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May 30, 2025

Module Three: Capstone Project

Combining the National Curriculums of the United Kingdom and Switzerland to Create a
Unique and Functional School Curriculum for BLIS- Baselland International School

9,110 Words

INTRODUCTION

Baselland International School is a private, bi-lingual international school located in Oberwil, Switzerland. Originally called Kids Camp International (KCI), it began in 2002 offering camps and children's events in English, during school holiday breaks. KCI was founded as an Einzelfirma (sole proprietorship) by Ina Nicosia. In 2007, Kids Camp International School was founded by Nicosia and then partner, Bettina Schelker, who formed Nicosia-Schelker AG (Aktiengesellschaft, or Company limited by Shares.)

In 2022, Schelker was removed from the company and Nicosia took over sole ownership of Nicosia-Schelker AG and re-named the school Baselland International School (BLIS). BLIS currently has programs in Nursery, Pre-School, Kindergarten, Primary School, Secondary School, Camps, After School Care, full food service restaurant and event space, Special Education Program, Adult Education courses, Extra Curricular Activities and Supplemental Language Lessons. Additional languages include, English, German, French, Italian and Chinese.

CHALLENGES

As Nicosia prepared to remove Schelker from the company and to attempt to bring the quality and profitability to new levels of success, she identified multiple problems that would need to be solved or improved upon in order to reach the lofty goals she had set for the company.

1. Schelker had no formal business training and lacked a master or even a bachelor's degree. She took an exorbitant amount of time off, leaving Nicosia with the majority of the responsibility keeping the company healthy. Schelker often used company funds to purchase items for herself and she frequently abused company property and company resources.
2. With only two members of the management team, and with Schelker being frequently absent (20 weeks in 2021), Nicosia had difficulties creating and implementing new programs or improving on current programs due to the time constraints of the daily operations of the school.
3. The name "Kids Camp" was appropriate when the company was only doing camps. However as the school grew, the name was confusing and didn't clearly represent what the company offered. This needed to be changed.
4. The programs that were current, became stagnant. Without a secondary school option, students were choosing to leave school prior to the sixth grade graduation because transition to another school with a secondary school would be easier at a younger age.
5. The company had space to create and implement creative new programs and events, but did not offer any because of lack of support in management and time constraints.
6. There was virtually no presence at local events and festivals. Many locals were not aware that the school even existed.
7. The school was plagued by frequent staff absences and prolonged leaves of absence.

8. The school was overstaffed. Because Schelker had limited interest in the health of the company, she overstaffed the groups in order to appease workers.

PROCESSES

In order to rectify the identified challenges, Nicosia began a five year strategic plan to resolve these issues.

1. Schelker was removed from the company. In a semi-hostile take over, Nicosia bought out all of Schelker's shares and agreed to a hefty severance package in order to permanently remove Schelker from the company.
2. After the dismissal of Schelker, Nicosia began to structure a diverse management team where tasks and responsibilities could be shared among a larger team of four people with specialised business, language and educational skills.
3. Nicosia researched and investigated and decided on the name Baselland International School to better represent the services that BLIS has to offer. This change offered better name recognition, a more professional appearance and a much bigger advantage to other schools in representation on search engines such as Google.
4. Nicosia applied for and was rewarded a Secondary School license. This not only provided BLIS with the opportunity to add three complete grade levels, but also helped with the customer retention of current students.
5. BLIS began to offer adult education classes both before and after school. A Cultural Project was started and event catering, party hosting, concerts, art shows, book readings, sports events and political gatherings became a source of drawing new clients to BLIS.
6. BLIS began to participate in local festivals, expositions and events gaining a stronger recognition among local residents.
7. A staff handbook was created and all staff signed off that they understood the items listed in the handbook. This was valuable in clearly holding employees accountable.
8. Staffing was reduced to the cantonal requirements for staff to child ratio and not above.

GOALS

With the systematic problem identifying and solving done after the company restructure, many goals of customer retention, customer acquisition and monetary profit were developed. More programs equocate more customers. Better organisation and improved product increases customer retention. Being more visual and present in the local community boosts company recognition. All these factors lead to higher gross income and therefore higher end of the year profit. Simple strategic planning is not enough. BLIS had to think creatively and have a strategy of offering programs that didn't exist elsewhere.

"Strategy is more important than ever. But we need to adopt the right approach in the right situation. We need to apply the whole pallet of human ingenuity, to the science of winning." (Reeves, 2014).

ADDITIONAL CHALLENGES

Once the school was taken over by Nicosia and a new and motivated management team was put into place, additional challenges could be identified within the structure of the company. Inconsistencies with curriculum goals, specifically in the Primary School, were a main concern for Nicosia. With more intense inspection, Nicosia identified that multiple topics were being repeated between different grade levels. This was very specific to the topics in Science, History and Geography or as said in German the “NMG” subjects. (Natur, Mensch, Gesellschaft or in English: Nature, Man, Society).

This inconsistency came from a lack of structure in the over-all school curriculum. Since the school is a bi-lingual school, management had formerly given freedom to the individual teachers to use either the Swiss suggested textbooks or the UK suggested resources depending on if the subjects were taught in English or German in that particular grade level and school year. The reason why this was not effective is that with no boundaries and with no whole school year overview, topics were being repeated across grade levels. Teachers were straying from using the re-usable textbooks and materials that the school had already purchased and were basing their resource pool on photocopyable, single use worksheets. The program, as a whole, needed a complete re-structure.

