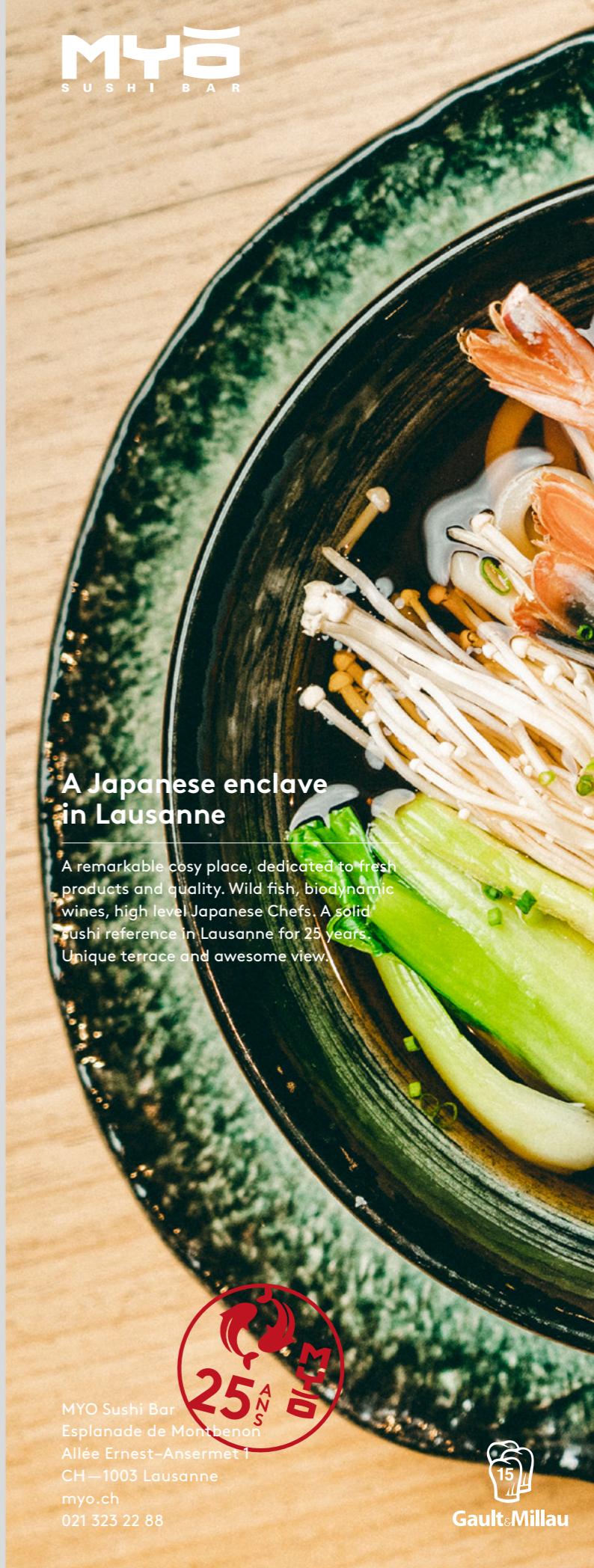
- 1 Become a cultural ambassador – a single point of contact for parent groups who share common cultural identities and coordinate opportunities to bring families together.
- 2 Connect with, or "Meet and Greet", new families through the "Welcome Programme" and help them with settling-in issues.
- 3 Volunteer, plan, or attend as table coordinators for our annual International Day.
- 4 Contribute to school events that relate to your culture such as leading classroom events about special festivals or current affairs.
- 5 Share culture-related articles.



"There is more in you than you think."

Nouveau programme
bi-lingue en primaire.
Située au Mont-sur-Lausanne,
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Baccalauréat International
pour enfants de 3 à 18 ans.

→ En savoir plus sur www.isl.ch



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Gault & Millau



The first edition of Gradient included a beautiful illustration of the ISL community by Mathias Forbach. Our primary school students re-created the drawing using their creativity and art skills. Enjoy exploring their art work here!



Meet Nina,



The Eight-Year-Old Who Speaks Four Languages



While most primary school students are juggling two languages, Nina has mastered four. Nina, aged eight, is currently a Year 4 student at ISL. But unlike most children in her class, she speaks and writes four languages fluently – English, French, Italian, and Russian – and she even knows a few words in Portuguese.

Nina was born and raised in Switzerland to an Italian father, Livio, and a Ukrainian mother, Masha. She started showing an affinity for languages from a very early age. She learned Italian and Russian from her parents and soon picked up French from her daycare and Portuguese from her nanny. And just like most Gen Z digital natives, she started learning English from cartoons and YouTube videos. By age four, she was alternating between five languages, and was perfectly unfazed by her life as a multilingual child.

It wasn't until Nina started at ISL in Reception 4 that she became fully fluent in English. As I sit across from her and her family on our virtual video chat, I'm impressed by how flawless her English is as she makes witty jokes and teases her parents in an ever-so-charming, Italian-American accent.

Nina's parents encourage her language development with private tutoring and immersive activities. She's attended Russian language classes since the age of two and has private Italian lessons twice a week. She brushes up on her French by joining in after-school activities in her local neighbourhood and playing with friends.



At home, she switches back and forth between languages with confidence and ease. With her mom and four-year-old sister, Alessandra, she speaks French and Russian. With her dad she speaks Italian, and with her older brother, Pietro, she speaks Italian and English.

To Nina, languages are a gateway to social connections: "When I go to Ukraine and Italy, I can speak with my family – my aunts, uncles, cousins, and grandparents. But I love the idea that I can also travel to new places like France and talk to the locals and make new friends."

But learning a new language isn't always easy. The most challenging thing for Nina is how language learning advances in phases: "First, you learn how to speak a few words, and then you learn how to write. It's difficult to get the accent right. But when you can say a full sentence, and also write it, then it all comes together. And that's a beautiful moment."

Nina has started ISL's new bilingual programme in August. She passed the entrance exam with flying colours and is excited to be part of this new adventure. One day, Nina hopes to also learn Mandarin, Spanish, and Ukrainian – and we have no doubt that she will master them with as much ease and confidence as she did the rest.

Writer Sarah Olofsson
Photographer Achille Laplante

"When I go to Ukraine and Italy, I can speak with my family – my aunts, uncles, cousins, and grandparents. But I love the idea that I can also travel to new places like France and talk to the locals and make new friends."

Perspectives Multilingualism

Research has shown that multilingual children, alongside being better equipped with language skills, perform better in tasks that call for creative thinking, pattern recognition, and problem solving. Here, you will explore the research and perspectives of professionals as they discuss the concept of multilingualism.

Our New Dual Language Programme

One of the most extraordinary aspects of working at ISL is the range of things that I get to see. They can be very different in their scope and intention, stretching from the joyously energetic International Day (with its discussions of how to pronounce the (for me) sometimes unpronounceable names of certain types of food), to the ISLTalkx, a range of short lectures exploring ideas related to equality. A common feature of many of our events, however, is that they often have at their heart how we do or should communicate with one another.

20,000 HUMAN LANGUAGES ON EARTH

I read that ethnologists put the number of distinct spoken languages on the planet at somewhere between 15,000 and 20,000. Though it is incredibly difficult to be exact, the extraordinary diversity and complexity represented by the languages of the world is without doubt. It is a complexity that has not always been viewed positively. In the Christian bible, for example, the story of Babel tells of a people condemned to mutual incomprehension through the curse of multiple languages. Contrary to this, the thinker George Steiner in his book *Errata* wrote that Babel, the confusion of human voices is, in fact, a gift. He says that 'the riches of experience and the creativities of thought made possible by the Aladdin's cave of language is a cause for jubilation'.

THE ADVANTAGES OF SPEAKING MORE THAN ONE LANGUAGE

This is a position backed up by an increasing body of

research. Speakers of two or more languages have been found to think and process in a different way. They are more flexible and, indeed, exhibit a measurable cognitive advantage over their monolingual peers. Studies in, for example, France, Finland and Italy have shown that speaking two or more languages makes you a better mathematician, a better scientist, a better historian or a better artist in addition to the more conventionally cited benefits of being more aware of your own culture and the culture of others.

ISL INTRODUCES A NEW DUAL LANGUAGE PROGRAMME

ISL's move to introduce Dual Language classes in Years 4 and 5 of the Primary School is a significant step. Language learning has always been part of our DNA, and right from the very start the school has talked about being an English language school with a particular emphasis on French. However, this will be the first time that ISL students have been taught material through both English

and French in the same classroom. It is the first step on the road to becoming a school that more completely embraces the benefits of bilingualism, even though not all classes will be taught bilingually, and indeed not all parents will want their child to follow a course structured in this way. French will become more part of the fabric of everyday life, in the shape of activities, plays and hallway conversations, and that will benefit us all.

A RICHER EDUCATION

It is important to say that learning through a language other than a home language is not something that will yield instant results. Though many children attain basic communicative competence in a language relatively quickly, the more specific language demanded in an educational setting takes longer to acquire. It is also hard work. However, the fact that we are a multicultural and multilingual community, and that students sit each day alongside representatives of more than 60 nationalities, is an extraordinary resource. This diversity is

a part of our core education and speaks directly to our mission of equipping young people to play an active and responsible role in a complex, multicultural world. A fuller understanding of language and the role it plays will make our utilisation of that resource even richer.

Writer Frazer Cairns

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Multilingualism as a Force for Learning



THE NORMALCY OF LINGUISTIC AND CULTURAL DIVERSITY

« La diversité linguistique en Suisse, et en particulier dans le Canton de Vaud, constitue l'une de ses plus grandes richesses culturelles. En effet, plusieurs dizaines de langues y sont parlées avec une concentration nettement plus marquée en zone urbaine. La majorité de la population scolarisée dans le Canton de Vaud dispose d'un héritage culturel et d'une langue première autre que le français. En parallèle, une forte proportion de travailleurs possède d'excellentes compétences en diverses langues aussi autres que les langues nationales, ce qui facilite les partenariats économiques internationaux au bénéfice de la Suisse. La diversité des communautés linguistiques minoritaires du Canton fait du multilinguisme vaudois une opportunité de positionnement international et un véritable patrimoine culturel. »

(Vaud Multilingue,
www.vaudmultilingue.ch/multilinguisme)

As a researcher, educator, and community activist working with families, schools, and ethnic minority communities in the fields of multilingualism and language education across three countries (Greece, England, and Switzerland) for over twenty years, I have witnessed a dramatic shift in societal attitudes and discourses towards multilingualism – from discourses pathologizing linguistic and cultural diversity and multilingual speakers to discourses celebrating cognitive advantages, academic attainment, and access to higher education and future professional opportunities.

