



ANDERSEN
International School

*More than a School,
a Philosophy for growth*



Our school is a unique place that fosters a special atmosphere for learning and working. Within a **caring, supportive, and safe environment**, we nurture students' intellectual curiosity to create a space where they can explore, develop and grow creatively.

Here, **collaboration is the cornerstone of education**, with students and teachers working together, defying established norms, in the search of practical solutions to complex challenges.

At the heart of **our pedagogical approach** are inquiry-based learning, computational thinking, and research-based methods. These foundational principles guide our students' educational journey, starting with the youngest learners at Nursery level following the British National Curriculum until the end of Year 9 and continuing on to the IB Diploma Programme.

Our curriculum is designed to provide students with both width and depth of knowledge, **allowing them to flourish** intellectually, physically, emotionally, and ethically.


Bianca Parravicini
Founder and CEO



Welcome to Andersen International School

Andersen International School of Milan is dedicated to students from 10 months to 18 years of age.

We offer an international curriculum enriched by a unique and highly ambitious didactic method. At the heart of Andersen International School's educational approach lies innovation.

We believe that educating young minds should result in collaborative learning and actively support students in developing their critical and creative thinking skills, preparing them to become future global citizens and leaders.

At Andersen, we provide a comprehensive educational journey from pre-school to high school. We proudly follow the British National Curriculum, ensuring a high-quality education at every level.

Our high school is fully International Baccalaureate (IB) offering both the MYP and DP programmes, preparing students for global success.

We are especially proud to be a Paritaria school for Primary and Middle School, offering an equal and enriching educational experience.



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Andersen meets the rising demand for education that prepares for our communities' future internationalization. This includes English skills, global perspective, Italian heritage, and project-based learning.

3

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With a skilled team of educators and close collaboration between the school, students, and families, we ensure an outstanding educational experience for all students.

4

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Andersen offers an inclusive English-speaking environment that enriches students' cultural outlook and offers a personalized learning experience, promoting the overall growth of each child.

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A unique educational experience that blends theory with hands-on projects, helping students deeply understand their environment.

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We guarantee that our students have access to continuous and comprehensive support throughout their academic journey.

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ANDERSEN
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At Andersen International School our goal is to stimulate, encourage, and inspire every student to reach their full potential.

The aim is to offer a varied, imaginative, and harmonious education, preparing them to become the global citizens of tomorrow.



1 About us

In a secure, compassionate, and encouraging setting, **we foster and rejoice in the individuality of each student.** To us, a student's welfare, contentment, and social growth hold the same significance as reaching academic milestones. Through diverse and engaging learning experiences, our objective is to cultivate an inherent thirst for exploration and knowledge in our students, ensuring they acquire an understanding of their environment and a reverence for global diversity.

ANDERSEN'S SCHOOL PHILOSOPHY

Andersen is **recognized as a Scuola Paritaria**, in which the school adopts the national recommendations for the curriculum issued by the Italian Ministry of Education and Merit (MIM). This allows the students to achieve the same qualifications as a state school.

SCUOLA PARITARIA

At Andersen International School the educators instill creativity, accountability, reverence, inclusivity, empathy, and communal principles. We encourage students to build a strong environment through diverse viewpoints. **Andersen's teaching methodology nurtures each stage of a child's growth and learning**, with a focus on support and respect for others as well as oneself. It also fosters the integration of various domains of knowledge within students. We work closely with an expert consultant and former Italian Head Teacher to ensure that we fully meet the requirements. Our Italian and non-Italian teachers plan and teach collaboratively to offer the highest standard of blended learning to the students.



2 Curriculum

At Andersen International School, we provide an enriching educational experience characterized by a robust and meticulously designed curriculum that seamlessly incorporates the following frameworks:

EARLY YEARS

The British Early Years Foundation Stage, an interactive framework emphasizing play-based learning, encompasses the educational and developmental objectives for children aged from 10 months to four years. Through play, the children explore and develop learning experiences that help them make sense of the world.

PRIMARY SCHOOL

The school proudly offers a prestigious British Curriculum that combines academic brilliance with a commitment to promoting equality in education. Recognised by the Ministry of Education (MIM), we strive to provide an exceptional learning environment that nurtures well-rounded students. The teaching staff, consisting of highly qualified and native English-speaking educators, is dedicated to fostering a holistic educational experience. With a student-centered philosophy, the organization is designed to cater to the unique needs and aspirations of each student.

MIDDLE SCHOOL

We are proud to offer a distinguished education that follows the British National Curriculum, ensuring our students receive a world-class education and thrive academically.

At Andersen School, we believe in providing equal opportunities for all students, which is why we offer the unique advantage of conducting the third-year (Esame di Stato di Terza Media) examination internally.

