

How It All Began

It was in Leipzig, Germany, in 1943, during one of the most desperate times in human history, that Mrs. Gisela Dietze was approached to go with a lady whose husband was a prisoner of war in Stalingrad, to see a woman who claimed to have the power to read fortunes. For Mrs. Dietze's friend, the fortune teller informed her that her husband was alive, but that he would not return for a long time (It turned out to be thirteen years). Then she offered to tell Mrs. Dietze's fortune, and Mrs. Dietze consented. Looking at her hands, the woman was puzzled by the vision that came to her.

"I see you in a strange land, where a different language than yours is spoken," said the woman. "There are many children laughing and playing and milling about all around you."



Mrs. Dietze was equally puzzled by the woman's vision, but it turned out to be prophetic indeed. Mrs. Dietze would later become the founder and first principal of the International School of Stockholm, though the events that brought her to that point appear as a string of coincidences. By the end of the Second World War, the Soviets were quickly solidifying their control over East Germany. Much of Europe was in ruins, and Mrs. Dietze's husband, an engineer, was ordered by the Soviets to evaluate buildings that could be transported to Russia as war reparations. When there arose disagreements over the actual values of the factories, he was threatened with deportation to Siberia. Therefore Mr. And Mrs. Dietze decided to leave Germany as soon as possible. Meanwhile, her daughter, Renata, was very ill. Mrs. Dietze learned of an opportunity to go to Sweden, obtained a visa from the Russians in exchange for vodka and cigarettes, and in 1948 she arrived in Stockholm with her daughter and little else.

After a brief stay in Stockholm in which her daughter was able to regain her health, Mrs. Dietze had to return to Germany, where she was able to obtain a new visa, ostensibly for the purpose of writing a book. She then returned to Stockholm for good on June 22, 1949, with no more than sixty Swedish crowns to her name. She lived initially in a room on St. Eriksgatan at a cost of one crown and fifty öre per night. Soon she found an advertisement in Dagens Nyheter for a nanny for a Mrs. Bengtsson, who as it turned out, was the wife of an American diplomat. Her keen interest in English as a student growing up in Germany would now serve her well. She got the job that was to be a turning point in her life. Mrs. Dietze recalls it thusly:

“In 1950 the Representative of the British Council, Mr. Rhys-Ellias, arranged for his children to be taught by a Swedish teacher together with some of the other English-speaking children. His main object was to remove as far as possible the difficulties that might face them when they eventually returned home. As the number of children increased, Mr. Ellias wanted to adapt the instruction to follow the English system as far as possible and he decided to found a proper school. The main difficulty lay in finding premises and this problem continues as a recurring theme throughout the history of the English School. He succeeded, however, in renting premises in Djurgårdsbrunnns Vårdshus.

In 1950 I had opened a private kindergarten for 12 foreign children, mainly English speaking. Mr. Ellias, whom I did not know at the time, rang up one day in July 1951 and asked if I would like to take part with my kindergarten children in the English School that was about to open. I was simply to move with my pupils, furniture and toys to Djurgårdsbrunn. We reached agreement and, on the 4th of September, 1951, the English School opened with 32 children from three to eleven years of age divided into three classes and three teachers.”

The First Year Begins

“The seniors were accommodated in the vestibule of the skittle alley, the Juniors in the summer verandah, and the Kindergarten in a tiny pavilion in the garden. The situation was idyllic and all the visitors were captivated by the charm of the old buildings. Impressively, our next-door neighbor was H.R.H. Prince Bertil of Sweden. What they did not notice at first glance was the less charming lack of running water, toilets and heating in these annexes. Our landlord helped us in the beginning by not requiring his rental in advance, which was fortunate, because we did not have it! He invited the entire school for picnics on his motor-launch, and trips in the horse-carriage and horse-drawn sleighs belonging to Djurgårdsbrunn. Older children were taken skiing in the afternoons when the weather permitted, and the school’s playground was a large area of Djurgårdsbrunn.

We did not exactly know what the future would be under such circumstances but we set to work with ancient, discarded desks, with books that we had borrowed or been given, and with used equipment in the kindergarten. Despite the primitive accommodation and scanty equipment great importance was attached from the beginning to first-class teaching and to discipline in general. In contrast to our simple classrooms we had an extremely elegant lunch every day at tables laid with white table cloths, silver and flowers in the “festvåning” of the two hundred year old restaurant with its splendid traditions.