Although the idea of semi-multilingualism – that multilingual speakers suffer language deficits and lack abilities in any of their languages – still circulates in some educational, political, and media debates, there is currently a more receptive climate towards multilingualism among the wider public. This shift is reflected in the quotation above from Vaud Multilingue, a local initiative led by academics at the Université de Lausanne (UNIL) to increase the visibility of multilingualism in the Canton de Vaud and make multilingualism research more accessible to a wider, non-academic audience. The quotation represents multilingualism as “one of the biggest cultural resources” of

the Canton de Vaud. In addition to the national languages (French, German, Italian, and Romansch), multilingual speakers such as workers and students speak several dozen home and community languages.

This heightened awareness of linguistic diversity affords the Canton “an international edge and a real cultural heritage” which is the hallmark of a pluralistic society guided by principles of coexistence between multiple languages, cultures, interests, and convictions. Nevertheless, this shift sometimes obscures the fact that multilingualism is neither a recent nor a primarily urban phenomenon. Many societies across the globe have had or continue to have long and complex histories of linguistic and cultural diversity despite the one nation-one language ideology that underpins modern nation states.

In education, the normalcy of multilingualism in broader society is seen through the proliferation of bilingual education programmes, ranging from short-term summer camps to fully-fledged bilingual immersion programmes. Our own school is about to launch its first bilingual summer camp and a dual-medium (English-French) bilingual immersion programme for early years in September 2021. In principle,

"There is currently a more receptive climate towards multilingualism among the wider public."

these programmes take as their starting point what Richard Ruiz (1984) has referred to as a “language as a resource” perspective. This perspective advocates for additive bilingualism (as opposed to subtractive bilingualism where students lose their language abilities in their first language as they increase their abilities in the new language) and affirms the multilingual identities and lived experiences of students and their families. This positive perspective also engages minority and majority communities in conversations about the importance of language and literacy learning for active democratic citizenship, imagining other viewpoints, and reconceptualising identities.

A REPERTOIRE APPROACH TO LANGUAGE AND LANGUAGE LEARNING

A repertoire approach to language and language learning Within the fields of multilingualism and language education, Stephen May (2014) and other scholars have called the heightened research focus on multilingual language use across a wide range of contexts and speakers the “multilingual turn”. This turn has urged scholars to rethink our understanding of language and language learning in the context of intensified human mobility within and across national borders. Rather than viewing languages as stable structures tied to a particular inheritance (e.g., of ethnicity, nationality, religion), language is understood in terms of repertoires of communicative resources tied to our daily social and cultural activities. According to Blommaert and Backus (2012), language repertoires are conceptualised as follows:

* Language repertoires consist of the full range of our communicative resources. We deploy language varieties (e.g., regional, classed, diasporic varieties of English, French, Greek); styles (e.g., infused by our popular culture preferences and social affiliations); registers (e.g., academic, professional, associated with gaming, and other cultural practices); genres (e.g., writing genres specific to formal educational environments); and accents to communicate and signal our sense of group membership and belonging.

* Language repertoires are in a constant state of flux. Language speakers develop multilingual repertoires across their life spans. Repertoires are not acquired once and for all, but closely follow our biographical trajectories. Language speakers may add new resources to

their repertoires, but they may also unlearn or lose previously learned language varieties, registers, styles, etc.

* Essential understandings of membership and belonging have been challenged by intensified human mobility and new digital technologies. Like our language repertoires, membership and belonging are understood as dynamic, changeable, and negotiable.

* Language learning takes place in formal (usually educational) and informal environments (e.g., in the family, peer group, through travel, the internet, and social media).

* Language learning is never complete. It is impossible to know all the resources of a given language, even if that language is what we commonly refer to as our “mother tongue” or if we identify as a “native speaker” of that language.

* Language resources are never neutral, and they are unequally distributed. Very early on in our language socialisation we learn that certain language varieties, registers, and styles are more valued than others in particular environments. For instance, where we live, academic varieties of French, German, and English are highly valued in educational and professional environments while home and community languages are usually granted significantly less visibility.

* The social values we and society more broadly attach to language resources have real life consequences for processes of language use, and maintenance and shift; these values can support or hinder our individual and collective efforts for language learning.

"Normalising multilingualism in our schools and classrooms as a resource for learning means supporting approaches to education that are based on principles of equality and social justice."

BEYOND RECOGNITION TO LEVERAGING MULTILINGUALISM AS A RESOURCE FOR LEARNING

In the forthcoming book, *Liberating Language Education: Personal, Aesthetic and Political Perspectives*, we advocate for going beyond an often celebratory recognition of multilingualism to actively supporting language policies and pedagogies that leverage students' and teachers' multilingual repertoires for learning in schools. We propose adopting a translingual and transcultural orientation that uses students' and teachers' multilingual repertoires and cultural knowledge for effective teaching and learning alongside developing students' capabilities in the academic varieties that are necessary for achieving at school and beyond. This orientation challenges the compartmentalisation of students' language resources into discrete boxes and values their multilingual identities and the normalcy of their multilingual experiences.

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- Writer Vally Lytra

Growing Our Children's Brains: Encouraging Home and Social Languages

AR

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DE

Dr Effrosyni (Froso) Argyri's research work at the University College London's (UCL) Institute of Education focuses on the language development of children exposed to more than one language; biliteracy, or the development of reading and writing skills in two languages; and the effects of childhood bilingualism on cognition and the brain. She is co-founder of UCL BiLingo, a UCL-based bilingualism/multilingualism education and information service and a mother of two multilingual children exposed to Greek, Icelandic, and English at home.

HOW CAN PARENTS SUPPORT CHILDREN'S BILINGUAL/MULTILINGUAL UPBRINGING?

Globally, an increasing number of children are exposed from a young age to more than one language. Families may move to different countries for various reasons. It is therefore important for the well-being of these bilingual/multilingual children that, from a young age, they develop language skills in both the non-societal and the societal/majority language(s). Children will consequently be able to communicate effectively with individuals within and outside the family contexts.

Bilingual/multilingual children who can use the non-societal language(s) will develop an enhanced understanding of their roots and support their relationships with relatives and grandparents. Studies show that all children eventually learn the societal language, although the use of the family language(s) is not guaranteed (De Houwer, 2020). Therefore, parents should use different strategies to increase the child's language exposure to the family/non-societal language at home and in other settings such as through playgroups and community language schools.

Research studies show that children's frequent and systematic exposure to the non-societal language(s) is important for developing good language skills. Studies also show that diversified language input used in various contexts and the child's opportunities to interact with different speakers are important factors for non-societal language development. Parents should thus create interesting opportunities where their children can frequently use the non-societal language through high-quality exposure.

WHAT STRATEGIES CAN PARENTS USE TO SUPPORT THEIR CHILDREN'S BILINGUAL/MULTILINGUAL UPBRINGING?

There are different strategies families can adopt to support their children's bilingual/multilingual upbringing. Examples include:

- joint parent-child book reading .
- audiobooks.
- picture books or story books.
- songs or rhymes.
- educational computer games (for literacy, grammar, and vocabulary).
- non-societal language-speaking childminders.

Empirical studies show that the acquisition of reading and writing skills in the non-societal language is an important factor. Suggestions for specifically encouraging use of the non-societal language include:

- choosing from relevant TV and educational programmes.
- visits to the family's home country.
- family visits from the home country.
- spending time with grandparents or other family members who don't speak the dominant language well.
- children attending classes in community language schools or online educational programmes focusing on the teaching of the non-societal language.

WHAT FACTORS MAY AFFECT BILINGUAL CHILDREN'S LANGUAGE DEVELOPMENT DURING SCHOOL YEARS?

Overall, length of exposure to each language seems to affect the bilingual children's language development and skills. Specifically, research studies show that children exposed to two languages systematically from a young age usually perform better than children exposed to one of their languages after three or four years of age. Bilingual/multilingual children's language choice patterns may also change when they start attending school where they receive systematic, frequent, and diversified input in the societal language.

Research evidence suggests that the bilingual children's societal language proficiency increases during the school years, whereas children may tend to use the non-societal language less frequently. As a result, lesser use of the non-societal language may affect non-societal language skills even in children who were exposed to the societal language at a later stage. In addition, many bilingual children may have more positive attitudes toward the societal language than the non-societal language, and this factor may also affect the use of the non-societal language.

Frequent and systematic exposure to the non-societal language, however, combined with the child's communicative need to use the non-societal language may offset the powerful influence of the school language. In this way, children who are exposed to more than one language may grow up speaking both the non-societal and societal languages.

Writer Effrosyni Argyri

"It is therefore important for the well-being of these bilingual/multilingual children that, from a young age, they develop language skills in both the non-societal and the societal/majority language(s)."

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Joys of Learning Languages

"People ask why, in a world overflowing with translation apps, emojis, memojis, and Twitterised lingo, one should bother learning new languages. I reply that translation apps won't bring me the essence of a society, its people, and culture. Sure, emojis can entertain, but they hardly seek to understand."

"Language learning opens up a wondrous window to a new culture."

"I found it heartening that Mandarin had specific terms for extended family members, like the languages I was familiar with in India. Mandarin soon became more than a language to me. It lifted the veil from a previously distant Chinese culture and allowed me to enter the lives of its people."

Writer Shruti Bajpai

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Minimal Organics is an ethical family brand based in Switzerland, who create sustainable products with a story. They offer a range of natural solid shampoos and self-care accessories, individually made by hand with time and intention. All products are produced in small batches with compostable packaging to reduce waste, using plant-based high quality local ingredients and ecological fabrics. Minimal Organics' ultimate mission is to create awareness for conscious consumption that is good for your health and the planet.

