

FOUR SEASONS

WINTER - KIŞ 2016



The importance of caring



In any thinking about what we teach in pre schools – explicitly and implicitly- the aim of education should be well established as a moral one, that of nurturing the growth of competent, caring, loving and loveable people. Such a moral purpose encourages the development of positive character traits, thereby supporting the development of schools which are moral in purpose, policy and methods. There is no better place to begin nurturing than the Pre School.

Reading statistics and reports of students in secondary school, especially, it is clear that a negative outcome of the current education system is that too high a proportion of school students feel uncared for. Too often teachers seem unable, perhaps through a perceived lack of time, to make connections, with their students that sustain in the student a sense that adults care for them. To change this perception,





teachers need to demonstrate more overtly that they care for the children working with them. If students are felt cared for, through the modelling of this quality by teachers, then they in turn learn the capacity to be more caring.

Unfortunately, many schools focus on the logical and mathematical capacities discriminating against students who possess others such as linguistic, musical, spatial, bodily kinaesthetic, interpersonal and intrapersonal. The focus on the logical mathematical aspects with its emphasis on rationality such as abstract reasoning, neglects important aspects associated with feelings, concrete thinking, practical activity and moral action.

What kind of education and curriculum should we develop if we want our children to be kind, moderate and nurturing? Check out the content and approach of pre school education and immediately you will get the point – a natural balance between care and learning!



- Every child matters
- Principles that guide behaviour such as respect, love, honesty and compassion promote an affirming relationship with self and others
- Values are understood, internalised and modelled by adults.
- Time is given for reflection
- The programme is designed to give young children the opportunity to live the values

Among countries exploring the relationship between values based/led education, is Singapore. They have implemented ways to help schools, from Pre School to University, to improve academic standards, positively affect student character and engage with parents and community. Adopting a values-based education, as a whole school initiative, will, as the research shows, have a positive impact on all the above-mentioned elements.



Tuba C. Kankul

Nationality: Turkish

Education: B Ed in Pre School Education

Post: Pre-school Manager



Teaching English to Young Learners



One of my smarties: What is 'whiskers', Mrs Evla?

Me: (Using body language) Tigers and cats have whiskers.

One of my smarties: Mmm. You know Mrs Evla? My dad has whiskers!

Me: Mmm, you mean your dad has a moustache?

One of my smarties: Yes! He has a moustache.

Me: Do elephants have whiskers? or chickens?

One of my smarties: (giggling even more loudly) Noo!, Mrs Evla.

Me: Do you have whiskers?

One of my smarties: (giggling) Nooo!, Mrs Evla.

Natural, packed with joy and imagination, extremely rewarding, exploring with great curiosity...

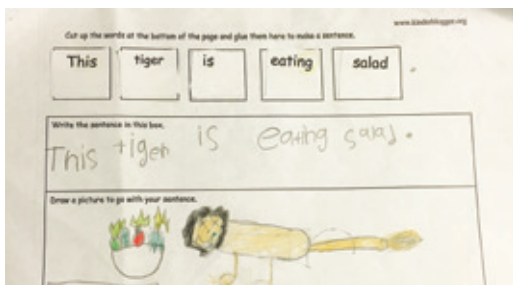
I think these words sum up what goes on on a daily basis in my class, as an English language teacher. The kids do not come to my class with 'a mission to learn'. They come to have fun, to explore and to discover the new ways of conveying their message across to their classmates, with whom he/she cannot communicate in their mother tongue. They are quite pragmatic in that respect!

Most adults think learning a new language is very difficult and challenging. They must suffer a bit and put in long hours of hard work to make even small gains in their ability in a new language. But a child almost absorbs it naturally through their skin. That's why we often use the word sponge to refer to their learning! However, they need also time to allow it to pour out. To a child, learning a new language is all play and no work. And, to make it even more challenging for the adult learner, the

results of a child's language play are superior to the results of an adult's language struggle. Unfair, isn't it?