The initial solution that Nicosia came up with was to use a full day of the annual teacher training days in November, to implement a group project out of developing the new plan and to allow the teachers to take some ownership of what topics and resources would be chosen. Nicosia’s goal was that by allowing staff to participate in the creation of the document, that they would feel valued and trusted.

In a virtual lesson of Columbia Business School, Hitendra Wadhwa explains that the current or “new world” of management functions is a hyper VUCA world. (Wadhwa, 2020). (VUCA stands for volatility, uncertainty, complexity and ambiguity.)

Wadhwa also mentioned that in order for leadership and companies to be successful, there must be a move toward collective intelligence to use the “hive mind” of a team to tap into individual skills and knowledge that various members of the team possess.

“We need to create space for intelligence, for ideas, for innovation, for transformation. To emerge from any part of a team, from any part of an organisation because those of us who are the experts, who are the seasoned hands the senior leaders. You know we may or may not be the ones actually in the position to play this new game but we don’t even know the rules of this new game relative to the game we were mastering and qualifying to play to play in the past. The more qualifications we have the more expertise we have the more experience we have the more seniority we have the more authority we have. Maybe that’s actually a limiter to what it is that we can do. And we may need to lean on and depend on the initiatives and the thoughts of a much larger group of people around us. This is what I call the need to activate collective intelligence.” (Wadhwa, 2020).

The implementation of the new management team had been working so well and Nicosia was finding a lot of encouraging and positive improvements in the structure of the school, so she delegated leading this task to the new school Principal, Adrian Orford. Nicosia structured the way she wanted the new program to be done using the general set up of the Lehrplan 21, but allowing different topics from the United Kingdom curriculum to also be fit into the overall plan in order to meet the standards of both countries. And furthermore, all topics should be categorised using the general curricular points of the Lehrplan 21 regardless of if the topics came from the United Kingdom or the Swiss curriculums respectively.

However, with a young new Principal in charge of the activity and many teachers not feeling satisfied with the decision to re-structure, the activity was not successful. Teachers refused to participate in the activity. Statements were made to the effect of “This is not my job.” or “This will take hours!”. And no matter how simple the tasks were presented, staff was just unwilling to participate. Furthermore, the work they eventually did contribute was not usable and not thought through in a serious manner.

As stated by Cable in the Harvard Business Review:

“At some point, every leader has dealt with a person — or, worse, a group of people — who has lost motivation. It’s frustrating, isn’t it? As much as we’ve been there ourselves, sometimes it’s hard to sympathize with others who are disengaged from work and unproductive as a result.” (Cable, 2018).

Seeing that this issue was a huge problem and knowing that having a new solution was paramount to a structured and successful school, Nicosia decided to create the new curriculum herself

“So I think some of this gets to the leadership behavior that’s required. You need some courage when you do this. You need to be willing to stand tall and say, this is what we’re going to do. Because in the long run, and sometimes even the medium run, it’s the right thing to do for the organization.” (Anthony, 2017).

WHY ONLY SCIENCE, HISTORY AND GEOGRAPHY?

What about Mathematics, English, German, Art, Wood Working, Sport and Music?

The reason that this problem was identified to be centrally specific to the “NMG” subjects, is because math and language are a completely different situation. If one goes through the curriculum topics and learning objectives for both the United Kingdom and the Swiss curricula, one would see that generally speaking, they are quite similar. There is not so much ambiguity with these topics. However, being a bi-lingual school, the students are taught on a “mother tongue level in both languages. So, for language it’s

clear that BLIS would use the curriculum learning objectives for English from the UK and for German from the Swiss curricula respectively. And, regardless if the teacher chooses to use the Swiss mathematics book or the suggested resource from the United Kingdom, the curriculum standards for both countries will be met.

Furthermore, the topics involving creativity, music, sports and arts, are also easier to follow with less structure. The basic goals for the school year are laid out for each year group, but regardless of which curriculum standards the teachers would follow, they would easily meet the standards of both curricula.

Science, History and Geography are different. In the Lehrplan 21, there are topics relating specifically to local, cantonal and national aspects. Being located in the middle of Europe is part of the structure of the History and Geography plan. Also in Science, there are things that are specific to the area where the school is located. It is important for BLIS to make sure that the children have a foundation and knowledge of where they are living, not necessarily from England or Scotland for example. This is why the overview needs to be structured as if it were the Lehrplan 21, but also evaluate each topic to determine which aspects are possible to be taken over from the UK system. It is an arduous task, but once completed, would improve the structure and progress of the whole school.

Additionally, it will make it easier for the teachers to do group planning and cross curricular links if teachers know not only what their year group is learning, but also what they have learned previously and what they will learn in the future.

SECONDARY GOALS

In general terms, the combination of the curriculums is to bring more structure and consistency to the entire school. However there are many additional secondary advantages.

Using a photo copiable resource or relying only on worksheets is simply not tidy. Regardless how the individual sheets are categorically filed or organized, it is never as structured and organised as using re-usable textbook type resources or technological variations. Additionally, photocopies are expensive. In previous years, BLIS has spent a significant amount of funds on printer paper and printer ink.

Additionally, following the COVID crisis, BLIS' paper product bill more than doubled due to the re-routing of ships and containers throughout the shut downs. According to Monica Pileggi, purchasing manager for PAKK, the energy price increases associated with the Covid crisis, combined with limited access to products and ports, caused a dramatic raise in prices, specifically of paper products. Currently these additional costs are still effecting the profit margins of BLIS. (Pileggi, personal telephone communication, 24 May 2025).