Quite soon difficulties for which we had not bargained began to occur and the available rooms were not sufficient. We had to place the kindergarten in the vestibule of the skittle alley where a hot oven was a source of constant danger and where on the other hand the water froze in the wash basin in the adjoining room. Although it may sound appalling, the Seniors were housed in the horse stable where quite a pleasant classroom was arranged. The school authorities helped us once again by providing second hand furniture. The parents too supported us and, at the end of the first school year, the first PTA meeting was held. A spontaneous collection was begun from the floor to provide for the most urgent needs (installation of toilets and the erection of a partition for a further classroom).

I should mention here that, among the sixty pupils we had in December 1951, fifteen different nations were represented. They all attended school on the best of terms. At the time a Stockholm newspaper wrote, referring to a rope which I used when walking with the little ones. “Ett rep, ett vänskapligt rep, med knutar på, är allt som behövs för att förena nationerna till inbördes styrka och säkerhet,” (“A rope, a rope of friendship with knots in it, is all that is needed to unite the nations to mutual strength and security.”).

We all worked hard but we also had a very happy time at Djurgårdsbrunn. There was one unforgettable occasion when our landlord, Mr. Von Arnold, invited the entire school for a picnic on his motor launch. He also invited us for trips in the horse carriage and in horse-drawn sleighs belonging to Djurgårdsbrunn. As often as the weather permitted I took the bigger children skiing in the afternoon as compensation for the lack of a gymnasium. We were fortunate, however, in having an ideal playground and we shall probably never again have one of such enormous size.

An event which will long remain in memory was the visit of King Gustav VI of Sweden and King Haakon of Norway to the residence of Prince Bertil of Sweden, who was our next door neighbor. As the two monarchs drove past us in a car, the children waved and both the Royal Gentlemen took off their hats. After all, how many children nowadays have an experience like this, with two kings returning their greetings? One comment afterwards was, "I liked the third king best, the one who sat next to the chauffeur," (the adjutant in uniform).

The second school year saw the opening of another Junior class in October 1952, which meant that we now had to have four teachers. In addition the Reverend Jones of the English Church came once a week to give religious instruction. He was later replaced by the Reverend Rycart. Since 1963 Pastor Westberg from the American Congregation had taken this subject with the protestant pupils. I must mention something which amused him and us immensely. He came to school on Wednesday morning, greeting one child in the hall, "Hi, how are you?" The answer came quickly, "I'm not of your religion..."

The Roman Catholics also had divinity lessons regularly back then. For many years a "Sister" from the Dominican nuns taught them and was succeeded by several priests. Since 1963 Father Threadgill had been their teacher.

As the school grew the British Ambassador, Sir Roger Stevens, asked Price Waterhouse & Company to take over its accounts. Mr. John Dickinson, the Head of Price Waterhouse in Stockholm from 1953 onwards, devoted himself to the task wholeheartedly. He sacrificed an unlimited amount of his free time for the school and helped us over many of our difficulties. When the first School Board was selected by Sir Roger Stevens he became the Treasurer and was later the Chairman as well. His death in September 1962 was a grievous loss to us.

In the spring of 1954 Sir Robert Hankey came to Stockholm as British Ambassador. He became the Patron of the school and immediately took a lively interest in the school's problems. He saw to it that the housing question was brought before the Stockholm Town Council. He continually pointed out the urgent need for the school to have proper accommodation with room for expansion. But there was still no help forthcoming.

Moving to Skeppsholmen

The following year we had to leave Djurgårdsbrunn as it had changed owners. We were literally homeless and moved our furniture and packing cases into an empty villa in Lidingö. Then, suddenly, the efforts of the Ambassador and the Board bore fruit. We were given suitable premises in a naval building at Långa Raden 1 on Skeppsholmen. We fetched everything back from Lidingö (except the toys and a few more valuable objects that had been stolen in the meantime) and established the school in five classrooms and one staff room on Skeppsholmen.

We had running water, all the rooms were under one roof and we could install the first school telephone. It was too good to be true. The question of lunches was solved in a genial way, as we were able to eat on the Youth Hostel boat Af Chapman in the vicinity of the school.