The students have the opportunity to take the exam on our premises, allowing them to seamlessly transition into any educational system, be it Italian or International, based on their preferences and aspirations.

Recognized by the Ministry of Education (MIM), our faculty consists of highly qualified, dedicated educators who bring expertise and passion to the classroom.

Each teacher at Andersen International creates an engaging and dynamic learning environment where students can flourish – fostering their intellectual, social, emotional, and physical growth.

ANDERSEN
SCHOOL



HIGH SCHOOL

Andersen International High School is a certified International Baccalaureate (IB) Diploma Programme world school.

The IBDP is a comprehensive two-year pre-university course that aims to prepare students for the rigours of university, while also teaching them to be caring, compassionate, global citizens.

The International Baccalaureate Diploma Programme is widely recognized and often regarded by universities around the world as a qualification of excellence.

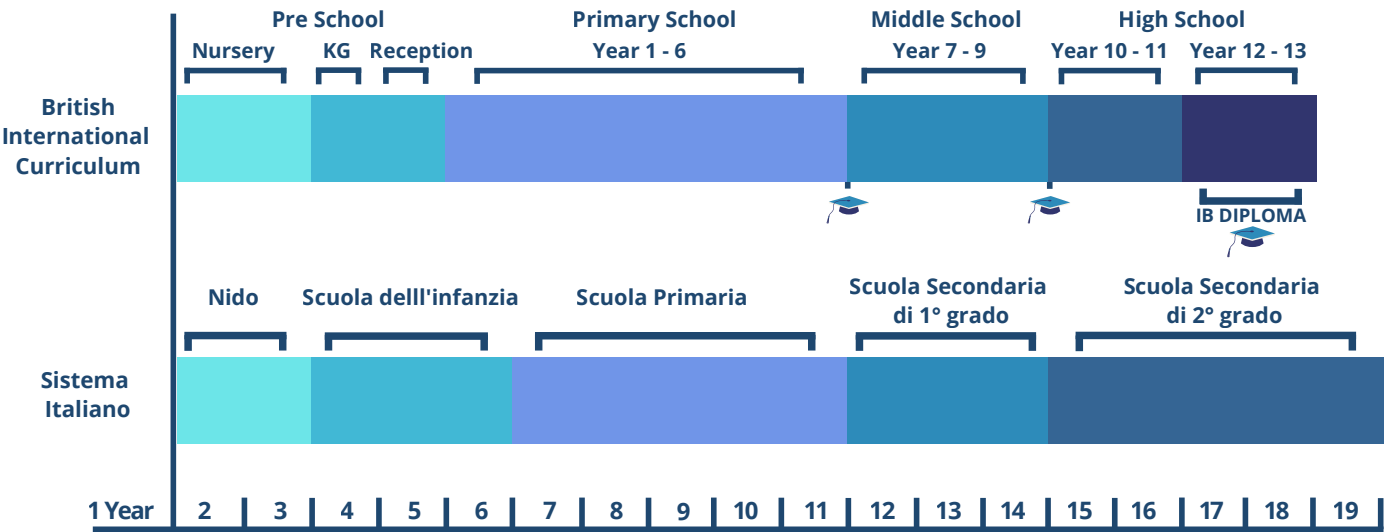
Andersen International School stands as a pillar of educational excellence, rooted in fundamental values.

Transparency, an open-minded and collaborative school community, and a commitment to a modern, international education model are at Andersen's core.

Our approach to teaching is both rigorous and interactive, fostering engagement and participation.

Above all, we value students not only for their potential as future leaders but, first and foremost, as unique individuals deserving of personalized attention and care.

All the teachers operating within the IB program at Andersen are certified and have participated in professional development courses accredited by the IB.







3 Students, Teachers and Parents

OUR COMMUNITY

We firmly believe that **our role extends beyond imparting knowledge**; it also involves nurturing and caring for the students. To ensure our students are not just content, but also joyful, and approach their learning endeavors with enthusiasm.

Students are ordinary children, yet they possess the capacity to achieve the extraordinary. Each one of them harbors a unique talent, aptitude, untapped potential, or an undiscovered interest.

Our students are perennially curious, always exploring, and consistently exuding joy and passion for acquiring new knowledge. They perpetually strategize ways to surpass boundaries, their overarching focus being the careful crafting of their own futures.

We boast a dedicated team of qualified, experienced educators and support staff who forge close partnerships with students and their families, founded on the bedrock of mutual respect.

All the class instructors are fully-trained, well-qualified, native English speakers, who bring with them a wealth of experience from diverse educational settings.