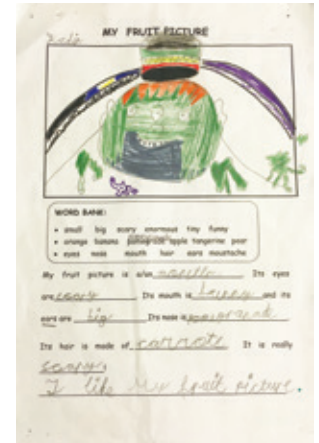
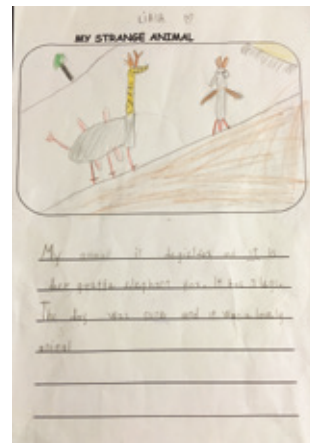
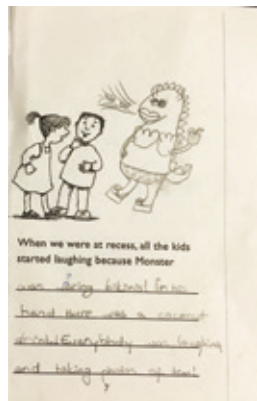
Children are interested in whatever captures their attention, focusing their attention on that one thing. This 'one thing' becomes the centre of their attention, excluding everything else for this very moment. This makes me picky about the topic and the content while designing my lessons. I top up with numerous questions in my mind before getting started. 'Will it be catchy for them? Will it be interesting? Will it sneakily serve my objective? 'Will they explore and discover something new about the language?'

Will it lead them to some form of communication in the new language?



And... After all these instinctive efforts they have put so far, will they be able to show some product in reading or speaking?

It is the biggest joy ever for me when they start expressing themselves in English in writing and speaking. It is more rewarding than anything else when they listen and respond and communicate with me and to their friends. Here are some examples from their unique world of imagination.



- Trigger interaction; allow them to be a bit noisy at times. Initiate group work and pair work. They learn by doing and interacting!
- Inspire! Inspire! Inspire! Remember, they have incredible imagination which will also be equally valuable as a vehicle and environment in their new found language.



Evla Evren Kiyat

Nationality: Turkish

Education: BEd in English Language Teaching

Post: English as a Second Language Specialist Teacher in Grades 1 and 2



Internship

Name: Linde Gelissen

Nationality: Dutch



Place / Year of study: University of Stenden, the Netherlands / Second year of study.

Likes/Dislikes: I like animals, colourful things, teaching and discovering new places and people all over the world. I do not like violence, bullying and missing people.

Hobbies: I love travelling around the world, I enjoy making music and spending time with friends and family.

Your experience of living in Istanbul: Istanbul is the biggest city I have ever lived in. I believe Istanbul is a beautiful city with a lot of different people, food, smells and things to do. I hope to make the most of this experience by visiting a lot of places in my spare time.

Your experience of being at Istanbul International School: I am very happy that I am doing my teaching practice at Istanbul International School because they give me the opportunity to teach and I can guide and help the children if necessary. It is interesting to see how the school arranges the classes of both the international and Turkish department. The teaching staff are very professional and I am happy to be working with them. Finally, I am very fortunate to be working with my mentor teacher and I enjoy teaching Grade 2.

Name: Jonas Hans Kromarek

Nationality: German



Place / Year of study: University College Zealand, Denmark / 2nd year

Likes: Seeing my family again after longer periods of time abroad, music, nature, learning about children's different backgrounds and of course Ayran (Turkish yoghurt drink)

Dislikes: Intolerance, irreverence, bad Danish weather

Hobbies: Reading, traveling, playing the ukulele, walking my dog

Your experience of living in Istanbul: Istanbul is always busy and you're never alone in the streets. The traffic is pretty bad and it was a kind of challenge to cross the street for the first few days... also figuring out how to direct dolmuş drivers was initially difficult. Once that was over we were able to enjoy an unusual way of getting around - unusual for Germans!

Everyone has been really nice and obliging to us. In the beginning we would often have to ask for the way and people gave us very detailed directions and tried to strike up conversations with us. Unfortunately, those conversations would come to nothing because virtually no one speaks English and our Turkish is very very limited.