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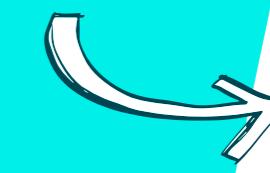
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HARNESSING AND SUSTAINING ENERGY: THE SCIENCE OF GOOD LEADERSHIP

Are leaders made and not born? What qualities make a good leader? The Energetic Leadership Model uses the principles of physics and psychology to formulate the answer. By Michael Watkins

What is leadership? It's a question as old as human society, yet one that still has not yet been answered in a coherent, fully actionable way. There is some agreement (I will return to this later) that leadership is distinct from management. Whereas effective managers engage in planning, coordination, and oversight, leaders have, as Warren Bennis put it, "the capacity to translate vision into reality". Influence and the ability to inspire appear in many definitions of leadership.

Also broadly accepted is the idea that leadership is situational. Context matters and leaders need to adapt themselves to the realities they face. A related concept is that great leaders emerge in challenging times.

In addition, research and practice have established that leadership skills can be developed. It is not the case, however, as Vince Lombardi famously put it, that "leaders are made, they are not born", but some degree of in-built endowment does appear to be necessary.

Beyond those areas of agreement, however, definitions of leadership vary greatly. In his 1974 Handbook of Leadership, Ralph Stodgill noted that "there are almost as many different definitions ... as there are persons who have attempted to define the concept."

At the risk of adding to the confusion, I developed the following definition and have explored it in senior executive programs at IMD with substantial success.

Leadership is the ability to mobilize and focus the energy of individuals, teams, and organizations to achieve desired goals on a sustainable basis. This definition is inspired more by physics than psychology. In physics, work is defined as transforming potential energy (storage) into kinetic energy (motion). In the context of organizations, work is the conversion of the potential energy of individuals, teams, processes, and organizational capabilities into a coherent set of actions that achieve desired goals.

Viewed through this lens, leadership is the ability to mobilize and focus organizations' potential energy to do desired work. Mobilization means identifying and activating energy sources by, for example, articulating a compelling vision or fostering a sense of purpose that elicits discretionary effort from employees. Focus means directing that energy to achieve the desired work as efficiently as possible, for example, setting goals and driving accountability in ways that support their achievement.

To be valid, a good leadership theory must first establish what leaders do and don't do and then provide guidance on translating situational diagnosis into concrete plans of action. While interesting in its own right, the idea that the essence of leadership is mobilizing and focusing energy has to be operationalized to be useful.

The place to start is to identify a core set of strategies leaders can employ to mobilize and focus organizational energy.

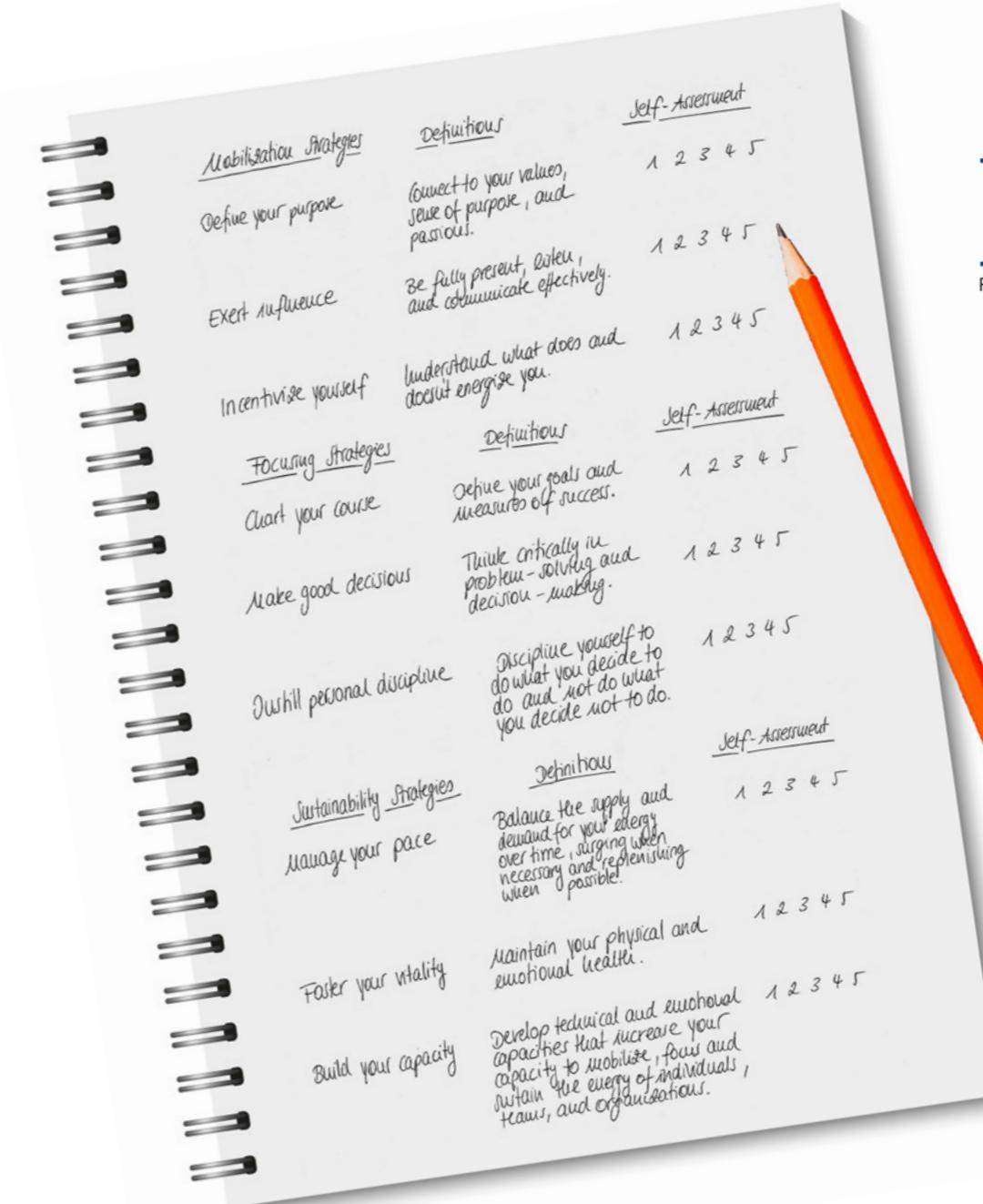
To mobilize energy: define purpose, exert influence, and design incentives.

To focus energy: establish direction, align decision-making, and instill discipline.

Thinking about leadership this way generates some additional insights into its nature. One is that the distinction between "mobilizing energy" and "focusing energy" provides an alternative, more helpful way of framing the difference between "leadership" and "management". Mobilization involves the visioning, influence, and incentive-shaping elements traditionally associated with "leadership". Focusing involves the direction-setting, decision-making, and execution elements usually associated with "management." This helps avoid the tendency to view leadership as something better and more important than management.

A second insight is that the energetic model also provides a new way of thinking about "power" in organizations. Continuing the analogy from physics, power is the intensity of concentration of energy to do work. In the context of leadership, power means the superior ability to mobilize and focus the energy of individuals, teams, and organizations, for example, by developing a compelling vision, exerting influence or instilling discipline.

A third insight is that leadership involves more than mobilizing and focusing the energy of individuals and teams; it also encompasses doing so for organizational assets, processes, and capabilities. This is important because defining leadership as mobilizing and focusing the energy of systems and not just the people is a more general and useful conceptualization. The importance of viewing leadership in this way will continue to increase as the fundamental units of work in organizations evolve from being individuals to being "intelligent integrations" of people and algorithms.



SUSTAINING ENERGY

Having elaborated on the mobilize and focus dimensions, let's return to the definition. Leadership is the ability to mobilize and focus the energy of individuals, teams, and organizations to achieve desired goals on a sustainable basis. Note that the "on a sustainable basis" aspect has not yet been addressed.

Here, "sustainability" means sustaining the ability of the organization to mobilize and focus its energies in ways that generate continued success. This means replenishing existing energy sources, for example, by keeping teams motivated and avoiding burnout, and by investing in the development of new energy sources, for example, capabilities that increase productivity and efficiency. This is captured in three additional generic strategies: manage pace, foster vitality, and build capacity.

Together these nine strategies to mobilize, focus, and sustain energy are the core of the Energetic Model of Leadership.

The model also provides an actionable basis for assessing and developing leaders. It does so by clarifying what they most need

to learn: define purpose, exert influence, and design incentives to mobilize energy; establish direction, align decision-making, instill discipline to focus energy; and manage pace, foster vitality, and build capacity to sustain energy.

In summary, the Energetic Leadership Model conceptualizes leadership as the ability to mobilize, focus and sustain the energy of individuals, teams, and organizations. It provides specific, actionable strategies for doing this and a related agenda for leadership development. It expands the definition of what leaders do beyond impacts on people to effects on systems. Finally, it provides a basis for leaders to develop their abilities to mobilize, focus, and sustain their own energies, and so to "lead themselves to lead organizations."

As Vas Narasimhan, CEO of Novartis, says in his LinkedIn newsletter, Managing My Energy, Not My Time: "I've found that rather than just managing my time and my calendar, I need to maximize my impact by consciously managing my energy. Similar to athletes, I have to prepare myself physically and mentally so I can perform at my best."



Alumni Interviews

Pia Tiwari

→ OUR ALUMNI

Could you please introduce yourself and share some information about your life journey (nationality, where you grew up, family, passions, etc)? My name is Pia Tiwari, and I am a third-year international relations and social anthropology student at the University of St Andrews. My family is Indian, but I have grown up across several countries including India, England, Singapore (where I am right now!), and Switzerland. I am especially passionate about learning languages, and am working on my Mandarin and Persian.

Could you tell us more about your time at ISL? I joined the school midway through Year 10 and stayed until I graduated in 2019. Throughout my time there, I wrote for The High, which I fondly remember as a wonderful bonding experience and helpful writing exercise. In Year 13, I also had the pleasure of being part of the LGBTQ+ Alliance and speaking in our Pride Day assembly as well as participating in the annual Diploma art exhibition.