In both Primary and Secondary School, the teachers collaborate closely with their Italian counterparts to ensure a **harmonious learning experience** that spans both English and Italian languages.

The school features specialized instructors for Music and Physical Education, as well as a dedicated language teacher for students requiring extra support in either English or Italian. We regard the partnership between school and home as an integral component to the success of each student's educational journey.

The staff is readily available to engage with parents offering support, advice, and guidance when needed.

The aim is to cultivate a robust partnership with our students and their families, one built upon mutual respect, trust, and a shared commitment to helping each child **unlock their potential** and relish their school experience.

To facilitate effective communication between home and school we prioritize various avenues, including weekly school updates, individual parent meetings, end-of-year written reports, and informal updates from the class instructors.







4 Early Years

The Early Years program caters to young children aged one to five, encompassing both Nursery and Kindergarten stages. **Our educational approach is rooted in the UK Early Years Foundation Stage (EYFS).**

This framework is built upon four foundational principles:

1 INDIVIDUAL POTENTIAL

Each child is regarded as a capable learner from birth, possessing resilience, competence, confidence, and self-assuredness.

2 NURTURING ENVIRONMENTS

The surroundings play a pivotal role in nurturing and expanding children's growth and learning experiences.

3 POSITIVE BONDS

Children acquire strength and independence through loving and secure connections with their parents and/or a designated Key Person.

4 LEARNING AND GROWTH

Children evolve and acquire knowledge in diverse ways and at varying paces, with all facets of learning and development holding equal importance and interconnection.

FUNDAMENTAL DOMAINS OF LEARNING AND GROWTH

Development of Social and Emotional Skills, Growth and Coordination, Communication and Linguistic Proficiency.

PARTICULAR ASPECTS OF LEARNING AND GROWTH

Andersen International School places significant emphasis on nurturing the social and emotional dimensions of learning. We create an environment where children encounter meaningful play experiences and learning opportunities.

These are thoughtfully blended with activities initiated by the children themselves, fostering an active and captivating learning atmosphere.

This approach encourages their creativity, critical thinking, and willingness to take calculated risks in the pursuit of greater achievements.

Our dedicated practitioners closely observe each child, ensuring they can effectively meet the unique needs of every individual within the group.

EDUCATIONAL ENGAGEMENTS

We provide a diverse array of activities designed to captivate and fuel the inherent curiosity of children. This approach enables us to guide them in exploring both themselves and the world that surrounds them.

Our skilled practitioners ensure that children have access to resources, that not only engage and excite them, but also provide opportunities for growth and development across all domains. Moreover, we hold a steadfast belief in the myriad of advantages of outdoor play for young children.



LANGUAGE AND LITERACY

In our Early Years environments, we fully immerse children in the English language, providing them with a natural and spontaneous way to learn, enriched with a wide-ranging vocabulary. When necessary, we offer support to non-English speakers and employ various tools to aid their comprehension.

We hold a strong belief in the importance of **allowing the children freedom to express themselves**, recognizing that strong language development in their mother-tongue lays a solid foundation for acquiring additional languages.

The objective is to incorporate English into the children's linguistic repertoire. It's remarkable to witness how swiftly Early Years children grasp the new language, and even before they begin to speak it fluently, their comprehension is clearly evident.

NURSERY

The Nursery program welcomes children ranging from one to three years old. The facilities are **thoughtfully designed to cater to the evolving needs of young children**. We deeply appreciate the significance and worth of the early years in a child's life. We understand the necessity for children to have an environment that grants them the freedom to engage in play, self-expression, and learning driven by their own interests and motivations. It's a space where they can develop their self-assurance, with support and encouragement along their individual learning journey.

KINDERGARTEN AND RECEPTION

In the Kindergarten program, we remain aligned with the Early Years Foundation Stage framework. Within Preschool and Reception, our approach to learning centers around play, encompassing a variety of activities guided by both educators and children themselves.

These activities are designed to target the seven key areas of learning and development. This approach effectively paves the way for the more structured educational experience that awaits them in Year 1, representing their initial step into Primary School.

Children are grouped according to their age, with Pre-Nursery (starting from 10 months) and Nursery (starting from 18 months) programs available.

8.30 - 9.15	Morning arrival
9.15 - 9.30	Circle time
9.30 - 10.00	Bathroom & Snack
10.00 - 11.45	Morning activities
11.45 - 12.00	Story time
12.00 - 12.45	Lunch time
12.45 - 13.00	Bathroom
13.00 - 15.00	Sleep / Quiet time
15.00 - 15.30	Circle time & Snack
15.30 - 16.00	Dismissal Time

Emphasizing social and emotional development remains a cornerstone of our Kindergarten curriculum. The early years are paramount for nurturing the children's self-confidence. We achieve this by cultivating an environment that is not only physically inviting, but also emotionally supportive and enriching.