Your experience of being at Istanbul International School:

Everyone has been very welcoming, hospitable and helpful. A lot of the children in my class want to learn about Germany or tell me about their visits there. After two teaching practices in Germany and the Netherlands it is interesting to work with children who come from so many different cultural backgrounds.

Name: Dominique Pagés

Nationality: German



Place / Year of study: BEd in International Primary Education, University College, Denmark, Second year student

Likes: Sports, Cooking, Travelling, Learning new things

Dislikes: Injustice, Arrogance and disrespectful people

Hobbies: Doing sports, cooking and eating

Experience of living in Istanbul: To me Istanbul is an amazing city, full of modern and historical culture which I am still discovering. I have come across so many kind, friendly and helpful people who have shown a lot of patience for people like me who don't speak the local language. One of the best parts for me is the food culture. There is so much to



explore and a huge variety of local delights to enjoy every single day. I am really glad that I have this chance to experience living in this wonderful city for my internship and I will recommend everyone who asks me about Istanbul to experience it at least once in their lifetime.

Your experience of being at Istanbul International School: Istanbul International School is a great school and has a nice balance between Turkish and International culture. I felt very welcomed from the first day. Here not only the students but also the teachers come from so many different countries which I find is a huge benefit and a beautiful thing. The teaching staff are not only colleagues but also seem like a group of friends who stick together, help each other out and spread so much positivity that everybody especially the children benefit from this loving and very caring environment.



Spanish as a world language

Spanish has been a feature of the programme at Istanbul International School from 2002. It is taught in Primary, Middle and High School. The school is proud to have a series of A+ awards in their first attempt at sitting Cambridge IGCSE Exams in June 2015.

The popularity of Spanish as a Foreign Language

Castilian or the language of Cervantes, commonly known as Spanish language is enjoying one of its international 'heyday' moments in its history. The demand for Spanish is seen especially among young generations, in social networks, language courses and the business world.

Around 548 million speakers between America and Europe make Spanish the second most spoken language.



In international communication it is the second language after English. On the world-wide web it sits in third place, and the second most used language in the two major social networks of Facebook and Twitter.

The rise of the Spanish language is also evident in the academic field, as it is part of the programs of almost all the leading universities of the world, so it is not strange to find Spanish faculties in countries such as China, the United States, Japan, Russia, Korea and Brazil, all interested in the leading role that Spanish takes as a communication language. It is believed that nearly 18 million people in the world are studying Spanish.



According to Berlitz first report on the study of Spanish in the world (2005), English, French, Spanish and German, in this order, are the languages most studied as a foreign languages. The demand occurs especially among young people, who believe that knowing Spanish could open paths and opportunities to practice their professions in the globalized world.

Francisco Moreno Fernandez (2013), a Spanish linguist attributes the fast growth to "the wide and varied cultural interest that those 21 countries in which Spanish is official language possess"... "When I'm speaking about this culture I refer to cinema, literature, gastronomy, sports, everything connected with the Hispanic world is rising and being recognized throughout the world," he continues. In addition, he claims that this increase and interest in learning Spanish not only relates to demographic factors, but also due to "...economic, scientific and social media relevance around the world"

Other nations and Spanish language

Currently, several non-Hispanic countries show great interest in the study of this language. Brazil has made compulsory teaching of Spanish as a second language, while in the United States, the learners number is growing

every day, not least because nowadays 35 million Spanish speakers reside in the States creating mainstream Spanish medium programs too. According to Brazil government estimates, in a decade, this country will have approximately 30 million speakers of Spanish as a second language. Similarly by 2050, the United States will be the first in the league of Spanish-speaking countries in the world (132 million).

On other continents, the situation is similar; there are more and more governments that incorporate Spanish studies in their educational systems. According to experts, it is a great success because it is no longer necessary to leave the country or go to schools or private academies to study Spanish. It is learned already at school in many places from Elementary School.



A compact language

As you may now Spanish is the dominant language in a large part of the Americas- Chile, Argentina, Uruguay, Paraguay, Bolivia, Peru, Ecuador, Colombia, Venezuela, Panama, Mexico, Puerto Rico, Cuba, Guatemala, Honduras, Nicaragua, Dominican Republic, El Salvador, Costa Rica, New Mexico (United States). Other important areas around the world are Spain, the Philippines and several regions of North Africa (Western Sahara, Equatorial Guinea and Morocco), parts of the Middle East, especially in Sephardic Jewish communities. The value of belonging to the same linguistic group encourages cultural and economic ties between these distant groupings and also with the establishment of Spanish in many prestigious places, it also sets a scenario where science and technology in Spanish can take a place.