What's your favourite memory to share from your time at ISL? Perhaps the most memorable experiences I had were the school trips to Poland and Tanzania. They gave me the opportunity to experience two incredible cultures which were vastly unfamiliar to me, and I continue to reflect on the horrors of Auschwitz and the stunning landscapes around Arusha. Another beloved ISL memory has to be International Day each year. The prospect of free food from across the world is truly enough to make me want to go back to school!

What did ISL teach you for the future? The phenomenal teaching, particularly in my Diploma experience, made my transition to university work very easy, and given my subjects' focus on ontology and epistemology, my familiarity with them through Theory of Knowledge was instrumental. I am grateful for the treasured memories, friendships, and exposure to different ways of life that the school provided.

Could you please explain your University of St Andrews experience? My St Andrews experience has exceeded all my expectations, and I can't believe I am halfway through my degree already! I am in love with the beauty of the town, its numerous traditions, and the abundance of balls and ceilidhs during non-pandemic times. The flexible degree structure has allowed me to explore subjects I have never learnt before, and taking classes in English, Persian, and economics has broadened my knowledge and allowed me to meet amazing new

people. I am also happily a part of several political societies such as the United Nations Association, and have developed new interests including archery and ballroom dancing. In addition to that, I am greatly looking forward to studying abroad in Beijing for a semester next year!

Could you describe the award you received? The Laidlaw Undergraduate Research and Leadership Scholarship is a two-year programme that runs across many universities globally, including St Andrews. It includes one summer of research into a topic of our choosing, one summer of a leadership development project, and leadership training throughout the two years, with the aim of creating the next generation of leaders across our chosen fields.

What opportunities does this award give you? The Laidlaw scholarship has given me the fantastic opportunity to conduct funded research into the key motivators and impacts of English-language voluntourism in Tanzania, an idea which was not only instigated by my participation in the Tanzania trip, but with which the ISL community continues to assist me immensely. It has also introduced me to a network of like-minded people with whom I am thoroughly enjoying connecting, and incredible leadership training that has already transformed how I view myself and others.

What are your ambitions for the future? I hope to continue my education after graduation, but truthfully, I have yet to decide what I would like my future to entail. However, I am extremely passionate about decolonisation and decoloniality, and I wholeheartedly intend to work towards them, whether through an academic career in either of my disciplines, or perhaps as part of an international organization. Please feel free to reach out to me if you would like to learn more about anything I mention above, or if you would just like to chat!

Giovanni Raiteri

[→ OUR ALUMNI](#)

Could you please introduce yourself, share your nationality, where you have lived, and your time at ISL? My name is Giovanni Raiteri and I am Italian. I was born in Switzerland and lived in Italy, Mexico, and the United States before joining ISL for high school from 2014 to 2018. Upon graduating from ISL, I moved to the United Kingdom to study philosophy, politics, and economics (PPE) at the University of Oxford. I graduated from Oxford this summer and will now be moving to London for a master's in economics at the London School of Economics.

Could you share more about your experience at Oxford University and what you studied? Best part of being at Oxford?

Studying at the University of Oxford was an incredible experience. Before moving to Oxford, I was slightly concerned that it might be a rigid and stressful environment. Instead, I was pleasantly surprised by the approachability of the tutors and professors, the openness of the student community, and the great number of social occasions and events in and around the university. I studied philosophy, politics, and economics which allowed me to pursue several interests in my first year before tailoring my degree in the latter two years of the programme where I chose to focus only on economics and politics.

Can you tell us about your startup, Carbon Codes? How did you get the idea of creating your own company and who are you working with? Towards the end of my first year, I got together with a couple friends I met at the university and embarked on a project to make sustainable eating more affordable for students. What started off as a project soon developed into a registered startup, Carbon Codes, which provides price discounts for sustainable meals in Oxford restaurants. Creating a company alongside my studies has been a continuous learning experience, filled with challenges but also with opportunities to meet innovators and entrepreneurs through the university's events and alumni network.

What does Carbon Codes do? Carbon Codes is an app and website aimed at making sustainable eating easier and more affordable. By signing up to our platform, users get directed towards environmentally sustainable meals near them in Oxford, together with exclusive price discounts for these meals. We are constantly working to improve our criteria for environmental sustainability; at the moment, the meals we advertise need to be primarily plant-based, contain no red meat, and contain no seafood from overfished stocks.

What have been some of the challenges in creating a startup? I originally founded Carbon Codes with two fellow undergraduate students and a doctor of philosophy student in computer science. As a group of students, one of the main challenges we have faced has of course been balancing our studies with our work for Carbon Codes. This said, I often found that having a stimulating project alongside my course actually improved my motivation to study and certainly enhanced my experience as a student. More broadly, the greatest challenge we faced as a company was no doubt the closure of restaurants due to the lockdowns starting in 2020. However, this was also an opportunity for us to adapt by implementing discounts on take-away meals, partnering with online vendors, and working to improve our team and internal processes.

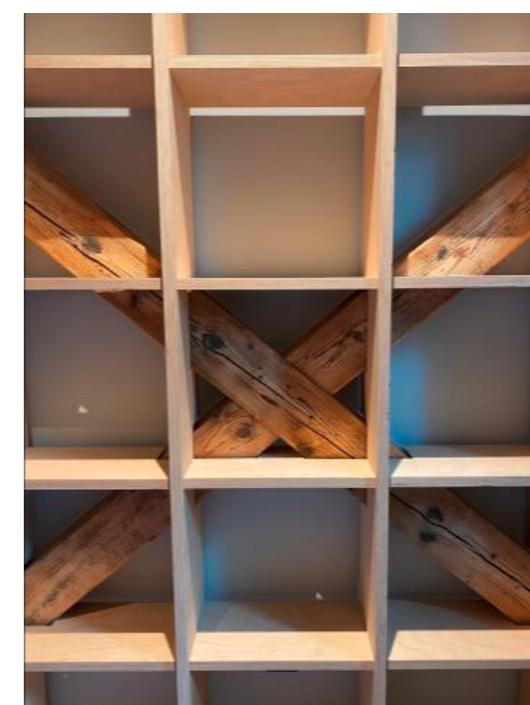
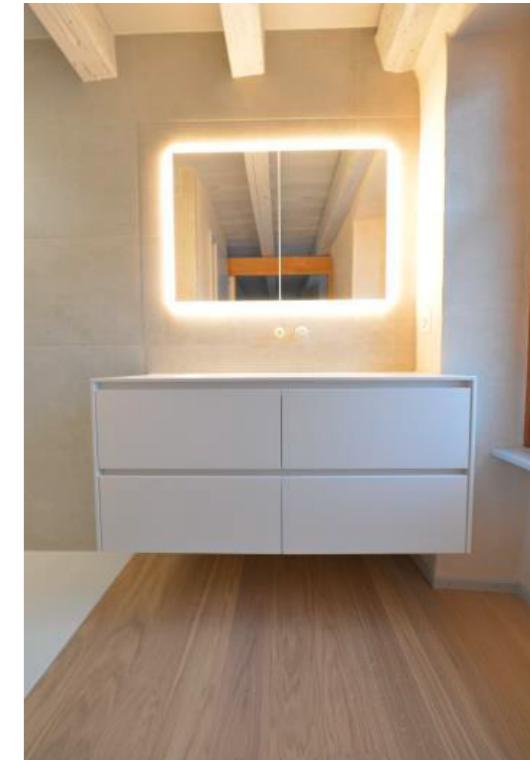
A piece of advice for people wanting to start their own company? My advice to somebody wanting to start their own company would be to make sure you have a strong, competent team that you enjoy working with. That has been the key factor motivating me to put in the hours for Carbon Codes despite the challenges and setbacks we have faced; a strong team makes working enjoyable and creates endless opportunities for personal growth and development.



Did ISL play a role in the person you are now, and if yes how? I was at ISL for four years between the ages of fourteen and eighteen. Since those are such formative years, ISL no doubt had an enormous impact on who I am today. Through the strong relationship that exists between the teachers and students at ISL, I was able to develop my approach to learning and discover new interests. However, perhaps most important were the friends I made at ISL, whom I have grown even closer to over recent years, and who play such a key role in my life.

What is your ambition for the future? On a personal level, I do not have a clearly laid out plan of what I want to be doing in a couple years. What I know for sure is that I would like to pursue a career in sustainability, perhaps in environmental economics. For the time being, I will continue to study in the UK and then see what opportunities arise in impact-driven sectors. As for Carbon Codes, we are looking to expand to other UK cities and to broaden our network of sustainable partners, of course in the hope that there will be no further lockdowns in the coming months.

A piece of advice for people wanting to start their own company? My advice to somebody wanting to start their own company would be to make sure you have a strong, competent team that you enjoy working with. That has been the key factor motivating me to put in the hours for Carbon Codes despite the challenges and setbacks we have faced; a strong team makes working enjoyable and creates endless opportunities for personal growth and development.



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Doctor in the Sky

How one ISL alumnus and parent found his calling as an emergency doctor

› OUR PARENTS

Dedication and commitment

If there's one thing that's iconically Swiss, it's Rega's red and white rescue fleet. Every day Rega helicopters can be seen and heard across the country, buzzing overhead as they tend to critically-injured patients. The helicopters are essentially mobile intensive-care units where life or death decisions happen in a matter of seconds. From traumatic road accidents to injured mountainers, missing persons, drownings, or the transfer of highly unstable patients, Rega does it all.

One of our very own, Magnus Olofsson, father of three and an ISL alumnus, is an emergency flight physician working for Rega. Magnus shares his time between the Rega base and working as an anesthetist in Lausanne's CHUV (Centre hospitalier universitaire vaudois). Some days, he's in the operating room or emergency room, and others, he's out on rescue missions – either with the ambulance or onboard a helicopter.

"Working as an emergency physician can be really demanding and stressful. Some weeks, I'll clock up to seventy hours between the hospital and emergency rescue. And no matter how tired you are, you always have to be focused, and ready to give it your all – whether you're just starting your shift, or it's 2am and you've been flying all day."