Here, children are encouraged to explore new skills within a secure space. They receive guidance when needed and are presented with challenges in areas where they excel, thereby ensuring continuous growth and progress in their learning journey. The adaptability of the program is a key asset, catering to the particular needs and interests of each child.

This adaptability allows us to engage all children effectively and guide them towards achieving their full potential. Furthermore, we frequently **extend the learning experience beyond the confines of the classroom**, forging connections between classroom concepts and the interactive activities that take place in our outdoor spaces.

In addition to these enriching experiences, the Kindergarten students eagerly anticipate a series of educational outings throughout the year. These outings include visits to museums, art galleries, castles, farms, and various other **enthralling destinations**.



5 Primary School Paritaria

The program commences officially in Year 1 and extends from the foundational literacy and numeracy introduction conducted during the Early Years.

The majority of lessons (80%) are conducted in the English language, by native-speaking teachers and teaching assistants, which encompass a comprehensive array of subjects.

ITALIAN

The aim is for all students to gain an understanding, awareness, and appreciation of the Italian language, heritage and culture. From Year 1 the children begin the Italian program with our Italian mother-tongue teachers. We offer two programs: L1 for native speakers and L2 for international students. Italian for native speakers (L1) follows the Italian state program for language along with Italian literature, history, geography and maths.

ENGLISH

The predominant language in the classroom is English with a focus on providing children with as many opportunities as possible to develop their speaking and comprehension skills.

The use of English in the classroom provides Andersen's students with a variety of interesting and meaningful contexts allowing them to develop effective communication skills in oral comprehension and production, reading and writing.

MATHEMATICS

The aim of the mathematics program is for children to develop an understanding of mathematical language and processes, rather than only focusing on learning a series of facts and equations. There is a strong focus on developing the children's mental capabilities and recognizing their different learning styles.

ART

During Key Stage 1 students develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They begin to understand colour, shape, space, pattern and texture and use these elements to represent their ideas and feelings. Art, craft, and design during Key Stage 2 challenge students to discover their own creativity.

PHYSICAL EDUCATION (P.E.)

In the Primary School, children have two P.E. lessons each week with specialist teachers. The P.E. curriculum is carefully planned and delivered according to the age and ability of each class, and ensures a progression of skills and levels of difficulty throughout the primary years.



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DRAMA

Drama in primary school includes a range of activities which are designed to build our students' self-esteem and self-confidence.

MUSIC

In the Primary School, children have two lessons of Music each week with a specialist music teacher. One lesson focuses on singing, vocal training, and performing in an ensemble. The other introduces them to a wide range of musical styles from various periods, cultures, and countries to raise their global awareness of music.

LEARNING BY DOING

We believe that the most meaningful and long-lasting learning occurs when students experience and discover for themselves.

We allow students to develop a deeper understanding of what they learn and to be able to make references and connections to the world around them.

SCHOOL DAY

The school day is from 8.30 – 15.50, with a 20 minute break in the morning and one hour at lunchtime.

ASSESSMENT FOR LEARNING

We are convinced that the continuous evaluation of children's work throughout the year is of fundamental importance. During the meetings with parents, we provide feedback on the child's progress in line with set goals.

To measure this progress, we use a four-step rating scale, ranging from 'emerging' to 'exceeding expectations'. The same scale is also applied in the end-of-year reports, which contain the class teacher's essential observations.



Weekly Timetable

8.30 - 8.45	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 - 9.45	Maths	Italian	English	Geography	Maths
9.45 - 10.45	Italian	History	Maths	Assembly Alternativa	English
10.45 - 11.25	Break				
11.25 - 12.25	Music	Computing	Art	English	PE
12.25 - 13.30	Lunch Break				
13.30 - 14.30	English	PE	Italian	Geography	History
14.30 - 15.30	Maths	Maths	Science	Italian	Civic Education PSHE
15.30 - 15.45	Tidy up and Dismissal				

SUBJECTS IN ENGLISH AND ITALIAN:

- English (big writing-topic)
- Maths/matematica
- History/storia
- Geography/geografia
- Science/scienze
- PSHE/educazione civica
- Assembly/attività alternativa
- Art/arte e immagine
- Computing/tecnologia
- Music/musica
- Italiano
- PE/educazione fisica

TECHNOLOGY

While Andersen strongly endorses the positive use of technology as a formidable educational tool – we also believe that the development of traditional writing skills, using a pen and paper, are of equal value.