The Atlas of the Spanish language in the world (2007) highlights some characteristics of Spanish as an international language: it is a



homogeneous language-it is a geographically compact language-the Hispanic territory offers a very high rate of communicability-it has official and vehicular character in 21 countries worldwide-it is a language in expansion and a strong international culture, like literature or music.

We can say without fear of contradiction that our language is experiencing one of the biggest booms in its history in terms of prestige and international promotion. According to the latest study by the Instituto Cervantes (2015), today over 495 million people speak Spanish around the world and by 2050 it will be over 550 million communicating with the language of Cervantes. This means it is the second language in the world after Mandarin Chinese. It is the second most widely learned foreign language after English.

Jaime Carbonell

Nationality: Spanish

Education: BEd in Primary Education

MEd in Spanish Teaching



Alberto Bueno

Nationality: Spanish

Education: BA Journalism

MA Applied Linguistics



Ever relevant Shakespeare!



Is Shakespeare relevant today? Ask the first person you meet in the street, "What comes into your mind when I say Shakespeare?" and there's a good chance they'll quote the famous line "To be or not to be" - words spoken by a young man, traumatised by

his father's death, and so unhappy that he's considering putting an end to his own life.

There are countless situations like this in Shakespeare's plays, that can be put into the category of 'the human condition' - part of what it means to be human, something that never changes from century to century, or country to country, despite all the differences in knowledge, culture and emphasis.

This is one good reason why Shakespeare's plays continue to be performed, not just in English-speaking countries, but also in translation throughout the world. Shakespeare's characters fall in love, and out of it, take a dislike to each other, betray each other, misunderstand each other, argue, fight and kill each other, are angry, sad, happy, jealous, envious, distrustful, untrustworthy, deceptive, magnanimous, forgiving... - experiencing practically every human emotion you can think of, and every human situation.

If you look through our material choice for the Middle -High School, you will notice that we introduce Shakespeare from Grade 5 in the form of retellings - The Tempest, Romeo and

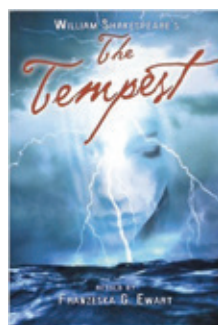
Juliet and Macbeth. Later in the English Literature programme, we also do Romeo and Juliet, The Merchant of Venice and Othello.

Shakespeare always has a ring of relevance. I remember studying a number of plays as a High School student and the parts I played too. At University Macbeth was the first in a deeper study of the language and rhythm of Shakespeare and remember to this day along with the text we were given material on post-traumatic experiences. I had never associated the subject with Macbeth. But its obvious really: That is exactly what Macbeth is about. All that time ago, Shakespeare understood the anguish soldiers suffer. After World War 1, no one could fathom the traumatised veterans, but Shakespeare had already described their behaviour in Macbeth - in the banquet sequence, when lady Macbeth says 'Sit, worthy friends: my Lord is often thus, And hath been from his youth'. So we know the damage anger, revenge and violence can cause. During his very first scene, we see how vulnerable Macbeth already is. Committing the murders is how he finds his way. Killing becomes a rigid pattern of behaviour for him.

Along with this are other social issues of Shakespeare's day which feature in the plays - class division, racism, sexuality, intolerance, the role and status of women, crime, disease - are still the burning issues in today's dysfunctional global society.

Of course one of the big arguments against Shakespeare's relevance is the language the plays are written in - it can be hard going if you're reading one of his plays for the first time, and trying to make sense of it.

But there are ways round this - I don't think it's 'cheating' to watch a play in the theatre or on video first, or to play an audio version and follow the printed text at the same time. After all, Shakespeare wrote his plays to be performed, not to be read in miserable isolation.



In Grade 6 we use Shakespeare retellings as a introduction to the themes of Shakespeare and as a bridge to 'real' Shakespeare the following year.