Each shift with Rega lasts twenty-four hours, and Magnus and his team need to be ready to take off in a matter of minutes – in just about every weather condition. And it's not always easy. Rega helicopters often need to navigate through difficult terrain or winch patients to safety.



"It's really something to have your kids go to the same school as you did. It's like you're passing on your legacy to the next generation."

"After graduating from ISL in 2004, Magnus started medical school at the University of Lausanne and continued on to specialise as an anesthetist and then as an emergency doctor."



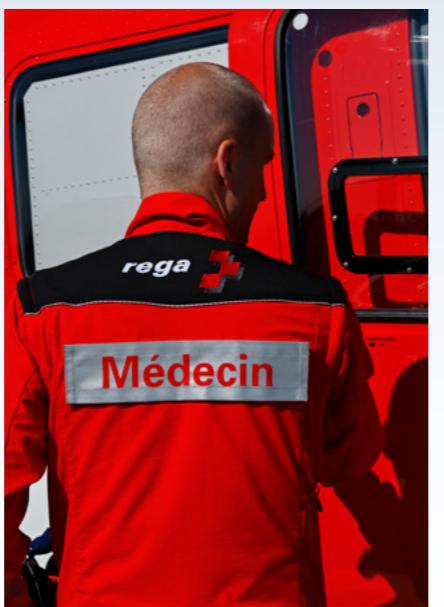
From one generation to the next

But the challenge and adrenaline rush of emergency medicine is what drove Magnus to this career. After graduating from ISL in 2004, Magnus started medical school at the University of Lausanne and continued on to specialise as an anesthetist and then as an emergency doctor. Now, he's working in parallel on his master of science degree in perioperative medicine from UCL (University College London) to bring perioperative care to high-risk patients undergoing surgery and improve their chances of survival.

For Magnus, ISL provided the perfect gateway to this career: "I really loved biology in high school, and our teacher really inspired me to pursue my dream of becoming a doctor. I was also student body president in my final year, and I think that gave me a taste of what it's like to lead and take decisions, which is what I do every day now. I think ISL did a really great job of helping me find my path in life, and I hope it does the same for our children."

Magnus and his wife, Sarah, have two children enrolled at ISL – Lina in Year 2 and Mia in Reception 3. Their third child, Nils, will be starting as soon as he's old enough. Now, their girls walk the halls of the school, looking for their dad in the old class photos on the wall, or for his name on the red bricks that pave the entrance to the school. "It's really something to have your kids go to the same school as you did. It's like you're passing on your legacy to the next generation."

Photographer Achille Laplante



ISL Alumni and New Board Member, Gayatri Bahadur

[OUR BOARD](#)

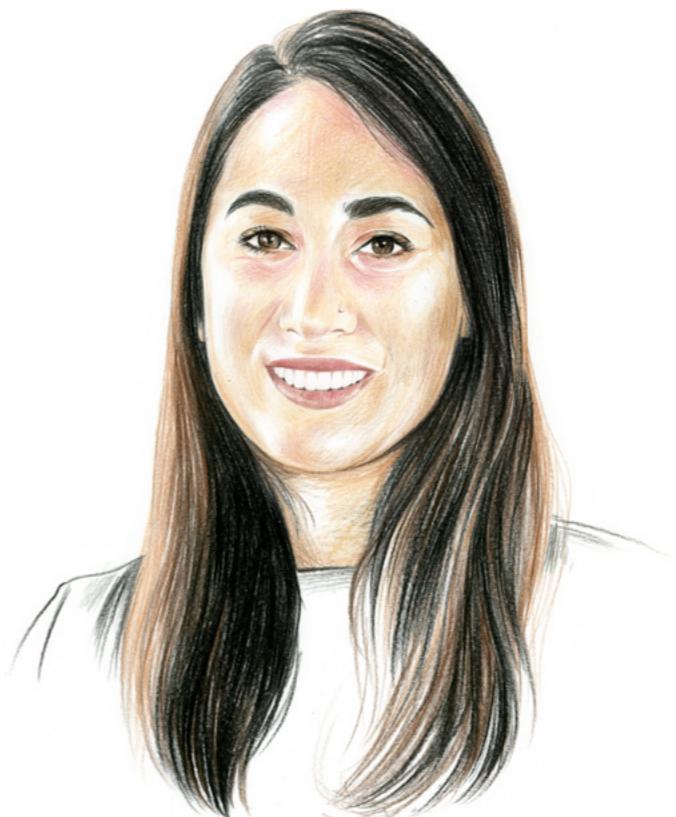


Illustration: Caroline Andieu

What was your motivation to apply for this position? Growing up I moved countries and international schools every few years. I came back to Switzerland, graduated from ISL, and thus spent some formative years of my life here. I feel very connected with ISL. Some of my closest friends are my fellow ISL Class of 2010 alumni, and my mom continued to teach at ISL for several years after I graduated. Overall, ISL remains a big part of my life – ten years later! In my current role at Rothschild & Co, I oversee credit investments in the education sector and analyse schools from an investor's perspective. When I saw the Board was looking for an alumni member, I knew it was a great opportunity to combine my personal experience as an ISL graduate with my more recent professional experience and give back to a school that means a lot to me.

Tell us more about yourself (personal rather than professional). I was born in Switzerland and since then have lived in Hong Kong, Turkey, China, Switzerland, and then the USA where I attended NYU (New York University) and started working at Goldman Sachs. Since 2015 I have been in London, and I live with my husband and my dog (a beautiful cockapoo called Kingsley). Some of my favourite things are reading, long walks with Kingsley, short walks with my husband, enjoying wine, cooking, and travelling. I am very fortunate that my parents still live in Switzerland, so I travel back as often as possible to enjoy the beauties of the country and stock up on chocolate and cheese!

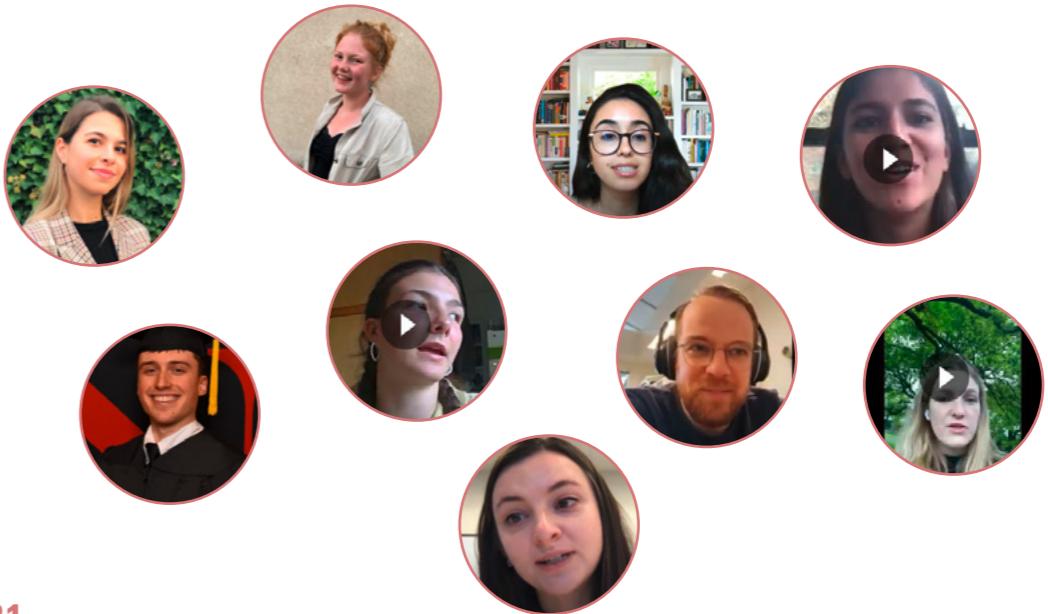
What does it mean to you to be the first ever ISL alumni board member? It means a huge amount, and I think it's an incredible thing that the Board was actively seeking an alumni candidate as it shows such faith in the school. It is a big honor to have been selected to represent the very talented alumni population and broader ISL community. I hope that I will bring a unique perspective to the Board, as I can bring my experiences as someone who has walked in the shoes of the IB diploma and been an international student all of my life.

ISL Alumni Programme

2020
→ 2021

→ OUR PARENTS

Throughout the academic year 2020–2021, our 3000 alumni members contributed to the ISL community, shared stories, experiences, advice, and much more. We are constantly looking for past ISL friends to join the alumni network. If you have friends, old classmates, teachers, staff members, or parents who have not yet joined the programme, please ask them to register via the website.



2020-2021

ALUMNI TALKS PROGRAMME

Numerous alumni members joined the new programme by discussing the following topics: university transitions, university decisions, and career paths!

DESIGN DEPARTMENT

ISL alumni members shared advice on how to best prepare for pursuing a degree or career in design. Their experiences, tips, and stories will be displayed in the design corridor at ISL.

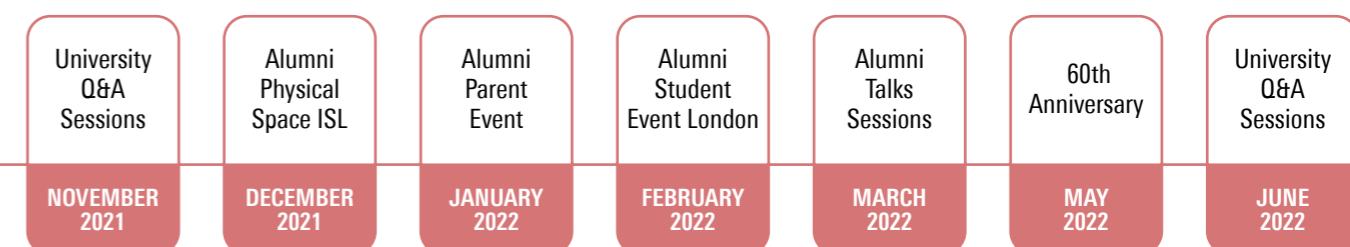
UNIVERSITY Q&A SESSIONS

Fifteen university Q&A sessions were organised to help Year 11 and Year 12 students explore different universities and ask all their questions.