Andersen's educational approach strikes a harmonious balance. We do not excessively lean towards a technology-driven, computer-centric system nor do we cling to rigid, outdated traditional methods. Our aim is to cultivate well-rounded students, allowing them to benefit from the advantages offered by both methods.

For the elementary school students, tablets are provided by the school as needed and starting from Reception class **our curriculum includes one hour of ICT Lab sessions per week**. As students progress to Middle and High School, they will be equipped with Chromebooks to facilitate independent engagement in their educational and creative activities.

ASSEMBLY

Once a week, the entire school comes together for a collective assembly, providing a valuable forum to discuss issues that impact the students within the school and at home. These gatherings also serve as occasions to commemorate noteworthy achievements and share updates from various classes.

As part of this experience, our students develop crucial skills, including active listening, respect for differing perspectives, and the ability to confidently express their own viewpoints in front of a larger audience.

CLASSROOM ACTIVITIES

Our primary objective is to imbue learning with profound significance, fostering inspiration and motivation among children in the classroom while nurturing their journey toward becoming independent learners.

The teachers accomplish this objective through meticulously designed lessons that incorporate:

- **Active Learning:** Hands-on tasks and activities that facilitate active participation.
- **Inquiry-Based Learning:** Encouraging curiosity and exploration as a foundation for understanding.
- **Interactive Resources:** Leveraging technology and interactive tools to enhance the learning experience.
- **Group Work:** Collaborative activities that promote teamwork and cooperative learning.

LIFE SKILLS

School is where children begin understanding what it means to be a member of a community and for us citizenship is an underlying element of the scholastic program.



6 Middle School Paritaria

CURRICULUM

Throughout Key Stage 3, this program intends to give students the precious opportunity to face crucial and controversial topics and to debate them with highly qualified specialists. In order to respect such mission, the program offers an annual season of meetings centered on seven key themes:

- ***Human Rights***
- ***Peacekeeping***
- ***Multiculturalism and Globalization***
- ***The Female Condition***
- ***Religious and non Religious Orientations***
- ***Ecology and Sustainable Development***
- ***Health and Nutrition***

The Program provides specific meetings for each year group and transversal sections for the whole Key Stage 3.

Each section is followed by cross-curricular activities organized by class teachers to occur during the daily timetable.

These activities offer the possibility of an extended multidisciplinary analysis of certain aspects the specialist dealt with during their presentation.

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Each section is followed by cross-curricular activities organized by class teachers to occur during the daily timetable.

These activities offer the possibility of an extended multidisciplinary analysis of certain aspects the specialist dealt with during their presentation.

The program has a Scientific Board, whose members are professional academics and proponents of international institutions. A special role has been created within the program entitled the Honorary Scientific Board member, who is an exponent of an international institution.

CITIZENSHIP AND CULTURAL PLURALISM PROGRAM

The importance of citizenship and the attention to cultural pluralism are highly underrated in school programs nowadays. However, these subjects may have remarkable consequences on young students' views of their present and future.

This is why Andersen International School wants to devote specific attention to such issues through its Citizenship and Cultural Pluralism Program.

This program provides students, especially those in Middle and High school, the precious opportunity to face crucial and controversial topics and to debate them with highly qualified specialists.

MAIN EDUCATIONAL OBJECTIVES

GENERAL ASPECTS

The goals which our institute is committed to pursuing in order to foster the educational success of all pupils can be traced back to four fundamental areas of educational intervention. Each of these areas cultivates the complete development of individual potential, knowledge acquisition, skills, and competencies.



8.30 - 8.40	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 - 9.25	Science	Italiano	Musica	English Lit	Art
9.25 - 10.10	English Lit	Italiano	Maths	English Lit	Art
10.10 - 10.35	Break				
10.35 - 11.20	Italiano	Geography	Matematica	Italiano	English Gr
11.20 - 12.05	Spanish	Maths	Italiano	PE	Matematica
12.05 - 12.50	Maths	Science	Italiano	PE	English Lit
12.50 - 13.35	Lunch Break + Break				
13.35 - 14.20	Computing	Science	English Oracy	History	Geography
14.20 - 15.05	Computing	Spanish	Storia	Storia	History
15.05 - 15.50	Musica	Latino	Ed. Civica	English Gr	Assembly
15.50	Dismissal				

1 LEARNING

(knowledge): encouraging the achievement of the objectives set out in the curriculum and the acquisition of structured, integrated and meaningful knowledge, skills and abilities.

2 EDUCATION

(knowing how to be): guiding pupils to acquire the ability to translate knowledge and skills into rational and optimal behaviour on an ethical-social level.

3 ORIENTATION

(knowing how to do): leading pupils to attain the ability to transform learned material into action and promoting the conquest of the ability to plan one's own scholastic future.