Authors Note: PAKK is a "green" company supplying bio-degradable and environmentally safe packing products. PAKK is located in Grellingen, Switzerland and supplies BLIS with their environmentally friendly paper and packing products.

BLIS, as a school, has made a commitment to limiting its contribution to harmful or environmentally damaging activities. Recycling and reusing products rather than single use photocopies will not only save the company a great deal of money, but it is better for the environment.

Moving to a well organized plan with re-usable textbooks and including use of their interactive white boards and other classroom technology such as tablets and laptops, will allow BLIS to maintain a more economical program with a much smaller carbon footprint. However convincing the staff to support the change would pose some challenges.

On the Harvard Business Review, Doug Andrew mentioned that using the below evaluation tool, one can determine if a new project is feasible. He suggested to evaluate these five points and rate each one on a scale of one to five. If your total does not exceed 15 points, the project is not worth it. (Andrew, 2017).

1. Ability. Does BLIS have the means and the ability to create a new curriculum? Yes it does. Will the staff agree to the change, possibly not. Rating: 3
2. Reward. Will the savings and improvements be enough reward to qualify making this change and all the work that will go along with it? Yes. Rating: 4
3. Enhancement. Will the new structure enhance the school as a whole? Absolutely. Rating: 5
4. Appreciation. Will the staff appreciate the changes and all the work put in to improve the program? Will they be appreciative of new and easy to follow resources? Probably not. But, the clients, the parents and students of BLIS will. And as time passes, the savings produced will increase access to class budget money and bonuses. In the long run, there will be appreciation of this project, although it may be indirect. Rating: 3
5. Referral. Will changing and improving the system cause current clients to refer future possible clients to us? It may be too early to tell. From a parent's point of view, it is not clear if they will notice the difference. It's not yet clear if the change will increase referrals. Rating: 2

Using Doug Andrew's assessment model, a total score of 17 was reached indicating that the implementation of the new system would be worth the time invested to organize it.

SECONDARY PROCESSES

Preparing staff for this "unwanted" adjustment will be a process which also needs to be handled with caution. With being such a small school, staff often feel like being disruptive or not cooperating with management will lead to them not being held accountable for adhering to school policies.

This can be attributed to Schelker's Laissez-faire method of management. Because she tried to avoid conflict on all occasions, the discipline and structure was greatly lacking. This combined with Schelker being multiple weeks or months away from work with her various hobbies, there was no clear leadership model in place. In the past, if Nicosia would try to implement structure, staff would just wait until Schelker would return and she would reverse anything that Nicosia had put in place.

This is why it was imperative to remove Schelker from the company. After Nicosia took over the company, she created a staff handbook and included the rules of the handbook in all of staff's contracts.

(Author's Note: See Module 1 L04 where this topic is discussed in further detail).

Using these stricter rules, Nicosia will be able to hold the staff accountable for following school guidelines. However, it is her first goal to present the new strategies in a clear and comprehensive way that will make the adjustment seem less intimidating and more as an improvement rather than an additional chore.

"When people hear the word disruption, and your mouth contorts when you say, it's a word that sounds scary, and it feels threatening. The thing that people miss is that disruption creates growth. While of course, as it's changing business models in a space, there are winners and losers, but the net result any time we've studied a disruptive change, is that a market grows. So this is not necessarily a threat to people. This is a tremendous opportunity for people who think and act in the right way." (Anthony, S., 2017).

FORESEEN POSSIBLE FURTHER CHALLENGES

In creating the new document, Nicosia has identified possible other challenges. In the history of BLIS, oftentimes classes are made up of two grade levels. This is done strategically to allow the children to work on individualised language and mathematics programs based on their personal strengths and weaknesses.

In the past the primary school students have been grouped as follows:

First and Second Grade together
Third and Fourth Grade together
Fifth and Sixth Grade together

The way the new NMG program will be set up, the instruction for each class will follow the grade level depending on the year. So, in a school year starting with an odd number, the topics for the First, Third and Fifth grades will be followed. In years that start in an even numbered year, the topics of the Second, Fourth and Sixth grades will be followed respectively. This will be an effective way to ensure that all topics are covered within a child's career at BLIS.

However, if there should be a year that, due to lower class numbers or a restructuring of the classes, the system pertaining to the years, will no longer be effective. However if this will occur, it must be addressed at that time because without knowing the hypothetical situation that may need to be dealt with, it cannot be determined how it will be solved. But with a well organized and well resourced program, theoretical, the solution should be a simple matter or re-arranging the learning objectives depending on the age group make up of the class.

Furstensteiner, et.al explained that making innovative changes must be backed by commitment and action:

Being a bold innovator is a choice that must be backed by a commitment. To put the organization on a new growth trajectory requires three actions:

- Reallocating toward the future—place bets, backed by sufficient funds and people, on emerging profit pools while reassessing legacy decisions.
- Embedding flexibility— re-organize around new, crisis-inspired ways of working.
- Hacking processes—focus on outcomes rather than activities to increase speed.

(Furstenthal, et. al., 2021)

EXPLANATION OF THE NEW BLIS SCIENCE; HISTORY AND GEOGRAPHY (NMG) CURRICULUM COMBINING THE UNITED KINGDOM AND THE SWISS CURRICULUMS

As perviously mentioned, in the curriculum of the United Kingdom, topics are separated into specific Science, History and Geography topics. There is also a smaller section called “Citizenship” which includes ethical and moral topics. Conversely, the Swiss Lehrplan 21 looks at these topics all together and breaks them down into many, more specific categories.