STEM WEEK

Five alumni members shared their views, experiences in STEM, and advice with ISL's secondary school students.

2021-2022



GET INVOLVED

The ISL alumni network is constantly expanding; however, the aim remains the same – a community of lifelong international friendships, an ISL family, and a place in which members remain connected and engaged. Please do not hesitate to contact us if you would like to share your experiences, stories, memories, or advice. We always appreciate your involvement and contributions.

Benefits of the ISL Alumni Programme

If you are a past ISL student, parent, or staff member, make sure to join the ISL alumni network. Our programme provides you with opportunities to reconnect and network with other alumni members as well as engage and remain up-to-date with ISL.

Receive regular newsletters

Receive Gradient, our yearly magazine

Join a large worldwide network of ISL alumni

Keep up-to-date with events organised at ISL and externally

Visit the school

Stay in touch with the ISL community, classmates, teachers, and friends

Speaking opportunities to current students

Find out what other alumni members are currently doing



Make sure to register online by using the QR code below, or by emailing us at alumnifriends@isl.ch

Local Community: Student Involvement



Philosophy of Service Learning at ISL

At ISL we believe that Service Learning is an essential component of a holistic education. We aim for our students to extend and apply their classroom learning as action in the wider community. To be effective, meaningful service projects must meet the genuine need of the recipient and allow students to experience personal growth and learning.

Students gain a greater understanding of and connection to their local and global communities through service. Students are encouraged to positively impact communities through self-initiated, planned actions. Ideally, students engage directly with beneficiaries over a significant period of time to allow for real understanding and for the development of mutually respectful relationships.

To achieve our rationale of student growth and learning, we guide students through a planning and reflection process. We encourage students to consider the reasons behind their service and its impact. We also expect our older students to consider ethical implications. Finally, we encourage students to share their Service Learning experiences with their peers and community through the various occasions provided.

ISL has developed the following criteria for Service Learning which summarise our beliefs and act as a student guide.

Service Learning:

- must meet a genuine need and be mutually beneficial
- develops human relationships and shows long-term commitment
- develops empathy and respect
- involves authentic links to classroom learning
- follows a cycle of inquiry including planning, action, and reflection
- experiences should be shared

Examples of Direct Service Experiences in our Local Community

ISL has a number of longstanding relationships with organisations in the local community.

Etablissement Vaudois D'Accueil Des Migrants (EVAM)

High school students plan and provide weekly activity sessions at ISL and the centre for young people living at the EVAM Centre in Crissier.

Cartons du Coeur

Cartons du Coeur distributes food, hygiene products, and household essentials to those in need. Secondary school students raise awareness through charity concerts, voluntary product collections at supermarkets, and ISL food drives.

Soupe Populaire

IB Diploma Programme students volunteer at the Soupe Populaire in the centre of Lausanne serving food at a local soup kitchen. Mr Ivett volunteers most weeks and supports the involvement of our CAS students.

Association Cerebral Vaud

Secondary school students support the Association Cerebral Vaud by organising sports and arts events at ISL for children with disabilities and by volunteering to take children for outings in joëlettes.

Writer **Emily Moran**



WAYS YOU CAN GET INVOLVED AS WELL

Soupe Populaire

If you are sixteen or older, join our IB Diploma students in serving food at our local soup kitchen.



Cartons du Coeur

Cartons du Coeur seeks volunteers for organising warehouse products or delivering food to homes.



Recyclo

Connect with Recyclo to eliminate local waste. Donate an unused bicycle, or train to repair it so you don't need to throw it away!



Association pour la Sauvegarde du Léman
The Association pour la Sauvegarde has volunteer opportunities for the local environment including lake cleanups and removing Japanese knotweed.



Terre des hommes

Terre des hommes is the leading child relief agency in Switzerland. Join a sponsored walk, work from home as a translator, or welcome and accompany young children travelling to Switzerland for medical procedures.



Caritas

Caritas Switzerland helps those who are in poverty and socially disadvantaged. Their stores offer food and toiletries at a reduced price to low-income earners. Food donations and store volunteers are welcome.



Sipy

Do you have clothes you don't wear anymore? Consider donating them to Sipy.



UNIQUE EXPERTISE WITH A PERSONAL TOUCH

THE LATEST ADVANCES IN COSMETIC MEDICINE

Founded in 1998 in Lausanne, Clinic Lémanic is a leader in the fields of aesthetic dermatology and anti-ageing medicine. The outstanding reputation enjoyed by Clinic Lémanic extends far beyond the borders of its home country, as is reflected by the international awards of excellence it has received and the cosmopolitan clientele it attracts. Most recently, in 2020, Clinic Lémanic was named “Best International Anti-ageing Clinic” in Moscow and, in 2019, the clinic received the international IIPP Award of Merit for Entrepreneurship and Success in Anti-ageing, Preventive, and Regenerative Medicine at the UNESCO headquarters in Paris.

Yet, even with all this critical acclaim, the clinic continues to foster and maintain a warm and friendly atmosphere. Patients benefit from highly personalised hospitality and care, bespoke aesthetic treatments, and superior medical expertise.

THE FRONTLINE OF ANTI-AGING MEDICINE

Pioneers in the use of medical lasers in Switzerland, we continue to push the boundaries of innovation in order to offer highly effective and non-invasive solutions that allow our patients to look and feel their best at every stage of their lives.



HAIR EXPERT CENTRE

Clinic Lémanic offers effective and innovative medical solutions to remedy hair loss in both men and women regardless of its cause and extent. Widely popular among balding men, Autologous Micro-Hair Implants (MICA®) are performed by our hair transplant doctor, the co-inventor of this innovative technique. Our REG 21™ stem cell therapy caters to men and women in the early stages of hair loss, while our 3D hair prosthetic system offers hope to men already in advanced stages of baldness, as well as women who want to prevent visible hair loss following chemotherapy.



SLIMMING EXPERT CENTRE

Clinic Lémanic has been selected by Erchonia, manufacturer of cutting-edge, precision medical lasers in Europe and the United States, as the site for the Swiss premier of the Emerald™ fat reduction laser. Clinical trials conducted at Harvard University have yielded fantastic results with a recorded average loss of 15cm in body circumference, in only four weeks. It is unsurprising that the treatment has been taken up so enthusiastically by our patients that there is now a waiting list for bookings.



SMILE EXPERT CENTRE

Aesthetic dentistry adjusts the colour and alignment of the teeth. SMILE by Clinic Lémanic uses the thinnest dental veneers available on the market, leaving patients with brighter, more beautiful smiles. Transparent aligners are precision-engineered for you based on the specific dentition problems that need correcting. At the cutting-edge of medical advances, our latest generation imaging technology is key to gradually realigning your teeth so you can smile confidently again.



HAUTE COUTURE

Haute Couture is our signature treatment for a rejuvenated face and redefined body. The treatment is completely surgery-free and uses the latest generation absorbable regenerative threads. The skin will be visibly tighter, toned and youthful after only one or two sessions thanks to this ground-breaking technique. Equally appreciated by men and women to correct a sagging jawline or redefine contours of face and body, this treatment does not require any social downtime.



NON-INVASIVE ANTI-AGEING TREATMENTS

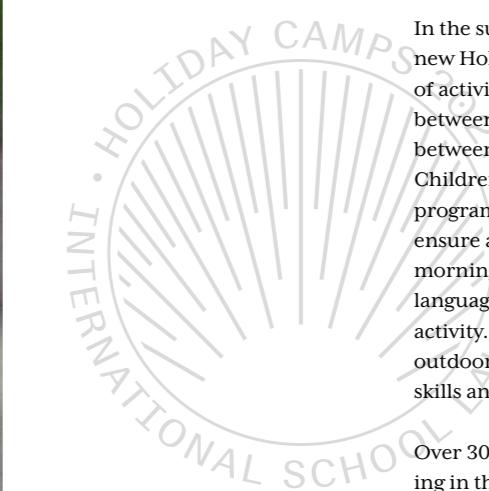
Your face and skin also deserve special care and attention. Glowing skin, reduced wrinkles and age spots can all be achieved. We offer a wide range of non-invasive anti-ageing treatments tailored to your specific needs, to help you achieve a rejuvenated you, both from the inside and the outside. Often a combination of treatments will provide the best results and a personal consultation with the medical director of Clinic Lémanic will set you up for the best possible outcome.

Holiday Camps '21

→ OUR HOLIDAY CAMPS



"We are blown away by how much they loved the camp. Clearly you have all done an excellent job. Thank you – it got summer off to the right start!!"



In the summer of 2021, ISL launched its new Holiday Camps operation with a range of activities on offer set over five weeks between 28 June and 20 August for children between the ages of three and fourteen. Children chose from several bilingual programmes with age-specific options to ensure all the participants could select their morning core activity, which ranged from language lessons to basketball or multi-activity. These were combined with fun outdoor afternoon activities to learn new skills and make new friends.

Over 300 children enjoyed participating in the ISL Summer Holiday Camp Programmes and exploring the local Lausanne region, discovering nature, making new friends, and learning new skills! Over 25 dedicated staff members ensured a dynamic, fun camp experience for each and every child. They started the week with team-building games and ended it with a delightful BBQ by the lake, along with spectacular and fun performances for their parents at the final awards ceremony. The bilingual camps were a huge success, based upon feedback from the parents' satisfaction survey, with more than 85% being extremely satisfied with the camps. We look forward to our next camps in October.



Developing and leading the programme is Mark Gordon, appointed by the school in February 2021. Of Scottish descent, Mark has lived in Switzerland for over 25 years and brings more than two decades' experience of establishing and managing summer camps.



300+
PARTICIPANTS

5
WEEKS

25+
STAFF MEMBERS

7
PROGRAMMES

60%
OF NON-ISL ENROLMENTS



Three Insights Tomorrow's Leaders Can Learn From the Hospitality Industry

#1 - Develop a people-centric leadership style

Hospitality is first and foremost a 'people' business. To be successful in the sector, it is essential to know how to function as part of a team. Each individual role is critical to the team achieving its objectives: delivering people-driven service excellence at all times. Whether back or front of house, there are few touchpoints in the hospitality industry that do not involve a human exchange.