By hearing, and preferably seeing a group of actors embodying the characters, is also a great way to get a good sense of the story without grinding to a halt and becoming disheartened.

The more plays that are enjoyed in these ways - and enjoyment should be the keyword - the clearer a picture emerges of the universal and relevant situations which Shakespeare wrote about.

Of course there are still a few far-fetched aspects in Shakespeare's plays that are hard to go along with today - for example all those young women dressing as boys, for the purpose of disguise. But there are some modern equivalents - I saw a documentary recently, showing how teenage girls living on the streets of Brazil deliberately dress in a boyish way to avoid being attacked.

A better-known example is Julia Roberts in the film *Sleeping with the Enemy*, dressing as a boy to pay a clandestine visit to her mother in a nursing home.

And talking of films, this modern medium has given Shakespeare's plays a new lease of life, and introduced them to a much wider audience than would ever have contemplated



going to the theatre.

The *Romeo and Juliet* story has always been one of the best known. Recently released is the new *Macbeth* played by the popular and talented Michael Fassbender.

And what about Shakespeare himself? Does he bear any similarity to a typical modern man? Well, from the little we know about him, he was surely what today we would call 'driven', leaving his wife and family behind him in Stratford to pursue his career in London. He socialised in the pub with his friends and colleagues; he knew how to write to please audiences of all classes; he was successful enough to gain royal patronage, and to attract the enmity of rival playwrights and poets.

While living life to the full, he also had the magical ability to write the most amazing plays to entertain his contemporaries. Those plays are still entertaining people, whether in authentic historical performance or modern interpretation on the stage, or in countless film and TV adaptations throughout the world.



John Lees

Nationality: British-Finnish

Education: BA, PgCE, M Ed

Post: Director of Teaching and Learning



Harvesting the result of hard work – preparing students for Cambridge exams.

What and why

Blank looks are not what you want staring back at you from the class when you are a teacher.

Often when one mentions IGCSE or Cambridge exams to students in Grade 8 or 9, their first look is blank as if it had little to do with them. In contrast, when one mentions IGCSE or Cambridge CIE courses towards the senior grades at High School level they see a opportunities that open up the future.

This transition is fascinating. In the lower grades the children may enjoy school but they are not always really sure why they are doing what they are doing. As they get into the higher grades often the students have a dawning awareness that actually what they are being taught is gradually forming a bridge to help them reach their dreams, yes there is a good solid reason in all this education! By the time they get to Grade 11 they are actually beginning to see the IGCSE AS/A2 course as opportunities for them to pursue courses at university and beyond and they excitedly discuss the different options open to them.

From blank looks to dream building

So how do we get from blank looks to 'dreams coming true'?

First of all in Grade 9 we have to set a standard early on. This can be a bruising experience for them - it is hard to see students have to come to terms with the fact they actually need to do a lot more work than sometimes they have been used to. They also need to start thinking in ways that some other education systems sadly haven't encouraged.



We have to gently insist on hard work and high quality. Our students have to be able to think for themselves and they quickly realise that 'spoon feeding' lessons are no longer on offer.

We also have to connect what the students are studying to the actual world in which they are living now. I call this 'vision casting'. Often in our History of Geography classes we end up discussing current events, something most of the students are actually very interested in. I impress on them that with the knowledge and skills they are learning in our lessons, they should be able to speak with more authority on many of the most pressing current issues in the news than maybe even their own parents! It's great to see them beginning to view the world using the various tools we are trying to pass onto them.

Understanding standards

We then have to make really clear to the students what the examiners are looking for

in the various different examination papers they will end up taking. This is more about exam technique, but it is crucial that the students feel used to the kind of format of the questions they will be asked. We also have to spell out really clearly what marking levels there are, so that the students themselves know when they are doing what will get them a good grade.

I had a student ask me yesterday, 'What grade do you think I should get in History?'. This is the kind of question we want the students to ask. It shows that they are awakening to the fact that they are the ones in control. If they are intentional and focused, if they have realised that the world is theirs to take, if only they apply themselves, our job is to guide and encourage and becomes truly a joy!