The categories of the Lehrplan 21 are:

1. Biological Perspective
2. Chemical, Physical and Technical Perspective
3. Socio-Economic Perspective
4. Geographical and Historical Perspective
5. Social, Ethical and Religious Perspective
6. Networking Perspective

Using this model, Nicosia evaluated both curricula and formulated a system that was presented in the same general way that Lehrplan 21 is laid out. However, to include topics and resources from the UK, topics were put into the model and rated and

categorized using the same perspectives that are used in the Lehrplan 21. With this, the students still get the advantages of having resources in both languages, with bi-lingual instruction and an international concept, while still having the “local feel” of the Swiss curriculum and culture.

POSSIBLE DISADVANTAGES

If the curriculum is taught bi-lingually, but is still providing exposure to and participation in the Swiss culture, there may be a problem finding English written resources which are age appropriate that focus on local aspects.

For example, in the fourth grade, the topic “Basel” is included in the document under Geographical and Historical perspective. In German, multiple resources are available that cover the learning objectives of Lehrplan 21 on a fourth grade reading level. However, a fourth grade level geography or history resource does not exist in English.

While this paper is concentrating on the Primary School curriculum, a similar problem also exists in the Secondary School where in year 1 of Secondary, the students must learn about the Swiss political structure. A seventh grade resource does not exist to cover this topic in English.

Basel has a very large and diverse ex-patriate community. Basel itself is over 39% ex-patriates, many of whom work using the English language. (Kanton Basel-Stadt, Basel in Figures, 2023). Furthermore, Basel is a popular tourist city and is frequented by visitors throughout the year. Because of this, Basel offers a diverse and well sourced Tourist Center. BLIS was able to organize various tourist documents and informative materials relating to the city of Basel, which they were able to use as their English resource for the topic of Basel.

Additionally, Nicosia being an immigrant in Switzerland herself who has become a Swiss citizen in 2013, she was well aware of the information that she had access to during her naturalisation process. She was able to contact the Immigration Department and was given multiple books and materials regarding the Swiss political system, free of charge, which could be used as the English resource for this particular subject.

When combining two separate curriculums, there will be situations where management will have to step in and create new forms of resources. However, as the years progress, the stockpile of materials will grow and can be re-used and BLIS will still benefit from the many positives of creating a well planned model.

IMPLEMENTATION

While Nicosia had fears about staff displeasure with implementing this new structure, she also knew it was the best for the school as a whole. Once the curriculum model was completed and presented, the staff embraced the concept. When the hard work of organising the project was completed, they could finally see and understand Nicosia's vision. It was now clear that having such a plan in place, including lists of already available resources which are in the resource stock room, their lives were going to be much easier and their planning time was going to be shorter and easier.

With such a document in place, cross curricular bonds could be made. Knowing which topics came up consistently during the years allowed for multi-year strategies. Staff were now able to use local museums and local exhibits much more easy because there was no more "guessing game" involved in the planning. While this project is a very new one, it has already proven to be money saving and effective.

HOW THIS WORK IS PIONEERING IN THE WORLD OF SWISS INTERNATIONAL EDUCATION

As previously discussed, there are multiple options for international education in the greater Basel/Baselland area. The general consensus of many of the other larger schools are simply to depend on the International Baccalaureate system. Other schools strictly use the curriculum from the UK. There are multiple reasons that Nicosia decided not to use either of these curriculums solely.

In 2002, Nicosia attending the training course for the International Baccalaureate (IB) in Zug and it was made very clear during the training program that the IB curriculum is constructed in such a way that the students can learn to be resourceful and to search independently for solutions. That the classes should not be so teacher lead, but more student investigative. And with this, lies the problem when trying to develop fully bi-lingual children.

If a child does comes into a school without fluency in English, how will they be able to be resourceful and investigative without teacher direction? It's nearly impossible. Furthermore, in the IB training program, it is specifically taught that "specialty subjects" such as music, art, sport, etc., do not fall under the IB roof. At BLIS, specialty subjects are given just as much value as any more academic topic. And if these do not fall within the curriculum, then the system as a whole would never work at BLIS.

Nicosia has also worked at schools that strictly only used the UK curriculum. The problem that she discovered there was that in the topics of Science, History and Geography, the resources covered many topics that were specific to the UK. This caused

students that are living and learning in Switzerland, to miss out on learning about the Swiss flavour of local schools.

Nicosia's work is pioneering because using two separate curriculums allow the children to have grade level resources in two languages while still getting the Swiss flavor. Concessions are made for children lacking in language skills and they learn through the integrative method which has been proven to be the most effective language learning method. Furthermore, they are not expected to make individual discoveries as they are just developing their language skills in the individual, respective languages.

CONCLUSION

Change and evolution are necessary in order to stay current and relevant. While effective processes may not need to be changed just for the sake of changing them, it is important for managers to constantly evaluate and re-evaluate all processes of the company as a whole to be sure that they are maximising their full potential.

Using strategic planning and developing a strong and diverse management team are essential in this process. Using the "hive mind" available from a diverse staff can be imperative to growth and evaluation. Delegation of tasks, allowing employees to feel responsible and to have ownership of their work is not only going to make the company more successful, but it will also create a more healthy and enjoyable work place.

However, as previously stated, sometimes the manager has to stand up and say now is the time for change and improvement. Decisions might not always please the employees, but the betterment of the business and the success of the company need to be the priority.

"So I think some of this gets to the leadership behavior that's required. You need some courage when you do this. You need to be willing to stand tall and say, this is what we're going to do. Because in the long run, and sometimes even the medium run, it's the right thing to do for the organization." (Anthony, S., 2017).