#2 - Sharpen your soft skills

While most academic training focuses on hard skills, i.e. mastering specific techniques, soft skills relate to emotional intelligence, empathy, problem-solving and adaptability – qualities that facilitate positive human interaction in all contexts. These qualities are highly sought-after across all industries and job types not simply because they are key to successful customer outcomes, but also because in an increasingly digitalized world, human exchange is precious identity capital to be preserved.

#3 - Be resilient

A hospitality mindset is by nature versatile. It implies resilience, adaptability and innovative thinking simply due the 'adversity advantage' ingrained in its professional DNA. Long hours, multi-tasking, constant customer accountability – these are just a few of the challenges that hospitality employees and managers face on a daily basis. Could this be why even in the toughest of crises this sector is often the first hit but the first to bounce back?

At EHL, the focus is to provide students with a smart direction for leadership: because success depends as much on a tight business plan as it does on developing themselves as leaders, team members and individuals.

Lausanne Guide



The Lausanne Guide is a lifestyle and event resource whose website and vibrant social media community fosters meaningful engagement with Lausanne and its surroundings. Started by two American transplants almost a decade ago, it guides readers to the best small businesses, profiles creative personalities, and brings people together through its highly curated events.

Chem. de Maillefer 145
1052 Le Mont-sur-Lausanne



Chez Tof

To earn the “family friendly” label, establishments often have to sacrifice menu quality or complexity. Here it’s the exact opposite. Chez Tof serves authentic French brasserie food with all the flavours you’d want while adapting to a child’s palate (and stomach size).

Rue de Genève 6
1003 Lausanne

Culture Café

Our go-to family dining spot since it opened in 2014 only gets better with time. Cyril, owner and resident foodie, passionately creates a fusion of flavours with a focus on sourcing locally and seasonally. The dishes are creative, delicious, and healthy with several options for children that will make you feel good about what you’re all eating.



Rte des Monts 31
1824 Caux

Coucou Montreux

It’s a hike, drive, or train ride outside of Lausanne, but once you reach the heights just above Montreux, you’ll appreciate the fuss. With a panoramic terrace of spacious lawn for kids to use, this Alpine brasserie offers familiar dishes with careful attention to detail – a culinary exploration with a significant side of beauty.



Les Contretemps

This lakeside restaurant’s lush lawn, playground, and terrace is popular with families, but without sacrificing their ethos for delicious, beautifully made food. Whether it’s perch from the lake or free-range local chicken, they pay close attention to the integrity of all items regardless of their diners’ age.

Rue de Bon-Port 2
1820 Territet



Blackbird Downtown Diner

A favourite among Lausanne locals for full-range breakfasts, Blackbird is also a spot to come for lunches or dinners with the whole family. Rich & Jess understand that kids can be picky but shouldn’t be pigeon-holed into the chicken nugget/buttery pasta corner. Choose from their diverse menu with classics like burgers and wraps.

Rte de Bel-Air 1
1003 Lausanne

Avenue du Léman 79
1005 Lausanne



Keyann Café Libanais

Along with a designated play space for children, this Lebanese restaurant has different dining rooms for different experiences – a formal room with tablecloths and wine glasses, a “living room” that’s casual and relaxed, and an open terrace for tabbouleh with a side of fresh air. The dishes are fresh, tasty, and can be adapted for the whole family.

Rue du Port-Franc 2a
1003 Lausanne



Street Cellar

You may think you can’t bring your family to a wine bar, but at Street Cellar, the new spot in the Flon, everyone is welcome. Despite not having a kids’ menu, children will know and love each dish. All ages will enjoy the “made with a twist” gourmet hot dogs, crispy chicken, and smashed crispy potatoes, and parents should definitely try the local wine straight from the barrel.

Eligo

Haute cuisine restaurants in Lausanne are rare, especially ones with kids’ menus. Eligo in the Rôtillon district in the heart of Lausanne focuses on local produce and seasonal fare – a special gastronomic experience for the entire family.

Rue du Flon 8
1003 Lausanne



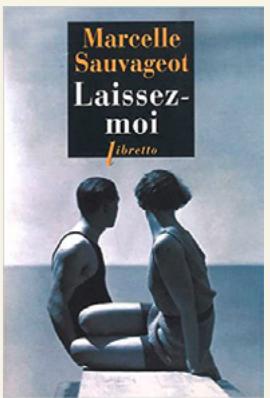
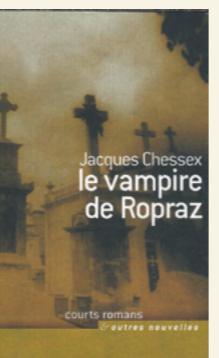
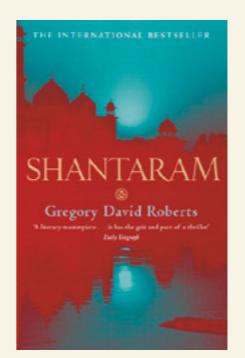
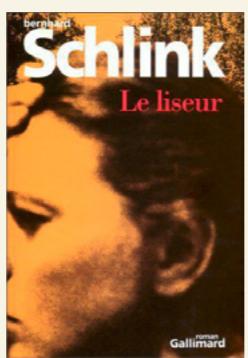
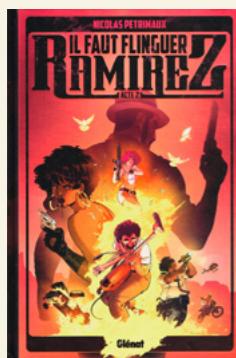
Cuppins

This delicate interior welcomes you with beautifully decorated cupcakes and pastries and a small boutique for local artisans. Indulge both your sweet tooth and your child’s wonder.

Rue du Petit-Chêne 20
1003 Lausanne

Reading Tips

Les professeurs de français de l'ISL sont là pour vous donner des idées de lecture pour cette année scolaire afin de vous ouvrir l'esprit. Parce que chaque jour est un jour d'école...



ROMAIN DÉCOTTE
Il faut flinguer Ramirez
Actes I et II
by **Nicolas Petrimaux**

Comme l'éditeur de cette œuvre le dit : "Et si derrière la légende du pire assassin mexicain se cachait le meilleur expert en aspirateurs de tous les temps ?"

C'est l'histoire de Jacques Ramirez qui travaille à la Robotop, une entreprise d'électroménager ; c'est un employé modèle qui travaille vite, bien et qui est très discret (il est muet !). Sa vie bascule le jour où deux membres d'un dangereux cartel mexicain pensent reconnaître en lui l'homme qui a trahi leur organisation dans le passé. Ramirez serait-il le pire assassin que le Mexique ait jamais connu ? Cette bande-dessinée est un petit bijou qui vous entraînera dans un univers à la Tarantino porté par des dessins géniaux et une mise en page vive et moderne.

EMMA CLEAVER
La dictatrice by **Diane Ducret**

Nous sommes en 2023 et l'Union européenne s'est effondrée. Une femme, ample de motivations d'équité entre les individus, et de justice environnementale et sociale, attaque physiquement un Chef d'Etat pour revendiquer son espoir fou d'un monde meilleur. Elle se fait emprisonner et son histoire inspire les habitants du Vieux Continent. Ainsi, Aurore Henri incarne l'idole d'une population en perte d'espoir et en manque de représentation politique légitime et fiable. Toutefois, après son temps en prison, elle devient la dictatrice et ses ambitions secrètes tant que sa volonté féroce de changer le monde révéleront un personnage ambivalent.

Ducret explore une forme de dystopie qui remet en question le féminisme et suggère que la nature humaine, parfois égoïste, dépasse souvent les intentions les plus nobles.

GRÉGOIRE FAZAN
Le Liseur by **Bernhard Schlink**

Grand succès en librairie lors de sa sortie en 1995 (chez un éditeur suisse) et magnifiquement adapté au cinéma avec Kate Winslet dans le rôle de la mystérieuse Hanna, "Le Liseur" suit les amours tourmentées d'un adolescent malingre et d'une femme lointaine et secrète. Situé en Allemagne juste après-guerre, ce roman illustre avec force et originalité les conflits entre la génération qui a activement participé à la Seconde Guerre Mondiale et celle qui est née juste après. A la fois romantique, intrigante et originale, l'intrigue nous emmène dans une saga intellectuelle, juridique et passionnée, où se mêlent érotisme soft, honte et sentiments contrariés. En filigrane, le texte met en scène, de façon parfois polémique, l'idée que la lecture peut sauver. Pour ceux qui aiment les auteurs qui jouent avec l'Histoire...

CHLOÉ LAPIERRE
Shantaram by **Gregory David Roberts**

Histoire vraie d'un homme qui a eu plusieurs vies. L'auteur, un écrivain australien condamné à 19 ans de prison pour vol, s'évade du quartier de haute sécurité dans le but de rejoindre l'Europe. Sur son chemin, il fait escale à Mumbai. Il y restera 10 ans. Tour à tour dealer de drogue pour les touristes, guide de la "ville dorée", médecin dans un dispensaire de fortune et membre de la mafia locale le conduisant jusqu'à la guerre contre le Pakistan, Lindsay vivra proche du peuple indien, dans le bidonville de Mumbai, côtoyant les hautes sphères politiques comme les castes les plus basses de la société. Ce roman est une ode à l'Inde des années 80 qui vous transportera et vous fera découvrir un nouveau visage de ce pays aux mille facettes.

GRÉGOIRE FAZAN
Le vampire de Ropraz
by **Jacques Chessex**

Jacques Chessex, auteur suisse primé par le prix Goncourt en 1973 pour "Logre", s'inspire ici d'une suite de profanations de tombes qui ont eu lieu en 1903 à Ropraz (VD). Comme dans "Un juif pour l'exemple", Chessex utilise les archives du canton, de la ville de Lausanne ainsi que les gazettes de l'époque pour sonder l'âme très noire des villageois abrutis par la violence des crimes. Au-delà du fait divers sordide, qui fut relayé jusqu'aux Etats-Unis et terrorisa la Suisse entière, vous allez découvrir des portraits acerbes des magistrats, des paysans et des citoyens vaudois du début du siècle. Si vous êtes assez courageux, vous pourrez suivre ce criminel en série dans les nuits sombres des Bois-du Jorat (juste derrière l'école) et plonger dans les légendes campagnardes. Récit cru, extrêmement efficace, ce livre n'est pas à conseiller aux âmes sensibles : réflexion sur la propagation du mal, dans un style original et percutant, certains passages peuvent mettre le lecteur mal à l'aise.