We spent three years on Skeppsholmen, where both teachers and pupils were happy. What did it matter that in spring the playground was a sea of mud? One could enjoy oneself seeing if the mud ran over the top of one's boots (which it often did). In winter one could skate on the playground which the sailors used as a bandy rink. I shall never forget how we once discovered during break that our children with magical speed had filled several pairs of rubber boots belong to the bandy players with snow. What the sailors had to say about this afterwards, I fortunately never heard. We remained good friends, however, and were still allowed to use the big naval gymnasium until it became the Modern Museum. As the American population at the school was increasing considerably, a PTA was formed on the American plan in 1956 in order to bring the parents into closer contact with the school and its problems. The Association, which at that time met in the auditorium of the American Embassy, has since then given whole-hearted and enthusiastic support to the school.

During Queen Elizabeth II's state visit to Sweden in 1956, we shared some of the luster when five of our pupils presented her with a bouquet at a reception for the British Colony. Before leaving Skeppsholmen we ourselves entertained a royal visitor, Queen Louise of Sweden. She spoke to several children and was an interested listener. One student commented afterwards, "She wasn't a real queen; she had no crown," to which another responded, "Perhaps she had to have her crown fixed?"

The International School Moves Again...and Again

In June 1958 we were unfortunately obliged to leave Skeppsholmen as the Navy was in need of the rooms themselves. We were thus faced with our third move in seven years. The untiring efforts of the Board and above all Mr. Thomas, the Representative of the British Council, who was then the Secretary of the Board, were finally successful. The school authorities knew that a school such as ours with the continually increasing foreign community in Stockholm was a necessity. Director

Ekman of the Board of Education informed us that we could be housed temporarily in the building of Norrmalms Kommunala Flickskola at Eriksbergsgatan 10. We were again given five quite big classrooms and a staff room, but the playground was very small and the children had to be taken to Humlegården for the lunch recess. For a few months during winter they could skate there, which was a completely new experience for most of them. They struggled around on their skates totally unaware of the sensation they caused. It was at this time that a gentleman came to one of the teachers and asked her whether they were handicapped children!

The number of children enrolled was steadily increasing and we again had to open a new class, for which there was no room at Eriksbergsgatan 10. We therefore rented a room from the YWCA on Brunnsgränd into which the "Upper Infants" moved in 1959. At this time we had 127 children, of whom 66 were Americans. There were six full time and two part time teachers.

The PTA began to raise money on a large scale in March 1959. A fashion show was held at the Italian Institute and from then on the PTA has held a yearly Supper Dance which brings together a large number of parents and friends of the school. The purpose is twofold, that the participants have a good time and that the profits are used for the benefit of the school. The PTA not only purchased a well-assorted library with cupboards and other equipment, but also gave us other pieces of apparatus which we could not afford ourselves, such as a film projector, a loudspeaker system for playground supervision, a big slide, climbing bars, basketball nets, and many other useful items.

Kristinebergsparken

In June, 1960, we had to move for the fourth time, into a building in Kristineberg's Park, which was rented from the Town Council on a year-by-year lease. As in the past, we had to share this building with a Swedish school but we had the advantage of access to a well-equipped gymnasium. The classrooms were big and airy and the children could play on a small playground away from the traffic. The situation of the premises was such that special means of transport had to be found and the PTA arranged for two school buses which daily transported about eighty-five children to and from school. About forty-five children used public transportation (We had applied to "Stockholms Spårvägar" and received permission for our children to buy cheap season tickets as early as 1952). The remainder, about forty children, traveled by private cars.

Whilst at Kristineberg, one father sacrificed his three weeks' summer holiday and set up a proper library with the approximately 1500 volumes which had either been donated by parents or been bought by the school. Great efforts were made to increase the number of books. When the school had moved to Johannesgränd, the Department of State sent a library consultant who advised in detail how the library could be improved and the audiovisual material incorporated. Today the library boasts having the largest collection of children's literature in English in all of Scandinavia, and it is more properly referred to as the Media Center, as it also includes computers and a range of multimedia resources.

During this time at Kristineberg the pupils had been covered by the Swedish School Dental Service. All children over the age of seven were able to receive free dental treatment at the school nearby. About ninety percent of the children took advantage of this offer. A private school doctor, Dr. Lusztig, also came once a month to examine all children. He arranged for a lung X-ray and we took about fifty children to the X-ray clinic. I mention this because a nurse who worked there asked me whether we were from the Manilla School (for the deaf and dumb). Nobody could believe that children could wait so patiently without talking for half an hour!

The autumn of 1961 saw the celebration of the school's 10th Anniversary. The then British Ambassador, Sir John Coulson, visited the school with Lady Coulson and several members of the Board. By this time we had grown to 150 pupils with seven full time and two part time teachers.