Author's note: the 4 page curriculum overview is a 1,532 word document. Due to format differences between this document and the curriculum overview, that will be attached as a separate file.

RESOURCES

Andrew, D. (2017) *Prioritise your opportunities with this checklist*. Available at: www.hbr.com (Accessed: 16 May 2025).

Anthony, S. (2017) *To reinvent your firm, do two things at the same time* (HBR IdeaCast, Episode 572). Available at: www.hbr.com (Accessed: 16 May 2025).

Cable, D. (2018) *Why people lose motivation and what managers can do to help*. *Harvard Business Review*. Available at: www.hbr.com (Accessed: 16 May 2025).

Furstenthal, L., Hurt, M. and Roth, E. (2021) *Innovation: your launchpad out of the COVID-19 crisis*. Available at: www.mckinsey.com (Accessed: 16 May 2025).

Kanton Basel-Stadt (2023) *Basel in figures*. Available at: <https://www.bs.ch/en/schwerpunkte/portrait/heart-europe/basel-figures> (Accessed: 12 January 2025).

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Wadhwa, H. (2020) *Reimagining Leadership for the New World of Business*. Columbia Business School Virtual Classroom. Available at: <https://classroom.google.com> (Accessed: 2 February 2025).

Appendix 1: Module 1 Summary

In the comprehensive final paper of the first module, Ina Nicosia presented several strong examples of strategy that she used while excelling in her role as director of BLIS-Baselland International School.

She developed a handbook for the whole staff and included in all contracts that the aspects outlined in the handbook would be considered part of their working contracts. This allowed Nicosia to clearly explain the employer expectations of the employees in a non aggressive, yet fair and clear manner.

The main points defined in this handbook are:

CONTENTS

Introduction

EMPLOYMENT CONTRACT

- 1a. General Duties of employees
- 1b. Types of Contracts
- 1c. Commencement
- 1d. Probation Period
- 1e. Language Concept
- 1f. Job Descriptions
- 1g. Performance Review
- 1h. Adjustments of Contract
- 1i. Termination of Contract
- 1j. Working Permits
- 1k. Changes of Data
- 1l. Loyalty
- 1m. Meals and Snacks

WORKING HOURS

- 2a. Schedules
- 2b. Breaks / Meal Time
- 2c. Extra Hours
- 2d. Negative Hours / Minutes
- 2e. Covering Shifts

HOLIDAYS, PAID AND UNPAID LEAVE, SICK DAYS

- 3a. Vacation time
- 3b. Training Days, Staff- & Parent Meetings
- 3c. Public Holidays
- 3d. Unpaid Leave
- 3e. Late, missed public transportation
- 3f. Appointments made during work hours
- 3g. Notification of Absence
- 3h. Frequent, unexcused absences
- 3i. Illness of Children / Bringing Children to School

REMUNERATION

- 4a. Monthly Wage
- 4b. Yearly Wage
- 4c. Children of Staff Discounts / Benefits
- 4d. Disability / Long Term Illness
- 4e. Pension Plan
- 4f. Bonus Plan

MISCELLANEOUS

- 5a. Smoking
- 5b. Phone Use / Computer Use
- 5c. Personal Use of School Resources, Materials
- 5d. Parking
- 5e. Distribution of Personal Material
- 5f. Additional Employment
- 5g. Resources, Household products
- 5h. Common Areas / Facilities
- 5i. Recycling
- 5j. Classroom Budgets
- 5k. Security and Energy Conservation

ACADEMICS

- 6a. Curriculum
- 6b. Planning / Preparation
- 6c. Evaluation
- 6d. Reports
- 6e. Religion
- 6f. Testing

DRESS CODE

MULTIMEDIA IN THE CLASSROOM

- 8a. Television Shows & Cartoons, Videos & films
- 8b. Recreational movies or films
- 8c. Music

In addition to the staff handbook, Nicosia also developed the following 5 year strategic plan. This plan covers multiple aspects of the company and has proven to be quite accurate.

With the inclusion of the staff handbook and the creation of the BLIS 5 year strategic plan, Nicosia demonstrated a strong and diverse strategy for BLIS.

The 5 year strategic plan is as follows:

BLIS Baselland International School 5 Year Strategic Plan

	Goals 2021	Goals 2022	Goals 2023	Goals 2024	Goals 2025
FINANCIAL	Achieve a gross income of 1.8 million Swiss francs.	Achieve a gross income of 1.9 million Swiss francs with a gross profit (EBITA) of 100k CHF.	Achieve a gross income of 2 million Swiss francs with a gross profit (EBITA) of 200k CHF.	Achieve a gross income of 2.1 million Swiss francs with a gross profit (EBITA) of 300k CHF.	Achieve a gross income of 2.2 million Swiss francs with a gross profit (EBITA) of 400k CHF.
MARKETING	Begin working with marketing professionals to determine marketability and strength of new corporate identities.	Choose new name of company, better reflecting the services provided and to make name more easily found on search machines.	Finalise new website. Re-do all print materials and signage. Create a social media buzz surrounding the new name and corporate i.d.	Increase visibility on social media. Create secondary "sports" logo. Offer merchandise for sale to customers. Make new name and logo more visible.	Attend and present information at local expos, fests, events. Create a consistent event calendar to draw further attention to the company. Advertise in local print materials.
COMMUNITY ENGAGEMENT		Develop and host events such as sports tournaments and cultural clubs to draw more children to the program.	Create and implement an adult education program on mornings and evenings to create buzz around various programs.	Grow and increase pick up services and lunch/after school programs to bring local kids to campus and expose them to BLIS' offerings.	Attend and present information at local expos, fests, events. Create a consistent event calendar to draw further attention to the company.
OPERATIONAL	Achieve re-certification in Pre-School, Kindergarten, Primary School and Restaurant. Begin to create concept for Secondary School.	Apply for and achieve licensure for secondary school.	Open the first secondary school class. Begin creating and implementing "events" to draw attention to BLIS' various programs.	Further build and develop secondary school capacity and enrolment. Develop concept for Special Needs program.	Implement and launch a comprehensive special needs program with specialist teachers in two-three languages.
STRATEGIC PARTNERSHIPS	Work with local food providers to get cheaper deals on food items for lunch and snack services.	Partner with t-shirt and print companies to display their logo on printed materials in exchange for discounts on print items.	Partner with "green" product companies to ensure use of bio-degradable products for everyday use and for events.	Partner with other small international schools to offer sporting and cultural events to the children of other schools, thus making BLIS more visible in the community.	Enter into agreements with local public schools so that BLIS' graduates can move freely from private to public school without the necessity of being tested.
TECHNOLOGY DEVELOPMENT	Invest in and install interactive white boards in three classrooms.	Invest in laptops for use of students and teachers within the classrooms.	Invest in tablets for use of students and teachers within the classrooms.	Add further laptops to classrooms for teacher and student use.	Invest in and install interactive white boards in three additional classrooms.

Appendix 2: Module 2 Summary

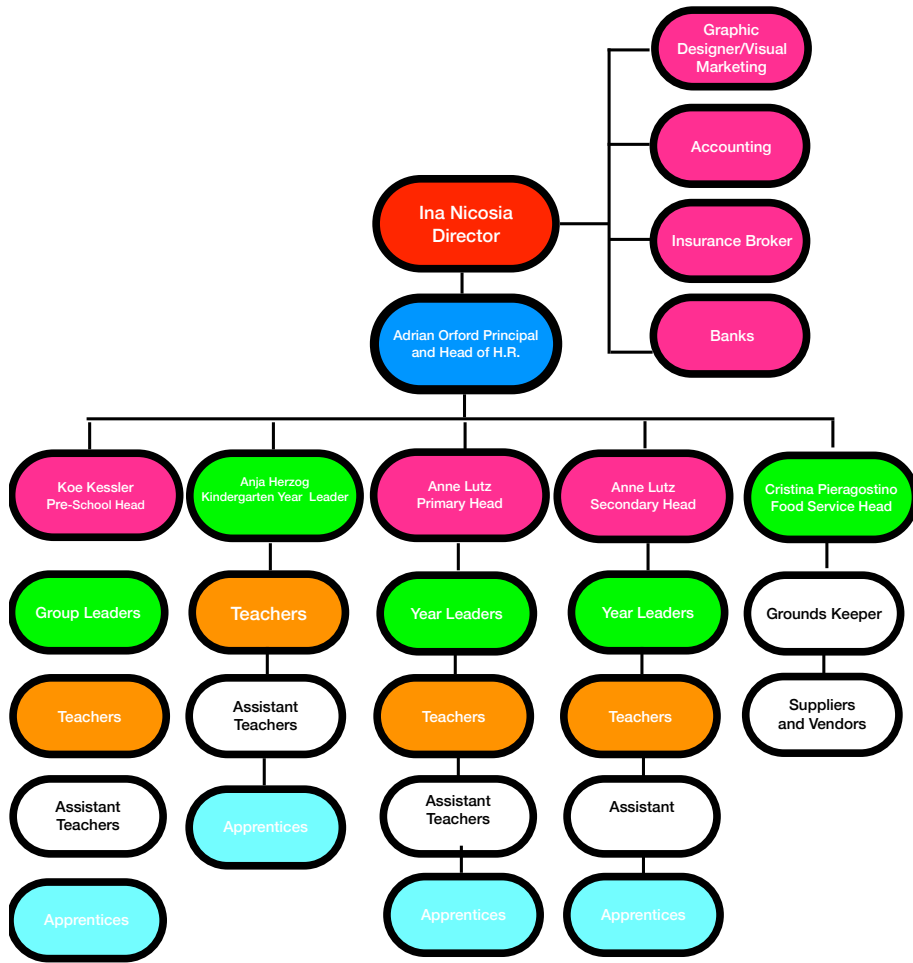
In the comprehensive final paper of the second module, Ina Nicosia presented several strong examples of problem solving that she used while excelling in her role as director of BLIS-Baselland International School. She outlined a multi-stage plan for new management positions, how to properly train them in various aspects of their jobs, and created clear job descriptions for various roles in the company. In this paper she concentrated generally on the Pre-School branch of the company. She included several examples of job descriptions and them in both English and German. Nicosia took over sole control of BLIS and following the name and corporate identity changes, her next tasks were to restructure the organisation and management of BLIS.

She needed to have a clear and well defined hierarchy so that each employee was well aware and well informed about their jobs and their job expectations. Because of the previous manager, employees lacked focus. Furthermore, many trivial problems were brought directly to the owners when they could have been dealt with by the direct supervisor.

She created and included a new organisational chart. After lack of structure, many employees lacked a clear understanding of who their direct supervisor is. Also, members of staff were promoted to group leader and head of department roles which they did not have before.