4 RELATIONSHIP

(knowing how to live with others): guiding pupils to acquire awareness of their own identity, fostering the maturation of significant relational skills, promoting the consideration of diversity as a resource and reason for enrichment.

OUR PHILOSOPHY

Thanks to a dedicated team of teachers, support staff and management, who create a caring and productive atmosphere, we encourage students to be the best version of themselves so that they can thrive socially, academically and creatively.

Our goal is to prepare them for any challenge they will meet in today's world and help them become responsible citizens capable of offering valuable contributions. Andersen is **a place where children of every nationality learn to live together and interact through the use of the English language.**

Our staff creates a safe environment where students can find common ground to interact. Experiencing and discovering the characteristics which both unite and diversify elements of various cultures.

The Middle School offers a wide range of activities: lectures on current events, discussions of human rights, science and book fairs, visits to science centers, citizenship projects, and poetry contests, to name a few. The school also hosts writing workshops, theatrical performances, and art exhibitions. In addition, students have the opportunity to participate in official sports matches, swimming lessons, and music performances. These activities aim to enrich the students' learning experiences, encourage creativity, and promote a sense of community within the classroom.



EXPECTED TARGETS

Students at the end of the first cycle are able to begin to deal autonomously and responsibly with life situations typical of their age, reflecting and expressing their personality in all its dimensions. This is made possible through the skills developed at school, personal study, and the lived educational experiences in their families and communities.

They are aware of their own potential and limits as they use the tools of knowledge to understand themselves and others. This allows them to recognize and appreciate different identities, cultural and religious traditions, all from a perspective of mutual respect and open dialogue.

Students demonstrate a mastery of both the

Italian and English language which enables them to understand statements and texts of a certain complexity, express their ideas, and adopt a linguistic register appropriate to different situations.

Not only do students use the English language in various disciplines, **they are also able to express themselves in Spanish** at an elementary level,

equipping them to deal with essential communication in simple everyday situations.

To prepare students to become respectful and responsible future citizens, they will be taught the importance of self-care and self-respect to encourage a healthy and sustainable lifestyle.

By understanding these concepts, students will become more self-aware and understand how to function within various aspects of society.

Students develop strong digital skills which allow them to become better researchers as they consciously use communication technologies to research and analyze data. **They are able to use these skills to distinguish reliable information from that which requires further investigation and successfully find reliable sources.**

The mathematical, scientific, and technological knowledge acquired by the students enables them to hone their analytical skills to challenge the reliability of quantitative and statistical analyses they are presented with.





7 The Middle Year Programme (MYP)

Andersen School is a candidate school for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School.

What is the MYP Programme?

The **Middle Years Programme (MYP)** is an internationally recognized framework by the International Baccalaureate (IB) for students aged 11 to 16.

The MYP years 4/5 is offered at the Andersen International School.

It compliments the Diploma Programme (DP), focusing on developing critical thinkers ready for global challenges.

The MYP emphasizes **inquiry-based learning**, where students explore ideas through hands-on activities and real-world applications.

It develops **Approaches to Learning (ATL)** skills like communication, collaboration, and self-management, helping students take charge of their learning.

With a focus on **interdisciplinary learning**, the MYP encourages connections between subjects and a holistic understanding of the world.

The programme offers a **broad curriculum** across eight subject groups and culminates in the **Personal Project**, where students explore topics of personal interest.

The MYP nurtures **curiosity, creativity, and cultural awareness**, preparing students to thrive in a dynamic, interconnected world.



Andersen High School is a Candidate School* for the Middle Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Andersen High School believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org

8 The IB diploma programme

Andersen International High School is an **authorized IB Diploma Programme World School**.

THE IB DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IBDP) is a comprehensive pre-university course spanning two years. Its primary objectives are to **prepare students not only for the academic challenges of university, but also to cultivate their capacity for empathy, global citizenship, and a lifelong commitment to learning**. This program is delivered primarily in English, complemented by instruction in Italian by our specialized Italian educators.

Over the course of two years, students are required to engage with a variety of subjects, selecting one from each of the six subject groups. They undertake the study of three subjects at the Higher Level (HL) and three at the Standard Level (SL). Additionally, they are expected to partake in compulsory coursework covering Theory of Knowledge (TOK), Creativity, Activity, and Service (CAS), as well as the completion of a 4,000-word Extended Essay (EE).

Students undergo examinations at the culmination of their second year.

The IB Programme offers a comprehensive curriculum that encompasses a wide array of subjects, including the essential core components. As a result of this holistic approach to education, graduates holding **IB qualifications are not only acknowledged, but also highly coveted by universities worldwide**.