Towards the end of 1962 we were fortunate in having Mr. Charles Hedlund succeed Mr. Dickenson as Chairman of the Board. He immediately showed great understanding for our problems and his efforts to improve the school were unremitting. Mr. Graham Parsons, the Ambassador of the United States of America, became the Patron of the school at the beginning of 1963. Although so many demands were made upon his time, he always found, or rather made time, to follow school affairs with the closest interest and gave us his most energetic support.

By 1963, when at Kristineberg, the percentage of American pupils was over fifty percent of the total enrolment, which was then approximately 190. The British Ambassador then asked the American Ambassador to assume the role of Patron of the School. The American Ambassador thus assumed responsibility for appointing the members of the School Board. In 1964 the name of the School was changed to "Anglo-American School" since, by then, the curriculum had to be altered to incorporate an American Junior High School syllabus.

The following year the first school-to-school project was established with the St. Paul School District in Minnesota, U.S.A. In addition to the second grant, this project was also launched with the financial support of the Department of State. Many exchange visits of administrators took place as well as an exchange of staff for longer and shorter periods of time. The closer collaboration with the American curriculum through the exchange of staff and valuable gifts of teaching materials helped the school tremendously, thus satisfying the parents of the American pupils. Years later, a second school-to-school project was started with the Wayne Westland School District in Michigan.

Through the help of the Wayne Westland School District, the school got permission to administer the Stanford Achievement Tests, which at the time was a privilege not very easy to obtain for overseas schools. The results were particularly good, showing that, although many among the international student body did not have English as a native language, more than 90 % of the total enrolment fell into the average or above average classification.

I should perhaps mention some of the many activities, public appearances and visits in which the school had been engaged throughout these years. From 1952 to 1959 we held an annual concert in

which all children participated. Twice the youngest ones presented a Christmas Tableau with an authentic king, and we performed just about everything from Cinderella to Shakespeare, and even plays in French, German, and Latin.

On the 13th of December every year we celebrated Lucia like all other schools in Sweden. This is a tradition that continues at the ISS even today. Later, at Advent, we also took part in a Children's Carol Service at the English Church. On one Lucia Day we were asked to appear on TV to sing Christmas songs. Another performance on TV on "Waffle Day" I remember especially. The children behaved so well, even during the two-hour long wait, that everyone remarked on it. Only right at the end of the programme, two little girls could not refrain from asking if they might possibly eat the waffles that were still on the plates from the programme. Of course they were allowed to, the poor hungry children of diplomats!

"Rädda Barnen" (the Save the Children Organization) has asked us several times to appear at their congresses in the Concert Hall, at Karlberg's Castle and elsewhere. Every year the Kindergarten and Infants were taken to Skansen. The older ones visited the museums appropriate to their studies. The Nordic Museum is perhaps the most attractive to children and they certainly did not miss anything. One American girl commented on the gloves of King Gustav III (shown with the blood stains still on them), "They would look a lot better if they were dry cleaned." A boy examined the golden state coach thoroughly, but then said with disappointment, "I just can't find where they put the gasoline in."

Traffic drills under the guidance of Stockholm's Police Traffic Instruction were interesting "lessons," and one of the favourite visits was to the Solna Fire Station. Sliding down the chute and being transported on stretchers in tooting ambulances was extremely popular—and instructive.

Almost every year until 1960 we received invitations during naval visits. There was nothing more appreciated than parties on board aircraft carriers with the sailors providing ice cream and entertainment for the children. I must admit, however, that although there was usually about one sailor per child as escorts, I was heartily relieved when I was safely ashore again with my flock and no one had fallen overboard."

The ISS Moves to Johannesgatan 18

Although Kristinebergsparken was an ideal location for the school in the beginning, by the mid 1960's enrollment had increased to the point where it again became necessary to find another location. In 1967 the Anglo-American School (as it was called from 1964 to 1978) found its present location at Johannesgatan 18.



Twenty-one trucks full of school supplies rumbled through Stockholm, parking in front of the school's new home, and on the same day that Sweden changed the direction of its traffic to the right side of the street, school opened on what was then a two-way street, creating the worst traffic jam imaginable. After operating in five different locations within sixteen years, the ISS finally found a place that it could stay awhile.