An example of Nicosia's new organisational chart is as follows:

BLIS Organizational Chart



Additionally, Nicosia included multiple examples of new job descriptions that she distributed to staff in both English and German in order for them to have a strong comprehension of their job expectations. Here are two examples of the job descriptions:

Job Description: Group Leadership (English)
Position Objectives

The group leader is responsible for the pedagogical and organizational management of the group. They independently organize daily activities with the children and delegate tasks to subordinate employees in a meaningful way.

Main Responsibilities

1. The pedagogical specialist plans and organizes the work within their group and involves additional staff members of the group.
2. The pedagogical specialist is responsible for implementing the BLIS concept and the pedagogical plan within their group.
3. The group leader is responsible for the pedagogical monthly plan, event planning, excursion planning, duty schedule, group budget, certificates, and their proper implementation.
4. They oversee the adherence and accuracy of the monthly work schedule. Spontaneous changes are discussed with the group leader and then confirmed by the head of pre-school.
5. The pedagogical specialist ensures the supervision of the children.
6. The pedagogical specialist maintains attendance lists for the children in their group.
7. They are also responsible for the group rooms (safety, order, and maintenance).
Collaboration
8. The group leader is the primary contact person for parents and responsible for communication with parents of their group (e.g., onboarding new children, daily conversations, parent meetings, and parent evenings).
9. The pedagogical specialist is required to participate regularly in the monthly group meetings.
10. The group leader respectfully delegates tasks to their team as needed.
11. The group leader is the first point of contact for the head of pre-school and

forwards information from other employees to them.

12. They immediately report any significant work-related incidents (child/staff to management (e.g., illness, accident, special occurrences).

Special Provisions

13. All employees are subject to confidentiality regarding the concerns of the children and their parents. The mention of names or other information to third parties is legally prohibited.

14. Upon hiring, employees sign a "Code of Conduct regarding Sexual Harassment" as well as the internal BLIS staff regulations.

15. In cases of absence, staff should be contacted directly via the group phone between 07:30 and 18:00. After that, staff may be contacted on their personal mobile phone.

Supervisory Structure

1. Superior Position: Head of Pre-school/Management

2. Subordinate Positions: Apprentices, Apprentices, Assistant teachers and Support Staff

Contact Person

Head of Pre-school

1. Vacation requests, work schedule changes, team conflicts, special child-related cases, illness, appointments, daily schedule adjustments, parent feedback and suggestions

Coach

2. Writing time, vocational training meetings, development status, or feedback on apprentices

Stellenbeschreibung Gruppenleitung (German)

Ziele der Stelle

Die Gruppenleitung ist verantwortlich für die pädagogische und organisatorische Leitung der Gruppe. Sie organisiert den Alltag mit den Kindern selbstständig und delegiert die Aufgaben der untergeordneten Mitarbeiter sinnvoll.

Hauptaufgaben

1. Die Gruppenleitung plant und organisiert die Arbeit in ihrer Gruppe und bezieht weiteres Personal der eigenen Gruppe mit ein.
2. Die Gruppenleitung ist verantwortlich für die Umsetzung des BLIS-Konzepts und des pädagogischen Planes in ihrer Gruppe.
3. Die Gruppenleitung ist verantwortlich für den pädagogischen Monatsplan, Planung von Events, Ausflug Plan, Ämtli Plan, Gruppenbudget, Zeugnisse der Kinder und die korrekte Umsetzung davon.
4. Sie kontrolliert die Einhaltung und Richtigkeit des monatlichen Arbeitsplanes. Sie darf spontane Änderung darauf machen, solange sie diese auf dem Arbeitsplan einschreibt.
5. Die pädagogische Fachkraft ist verantwortlich dafür, dass die Aufsicht der Kinder gewährleistet ist.
6. Die pädagogische Fachkraft führt die Anwesenheitslisten der Kinder in seiner/ihrer Gruppe.
7. Sie ist verantwortlich für die Gruppenräume (Sicherheit, Ordnung und Instandhaltung)
8. Die Gruppenleitung ist die 1. Ansprechperson der Eltern und verantwortlich für die Zusammenarbeit mit den Eltern ihrer Gruppe (z.B. Eingewöhnungen neuer Kinder, Tür und Angel Gespräche, Elterngespräche und Elternabende)
9. Die pädagogische Fachkraft ist verpflichtet zur regelmäßigen Teilnahme der monatlichen Gruppensitzungen.
10. Die Gruppenleitung delegiert respektvoll allfällige Aufgaben an ihr Team.
11. Die Gruppenleitung ist die 1. Ansprechperson der Kita Leitung und übergibt Informationen von anderem Mitarbeiter an sie weiter.
12. Sie meldet alle besonderen dienstlichen Ereignisse (Kind/Mitarbeiter) umgehend der Leitung (z.B. Krankheit, Unfall, besondere Vorkommnisse)

13. Alle Mitarbeitenden unterstehen der Schweigepflicht was die Belange der Kinder und ihrer Eltern betrag. Das Erwähnen von Namen oder anderen Informationen an Drittpersonen ist gesetzlich v erboten.

14. Die Mitarbeitenden unterzeichnen beim Stellenantritt einen sogenannten „Verhaltenskodex bezüglich sexueller Belästigung“ , wie auch das interne BLIS Personalreglement.

15. In Abwesenheitsfälle wird das Personal direkt auf dem Gruppenhandy kontaktiert zwischen 07:30 – 18:00 Uhr. Danach darf man das Personal auf dem privaten Handy kontaktieren.