UNIVERSITY RECOGNITION

The International Baccalaureate Diploma Programme is widely acknowledged and frequently pursued by universities worldwide, as a mark of exceptional qualification. In numerous instances, universities tend to favor IB graduates over candidates with other qualifications due to the extensive scope of their previous academic pursuits.



We cultivate a critical appreciation of our own cultures, personal histories, as well as the values and traditions of others. We actively seek and assess diverse perspectives, demonstrating a willingness to learn and grow from these experiences.



THE DIPLOMA PROGRAMME

The Diploma Programme (DP), acknowledged and accepted by esteemed universities worldwide, consists of six subject groups and the DP core. This core includes components such as theory of knowledge (TOK), creativity, activity, service (CAS), and the extended essay.

Within the DP core, students delve into profound contemplation regarding the fundamental nature of knowledge, embark on self-directed research endeavors, and partake in projects that frequently encompass community service initiative.

CHOOSE THE SUBJECTS

The choice of courses is determined by considering the student's strengths, their academic interests, their future academic and career aspirations. Full IB Diploma candidates are required to study six subjects, three at a higher level and three at a standard level, in addition to fulfilling the core requirements.

The three fundamental core components encompass:

THEORY OF KNOWLEDGE

Here, students engage in contemplation regarding the essence of knowledge and the methods through which we substantiate what we assert to know.

THE EXTENDED ESSAY

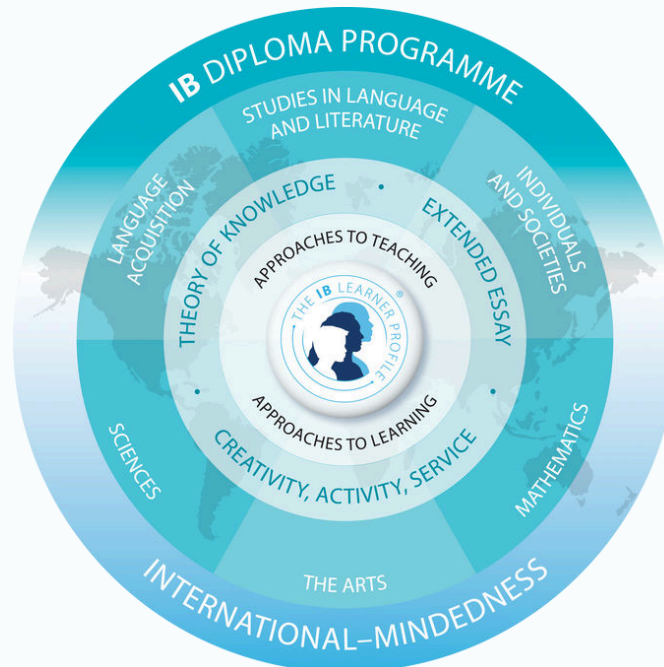
This involves conducting independent, self-directed research culminating in the creation of a 4,000-word research paper.

CREATIVITY, ACTIVITY, AND SERVICE (CAS)

In this segment, students undertake a project that integrates aspects of creativity, physical activity, and community service.

THE SIX SUBJECT GROUPS

- Studies in language and literature
- Language acquisition
- Individuals and society
- Sciences
- Mathematics
- The Arts





9 Special Educational Needs (SEN)

Andersen International School strives to guarantee that the students receive ongoing and uniform assistance throughout their academic journey. Our support services are open to any student with a documented difficulty or a persistent medical condition which can encompass, but is not restricted to, the subsequent categories:

- ***Specific learning challenges, such as dyslexia***
- ***Autistic spectrum disorders***
- ***Mental health conditions***

Students with Special Educational Needs (SEN) may be identified as having one or more of the subsequent areas of requirement:

Learning support lessons take place within the regular school day. Although we make every effort to minimize any impact on a child's educational experience, there may be instances where we need to determine which classes students are temporarily withdrawn from.

In such cases, we work closely with teachers to facilitate students in catching up with their studies.

The learning support team collaboratively develops a comprehensive Personal Didactic Plan (PDP) for each student who benefits from a multidisciplinary approach.

This plan articulates specific objectives that the student is expected to accomplish during the academic year.

The PDP is jointly created by the school, the student's parents or caregiver, and an external therapist, which could be a Speech-Language Therapist, Occupational Therapist, or Physical Therapist.

PDP meetings are convened on a regular basis, typically three times a year, to review and update the plan as needed.

The learning plans are crafted in close collaboration with our dedicated Italian Special Educational Needs (SEN) specialist teachers.

These professionals possess a deep understanding of the procedures and criteria outlined by the Italian Ministry of Education when it comes to designing educational plans tailored to the unique needs of children with special educational requirements.