The building has been used as a school from the very beginning. If one looks over the side entrance to the building one sees the stone inscription "Brummerska Skolan, grundad 1882." The original school was named after its founder, Eugenia Brummer, who, after beginning her teaching career at Beskowska School, sought to start her own school, based on her pedagogical philosophy that each individual's talents and possibilities must have a chance to develop as much as possible. She also believed that class size should be limited to twelve to fourteen children. Although she started with just six students in an apartment on Kammakargatan 8, and later moved to Malmskillnadsgatan 41, eventually it had become a complete girls' school with eight grades. Mrs. Brummer thought that the school should have its own building, and she had her eye on a piece of property on the other side of Johannes Churchyard, which was open so that the sun would shine there all day. When the lot came on the market she took five hundred kronor (her whole savings) and gave the owner a down-payment. The balance was found by a corporation formed for the purpose of building the school. By 1897 construction on Johannesgatan 18 was complete. By this time there were 528 students enrolled, and Brummerska Skolan had as many as 740 students enrolled in 1925. We know that the original school continued to operate at least as late as the 1930's.

From that time until the International School arrived it was the home to Norrmalms Kommunala Flickskola. During the late 1960's and early 1970's, the ISS settled into its new home and steadily solidified its position as the preeminent English-speaking school in Stockholm. However, by the mid 1970's certain longstanding issues began to come to the fore and which would ultimately lead to a significant turning point for the school. Since the school's beginning teachers had been hired from abroad on temporary contracts of two-years. They received a net salary without any taxes or benefits deducted or paid out by the school. If a teacher were asked to stay beyond the two-year limit it meant that the school was obligated to pay back taxes from the time that teacher was originally employed. This became a growing cause of concern for teachers who wished to stay longer than the two-year limit. By 1976 a significant number of teachers had joined the union and sought to contest the existing hiring system. The school's board and administration flatly rejected the teacher's demand for a collective bargaining agreement, and in August the teachers struck as the new school year began.

The strike lasted about a week, after which the Board agreed to recognize the union and to establish a collective bargaining agreement. Teachers were no longer forced to leave after two years, but rather were employed on a permanent basis. They would receive a gross salary with deductions for taxes and benefits. In addition, the teachers would have representation on the Board.

By the time of the strike, Mrs. Dietze had stepped down as principal but continued as the school's business manager. Replacing her was Dennis Gould, an Englishman, who had served as the vice-principal previously. After two years Mr. Gould stepped down and was replaced by Bill Brown, an American, who also served for two years. Taking over for Mr. Brown in 1980 was Connie Näslund, who had served as shop steward and later vice-principal prior to becoming principal. Leaving the ISS during the 1981/82 school year (and later founding the Tanto School on Södermalm), Mrs. Näslund was replaced by Annamarie McNamara, who had been serving as a curriculum consultant at the ISS since the time when Mr. Brown was principal. Mrs. McNamara served as principal until the end of the 1984 school year. Following her was Erik Oldenburg who was at the helm for less than one school year, departing from the ISS in February, 1985. Mr. Arthur French took over as the interim principal until Mrs. McNamara returned as principal in May. She served for six more years, until 1991. After seven changes of leadership in nine years, Mrs. McNamara succeeded in restoring stability to the school's governance.

Directors/Principals of the International School of Stockholm

1951 – 1976	Mrs. Gisela Dietze
1976 – 1978	Mr. Dennis Gould
1978 – 1980	Mr. Bill Brown

1980 – 1981	Mrs. Connie Näslund
1981 – 1984	Mrs. Annamarie McNamara
1984 – Feb. 1985	Mr. Erik Oldenburg
1985 (interrim)	Mr Arthur French
May 1985 – 1991	Mrs. Annamarie McNamara
1991 – April 2003	Mr. Claes-Göran Widlund
2003 – 2007	Mr. John Foulkes-Jones
2007 – 2009	Mr Richard Mast
2009 -	Mr Rune Svaninger

Taking over for Mrs. McNamara after she stepped down in 1991 was Mr. Claes-Göran Widlund, who continued as principal of the ISS until April 2003. Mr. Widlund was born and raised in Stockholm, and had worked in the Swedish school system for twenty-five years. Mr. Widlund taught students from the 7th to 12th grades at Bredängsskolan, was appointed vice-principal there in 1970, and then principal in 1974. In 1977 he began working at Gubbängsskolan, serving as principal until 1989. From 1989 to 1990, he did administrative work for Stockholm City, where he built the city administration for a part of Stockholm, including schools, child care, social welfare, libraries, parking, and building matters, among other things. In 1986, he joined the ISS Board of Directors as a Community Representative, and in 1991 became the principal of the ISS.