Übergeordnete und untergeordnete Stellen

1. Übergeordnete Stelle - Kitaleitung / Management

2. Untergeordnete Stelle –Miterzieher, Assistenz Personal, Lernende, Praktikanten und Aushilfe Personal

Ansprechperson

Kita-Leitung

1. Informationen Mitarbeiter, Ferienwünsche, Änderung Arbeitsplan, Teamkonflikte, Besonderheiten Kinder, Krankheit, Termine, Änderungen Tagesablauf, Anregungen und Feedback Eltern

2. Berufsbildner

Schreibzeit, Berufsbildung Sitzung, Entwicklungsstand oder Feedback über Lernende

Job Description – Pre-school teacher (English)

Job Objectives

The co-educator shares responsibility for the pedagogical leadership of the group. They support the group leader in managing daily activities with the children.

Main Responsibilities

1. After consulting with the group leader, they plan and organize the group's work.
2. The co-educator is jointly responsible for implementing the BLIS concept in daily activities.
3. The co-educator ensures that child supervision is maintained.
4. The co-educator maintains the attendance lists of children in their group.
5. They are responsible for the group rooms (safety, order, and maintenance).
Collaboration
6. The co-educator is the second point of contact for parents and is responsible for parent collaboration in their group (e.g., child adjustment, brief discussions, parent meetings, and parent evenings).
7. Participation in monthly group meetings is mandatory.
8. They delegate tasks respectfully to their team.
9. The first point of contact for the co-educator is the group leader; after consultation, matters may be forwarded to the head of pre-school.
10. Any changes to the daily schedule, work schedule, or duty roster must be coordinated with the group leader.

Special Provisions

1. All employees are subject to confidentiality regarding the concerns of children and their parents. The mention of names or other information to third parties is legally prohibited.
2. Upon hiring, employees sign a "Code of Conduct regarding Sexual Misconduct" as well as the internal BLIS personnel regulations.
3. In cases of absence, staff should be contacted directly via the group phone between 07:30 and 18:00. After that, staff may be contacted on their personal mobile phone.

Superordinate and Subordinate Positions

1. Superordinate Positions: Head of pre-school/ Management and Group Leader
2. Subordinate Positions: Assistant teacher, Trainees, Apprentices and Temporary Staff

Contact Person

Group Leader

1. Vacation requests, schedule changes, team conflicts, children's special needs, illness, appointments, daily routine suggestions and ideas, writing time

Head of pre-school

1. Illness

Only after consultation with the group leader!

2. Vacation requests, schedule changes, appointments, conflicts

Stellenbeschreibung Miterzieherin EFZ

Ziele der Stelle

Die Miterzieherin ist mitverantwortlich für die pädagogische Leitung der Gruppe. Sie unterstützt die Gruppenleitung den Alltag mit den Kindern zu bestreiten.

Hauptaufgaben

1. Nach Absprache mit der Gruppenleitung, plant und organisiert sie die Arbeit der in der Gruppe.
2. Die pädagogische Fachkraft ist mitverantwortlich für die Umsetzung des BLIS-Konzepts, in ihrer täglichen Arbeit.
3. Die pädagogische Fachkraft ist verantwortlich dafür, dass die Aufsicht der Kinder gewährleistet ist.
4. Die pädagogische Fachkraft führt die Anwesenheitslisten der Kinder in seiner/ihrer Gruppe.
5. Sie ist auch verantwortlich für die Gruppenräume (Sicherheit, Ordnung und Instandhaltung) Zusammenarbeit
6. Die Miterzieherin ist die 2. Ansprechperson der Eltern und verantwortlich für die Zusammenarbeit mit den Eltern ihrer Gruppe (z.B. Eingewöhnungen neuer Kinder, Tür und Angel Gespräche, Elterngespräche und Elternabende)
7. Die pädagogische Fachkraft ist verpflichtet zur regelmäßigen Teilnahme der monatlichen Gruppensitzungen.
8. Sie delegiert respektvoll allfällige Aufgaben an ihr Team.
9. Die 1. Ansprechperson der Miterzieherin ist die Gruppenleitung, nach Absprache mit ihr darf dies an die Kita Leitung übermittelt werden.
10. Änderungen des Tagesplans, Arbeitsplans oder Ämtliplans, müssen mit der Gruppenleitung abgesprochen werden.

Besondere Bestimmungen

1. Alle Mitarbeitenden unterstehen der Schweigepflicht was die Belange der Kinder und ihrer Eltern betrifft. Das Erwähnen von Namen oder anderen Informationen an Drittpersonen ist gesetzlich v erboten.
2. Die Mitarbeitenden unterzeichnen beim Stellenantritt einen sogenannten „Verhaltenskodex bezüglich sexueller Belästigung , wie auch das interne BLIS Personalreglement.
3. n Abwesenheitsfälle wird das Personal direkt auf dem Gruppenhandy kontaktiert

zwischen 07:30 – 18:00 Uhr. Danach darf man das Personal auf dem privaten Handy kontaktieren.

Übergeordnete und untergeordnete Stellen

1. Übergeordnete Stelle - Kitaleitung / Management und Gruppenleitung

2. Untergeordnete Stelle – Assistenz Personal ,Lernende, Praktikanten und Aushilfe Personal

Ansprechperson

Gruppenleitung

1. Ferienwünsche, Änderung Arbeitsplan, Teamkonflikte, Besonderheiten Kinder, Krankheit, Termine, Anregungen und Ideen Tagesablauf, Schreibzeit

Kita-Leitung

1. Krankheit

Nach Absprache mit Gruppenleitung!!

2.Ferienwünsche, Änderung Arbeitsplan, Termine, Konflikte