ZOÉ MEYER
Sorcières, La puissance invaincue des femmes
by **Mona Chollet**

Journaliste et essayiste suisse, Mona Chollet explore dans cet ouvrage trois archétypes de femmes accusées de sorcellerie (la femme célibataire ou veuve, la femme sans enfant et la femme âgée) et nous montre ce qu'il en reste aujourd'hui dans l'inconscient collectif. À travers cette analyse, l'autrice dresse un tableau percutant et réaliste des origines du patriarcat et de sa présence insidieuse dans tous les domaines de notre vie. Cet ouvrage est très abordable et tout le monde peut y trouver son compte. Un livre fort et époustouflant qui vous laissera pantoise-e, bluffé-e et que vous aurez envie de recommander à tout votre entourage.

BEA MANIFACIER POUPE
Ce n'est pas toi que j'attendais
by **Fabien Toulmé**

Fabien Toulmé raconte l'attente, la naissance et les premières années de sa fille, Julia. Une histoire banale? Pas tout à fait, car Julia a une particularité: un chromosome supplémentaire. Ce récit autobiographique ne vous épargnera aucune des épreuves: ni la rancœur, ni le rejet, ni l'angoisse du regard des autres. Par contre, vous vous aventurerez avec l'auteur vers l'acceptation et l'amour. Dans notre monde où la différence peut-être un obstacle à surmonter, ce roman graphique ouvre une jolie porte vers l'inclusion.

CONSTANCE DELALEX
Laissez-moi
by **Marcelle Sauvageot**

Marcelle Sauvageot fut une professeur agrégée de littérature et écrivaine, dont *Laissez-moi* est son unique ouvrage. Elle fut emportée par la tuberculose en 1934, à l'âge de 34 ans. Elle fit de nombreux séjours en sanatorium et à travers ce journal, elle nous dévoile ses réflexions intimes sur la maladie, la mort, la vie, et l'amour. Lors de la réédition de cette œuvre en 2009, Elsa Zylberstein en fait la préface et écrit "un honneur et une grâce devant ce manifeste universel et déchirant. Un hymne à la vie qui vous donne envie d'aimer."

www.groux-graphstyle.ch • 021 641 61 41 • 1052 Le Mont-sur-Lausanne

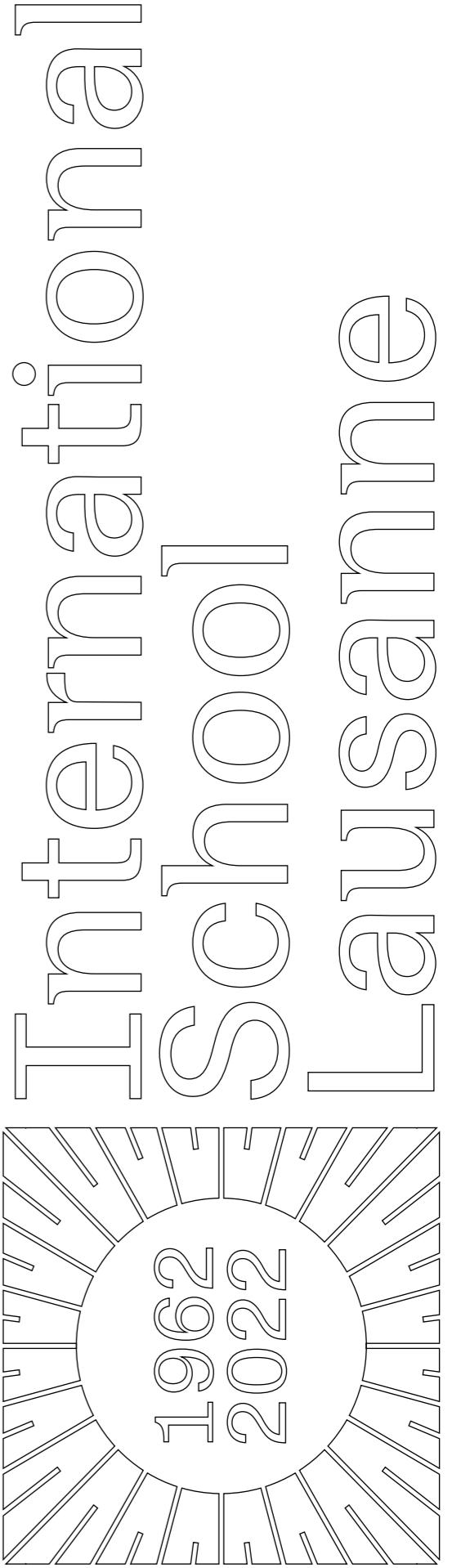


GROUX
ARTS GRAPHIQUES SA
RÉALISATION • IMPRESSION



Share your arts and creativity skills
and recreate the ISL 60th logo.

Make sure to submit your design by email - gradient@isl.ch - before 15 January.
The most creative logo will be used for our 60th celebrations.
We look forward to seeing your wonderful creations.



VIETNAMESE CARAMELISED PORK WRAPS

→ RECIPE

Origin: Vietnam

Servings: 4

1 Heat the oil in a large skillet over high heat.

2 Add the onion, ginger, garlic, and chilli. Cook for 2 minutes, until it smells heavenly.

3 Add the pork mince and cook for 2 minutes or so until white all over, breaking up the meat with a wooden spoon.

4 Add the sugar and fish sauce. Stir, then leave it to cook without touching until all the juices cook out and the pork starts caramelising – about 2 minutes. Then stir and leave it again, without stirring, for around 30 seconds to get more caramelisation. Repeat twice more until caramelised to your taste.

5 To make the wraps: place one rice paper sheet at a time in hot water, then put the softened wrap on a plate. Fill with the glass noodles (follow the cooking instructions on the packet), meat, and some crispy lettuce. Roll it up and eat while warm.



Serving

- Slice red chilli, tomato, and cucumber
- 1 scallion, both white and green parts finely chopped

Option 1

If you prefer eating a pork bowl (also delicious), cook some jasmine rice, put it in a bowl, and top it with the meat, cucumber, chillies, tomato, and scallion.

Option 2

You can use big crunchy salad leaves instead of the rice paper, and leave out the glass noodles (follow the cooking instructions on the packet), meat, and some crispy lettuce.

Contributor Véronique Hodari

INGREDIENTS

1 1/2 tbsp canola oil

1/2 onion, finely chopped

2 tsp grated or chopped ginger

2 minced garlic cloves

1 chopped, deseeded bird's eye or Thai chilli

1 lb/500g ground pork (use chicken or beef if preferred)

5 tbsp brown sugar

2 tbsp fish sauce

1 packet glass noodles

1 packet rice paper wraps



Contributors



Caroline Leenders

Caroline attended ISL from 2004 to 2011 as a student and then moved to Singapore to complete her IB DP. She graduated from EHL, and is currently working in the Marketing Department at ISL and manages the ISL Alumni Programme.



Hervé Peitrequin

Hervé is the Head of Marketing and Admissions at ISL and the editor-in-chief of Gradient. Prior to that, he occupied several management positions in multinational companies in Switzerland, Germany, and the UK.



Sarah Olofsson

Sarah is a freelance copywriter and content specialist based in Lausanne. Born and raised internationally, Sarah and her husband decided to settle in Switzerland, where they've lived for over 15 years. They have three children together, two of which currently attend ISL.



Véronique Hodari

I graduated from EHL, worked in a couple of restaurants, cooked thousands of meals for my family and friends, and decided to be a caterer and private chef as well as ASA Ateliers de Cuisine leader. I love it all! We made this recipe with the Year 13 kids last year, and it was a great success. I hope you will enjoy it too!



Emily Moran

Emily is the Secondary Service and CAS Coordinator at ISL. Originally from the UK, she has worked in international education for ten years. She is happy to currently be based in Lausanne with her husband, who also works at ISL, and their two year old son, Ash.



Shruti Baijpal

Shruti is a marketing professional and a cultural commentator based in Lutry and is the mother of Sharanya and Suvarn. She has lived in India, United Arab Emirates, Taiwan and China before moving to Switzerland. Having travelled extensively across Mainland China and Taiwan, Shruti loves writing about travel, people and how cultures shape society.



Pavithra Venkat Sridhar

Pavi is a year 12 student at ISL keen to pursue STEM in the future. Before coming to Switzerland, she has lived in India, China and Japan. She enjoys playing music and is the deputy editor of The High, ISL's student newspaper



Divya Venkat Sridhar

Divya has attended ISL for almost 7 years and is now in year 11. Originally from India, she has also lived in China and Japan. She is passionate about STEM and has recently discovered her love for chemistry, coding and poetry.



Vally Lytra

Dr Vally Lytra is Reader in Languages in Education and leads the doctoral programme in the Department of Educational Studies at Goldsmiths, University of London. Her research, practice, and community engagement focus on multilingualism and language and literacy teaching and learning in linguistically and culturally diverse schools, homes, and communities.



Sheila Korol

Sheila is from Canada but has spent 25 years teaching IB English in international schools on three continents. She and her family now live in Hong Kong where she has started a freelance editorial services business (sheilajoyediting.com) for publishers, independent writers, and businesses.



David Granger

David, his wife Maria and two children recently moved from Switzerland to the UK. Trained as a journalist, David worked in digital marketing for Red Bull in Formula One, sport and music for 14 years before starting at PMI in 2019.



Effrosyni Argyri

Dr Effrosyni (Froso) Argyri is a Lecturer at the UCL Institute of Education in London. Her teaching and research work focuses on childhood bilingualism/multilingualism. She is interested in the language and literacy development of bilingual/multilingual children, cognitive and brain effects of bilingualism, and bilingual education.

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