The 1990's was a period of stable growth for the International School in terms of developing the quality of its academic program and in building its relationships with other international schools and organizations. By this time the ISS had become accredited by the European Council of International Schools (since 1987), the Middle States Association (since 1988), and the European League for Middle Level Education (since 1989). In addition, several school traditions were established or continued, such as the annual 9th grade trip to Gotland, the basketball program, the After-School Activities Program, the school yearbook, and participation in the ISTA Drama Festival. These activities have provided students with many valuable learning opportunities and fond memories over the years. Several successes have followed. For example the ISS Basketball Team have made it to the final in Stockholm's Lion's Cup Tournament each of the past three years. The fourth graders were national finalists in Sweden's "Schack 4:an" chess tournament the past two years. The ISS has also hosted a number of events that have allowed it to expand its contact with other international schools in the region, including the ELMLE Conference in 1995 (and again this coming January!), the ISTA Drama Festival twice, and the Nordic Network of International Schools Conference in 2001. Changes and growth continue. The concept of the ninth grade Gotland trip is now expanded so that every class from grade six and upward have an annual class trip. This year the school hopes to finalize the establishment of the ISS Foundation, making it possible for companies and individuals to make tax-deductible donations on behalf of the school in order to fund future projects. Finally, the past few years have seen the introduction of the International Baccalaureate Program, including the Primary Years Program (PYP), the Middle Years Program (MYP), and the International Baccalaureate (IB). This has meant the creation of a high school for the first time in the school's

history. The 2000/01 school year saw the introduction of grade ten to the school, and this year grade eleven will begin, with plans underway to launch grade twelve next year. In order to make room for the new high school the attics have been remodeled into classrooms. As the International School of Stockholm celebrates its fiftieth birthday, it offers a unique opportunity to reflect on its many accomplishments and the thousands of people who have been a part of its continued success. Indeed there is much to be proud of, and a warm thank you goes out to everyone who helped make the ISS experience so valuable. May the International School of Stockholm thrive for many years to come.

Compiled and written by Aaron Nussbaum

SIS – The story continues....

The International School of Stockholm sought to have the International Baccalaureate Programme implemented at the school in year 2000. This status was achieved and the first IB students started at the school in year 2001. 2 years later the first ever International School of Stockholm IB students graduated. In its initial year, 12 students were enrolled as IB students. 7 years later this number has increased to more than 40. Since the start of the IB programme 11 different home languages have been offered to students for self study. Some of these are Afrikaans, Japanese and Italian. The number of IB subjects offered at ISS has also increased throughout the years. Geography was offered in 2005 and Economics was added to the curriculum in 2006. Our graduating students have achieved grades that have steadily increased and our graduates are now in universities in every continent of the world. In 2008 The Stockholm International School was successfully re-accredited with the IB programme.

Due to expanding numbers an Annex building was acquired. Registered students rose from 410 to 450 in 1 year. The Annex is located at Luntmakargatan 28 in Stockholm, only a 5 minute walk from the main building. Grades 10 – 12 are currently located in this building.

The international School of Stockholm has started many different activities for its students over the last couple of years. Carol Adamsson started the Model United Nations activity in 2003 and today the programme is still going strong. Every year students are sent to different conferences all over the world to participate in MUN activities. ISS students have traveled to St.Petersberg, Berlin, and Athens.

The Enrichment programme was introduced in 2007 for students in grades 6 – 10. The programme is designed to introduce students to activities that would encourage cooperation and communication between the students.

The International Award is another extra curricular activity that is offered at ISS. The programme is for students aged 14 – 18. Students can obtain a Bronze, Silver or Gold Award by participating in different activities.

Project Afganistan was created in 2006 by a student. Even though this student has now graduated this project has been carried on by new students and teachers.

Students in grades 6 – 12 participate in class trips that last a week at the start of every school year. The trips are a way for the students to get to know each other and form new bonds of friendship. Another reason for the trips is to introduce the International Students to their host country, Sweden.

The school itself has also undertaken many changes in the past couple of years. The PYP (Primary Years Programme) was replaced by the IPC (International Primary Curriculum) in 2004. Also in 2004 the International School of Stockholm changed its name to Stockholm International School.

A new Director, Mr Richard Mast, was appointed to the school in 2006. In 2008 a new Dean of Students position was created. Mrs Barbro Ahl was appointed in this role. In 2009 a new Director will join us after Mr Mast's departure. Mr Rune Svaninger will be the Director from August 2009.

Compiled by Richard Hogan and Teri Al Fakir-Williams