ADMISSIONS

Every student application for enrollment in the learning support program undergoes a comprehensive assessment conducted by both the school's Leadership Team and the team of SEN specialist teachers.

Admission determinations are made based on the alignment between a student's specific needs and the available support services provided by the school.

The school offers a comprehensive admissions process designed to meet the specific requirements of each child.

Parents and caregivers are strongly encouraged to communicate any challenges or difficulties their child may have during the enrollment process. This can be done by completing the admission form and submitting pertinent supporting documents, including assessment reports.





Elena Garlaschi

Qualified development and educational psychologist - specialised in Learning Psychopathology - enrolled in the Register of Psychologists of Lombardy (no. Aut.20851)

10 Psychological corner

The Psychological Listening Desk offers all students the opportunity to benefit from psychological counselling within the institute.

This listening desk is dedicated to assist students with personal problems, which could include issues from the world of school, family, or peers. **The space is a great resource for students** as it is not only a place to allow oneself to be vulnerable and deal with discomfort, but also serves as an area that promotes introspection and reflection.

The psychologist works in synergy with the school to promote overall well-being and prevent discomfort, with the aim of making this corner of the school a point of reference and a safe space that offers a welcome and listening ear.

A photograph of a young person with dark hair in a ponytail, wearing a white polo shirt with a maroon collar. The back of the shirt has the text 'ANDERSEN SCHOOL' printed in a bold, black, outlined font. The person is standing outdoors in a schoolyard with other students and trees in the background.

**ANDERSEN
SCHOOL**

11 Supporting your child's journey

SCHOOL UNIFORMS

Part of high quality education is learning how to present yourself to the world and that is what a school uniform is all about.

Our students wear the school uniform as we firmly believe that it instills a sense of school pride.

This practice fosters a stronger sense of community among the children and promotes mutual respect and teamwork.

When children attire themselves in the school uniform, they tend to conduct themselves more in-line with the expected behaviour of students.



BOUTIQUE LM SCHOOL UNIFORMS

Via Gesù 17, Milano (MI)
TEL. +39/02 367 437 01
milano@school-uniforms.it

SCHOOL CATERING

The lunch service offers a menu tailored to accommodate dietary requirements, as determined by a nutrition specialist designated by the lunch service provider.

During lunchtime, the set menu comprises either a first course, second course, and side dish, or a single main course with a side dish.

In the morning, students of all age groups receive a fresh fruit snack.

Early Years students are provided with a dessert or fruit in the afternoon, while students in primary and higher grades receive their snack after the lunch meal concludes.

SCHOOL BUS

Students at Andersen International School can benefit from two different bus service companies:

- Autonoleggio Canella
- Autonoleggio Mauceri
- Autonoleggio Papalino

If parents wish to utilize the service, they should establish direct contact with the aforementioned bus companies.

After activation, they must notify the school in a written format by either sending or submitting the document labeled BUS AUTHORISATION or BUS DELEGA, available on the Andersen's website under the FORMS section.

The bus service is offered at the entrance and exit time, following the daily school schedule.



12 How to apply

Admission criteria differ depending on the student's age and the desired entry year. All applicants are required to follow these steps :

1) Parents schedule a School Visit by:

- visiting this link:
(<https://andersenschool.it/book-your-school-visit/>)
- by calling the School Office (+39 02 7000 6580)
- by visiting the school website www.andersenschool.it

2) Parents are also asked to send a copy of their child's most recent school report.

3) After the School Visit, students interested in enrolling in Primary School, Middle School or High School are required to take an admission test.

4) Within 2 working days, Andersen will communicate to the parents the result of the admission test.

5) If the admission test is passed, parents who decide to register their children at Andersen will sign the contract and pay the admission and enrollment fee.

6) Enrolling your child at Andersen International School during their early years (Nursery and Kindergarten) makes it easier to ensure their place in the School for the following years (Primary School / Middle School / High School). Starting from Year 1, students are required to pass an admission test.

Contact

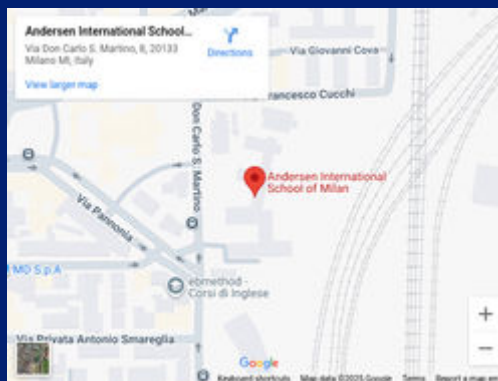
Andersen International School

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ANDERSEN
International School

*More than a School.
a Philosophy for growth*