So much of our task as educators is to show that if a student works hard, if they apply themselves, they will eventually experience something very special. So much of the time our young people are encouraged to seek instant gratification. This is fine for some of



the time and we want our kids to have fun, but the kind of fulfilment that will really enrich their lives and relationships in maturity usually comes with patient, persistent effort. Our aim in teaching students is that they will indeed reap the rewards of patient hard work and see the world open to them as they apply themselves.



Philippa MacDonald

Nationality: British

Education: BA English Language and Literature PgCE in Education

Post: English Language and Literature Specialist Teacher



Ewen MacDonald

Nationality: British

Education: BA in Medieval History PgCE in Education

Post: Geography and History Specialist Teacher



The attraction of teaching in International Schools

Muhsin Ali joined the staff of Istanbul International School in September 2015, and has up to now taught in several schools around South East Asia.

There is an increasing number of teachers deciding to pack their teaching credentials and tour the world. Istanbul International School currently has more than 44 nationalities represented at school and over 12 nationalities in its teaching team.



International School in Bali, Indonesia.



International School in Malaysia.

It was always my ambition to be a teacher, after experiencing a handful of amazing teachers who inspired me from my Primary School to High School. They made me feel safe, appreciated and cared for in my school environment. I didn't feel like just an academic object but a whole human being because these teachers cared for me on every level.

Teaching in an international school is one of the best kept secrets in the teaching profession, many teachers increasingly these days making international education a career choice, which opens up new horizons filled with excitement, discovery and fulfillment. In

my case, before coming to Istanbul, I have been able to work so far in Malaysia, Qatar and Indonesia as well as in my native Pakistan.

Teachers get attracted to teach in the International Schools for different reasons but all enjoy the stimulus of developing their professional career in exciting new places, where they experience the richly varied world under one roof, with English usually as the language of instruction, small classes, motivated students and high standards. They are also motivated by the possibility of making a difference in the lives of global children.

In International Schools, teachers get the opportunity to work in fascinating and diverse multicultural environments, ranging from host country schools to schools catering mainly for expatriates and everything in between. They become part of a team of energized and highly competent international staff.

One of the attractions of teaching in the International School is that a teacher gains the experience of actually living and working in another country, something that can't be achieved even with a long vacation. Going through the tasks of everyday life over a longer period of time is when the real cultural connections happen.

The world of international education is steadily growing, and with it the demand for high-quality teachers with the appropriate skills, enthusiasm and commitment. Teaching overseas is an excellent career choice, and one that could positively transform your life.

Muhsin Ali

Nationality: Pakistani

Education: BA, BEd, MA

Post: English and Social Studies

Specialist Teacher



A Teacher Trainee in the High School recalls...

My name is Manal Chakor. I was born and raised in the Netherlands, but am originally from Morocco. After finishing my Master degree in Public Administration I decided I wanted to become a teacher, so I started with the Master of Social Science Teaching at the University of Twente. After finishing all my courses and most of my internships in the Netherlands, my professor told us about possibilities of going on an international internship. This has always been a dream of mine and when the opportunity came I sent an email to Istanbul International School to ask if they take on interns. I chose Istanbul because after visiting one time I fell in love with the city and living there for some time seemed very challenging. So you can imagine my excitement when the school emailed me back and informed me that they would like to have me as an intern at their school. And I can tell you, it has been the best experience of my life. Teaching at Istanbul International School means being part of a warm, diverse and involved team of teachers and students. Immediately from day one all the colleagues welcomed me and made me feel part of their team. The moment you step into the school area, you feel, hear and see cultural diversity. English, Turkish, Spanish and even Arabic words reach your ears



and for me it was like experiencing the whole world in a few square metres.

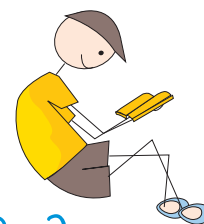
I was assigned to work with the Social Studies Department, with Grades 8 – 10, along with a supervising teacher, Ewen MacDonald.. He is an experienced History and Geography teacher from the UK, who previously had lived and worked in China. Being a little bit nervous at first because I had to teach in English, my supervisor immediately told me not to worry about my accent, as most of the people in the classes are not native English speakers. The school is not only focused on students learning, they always try to organise this from their students' (and teachers') perspective. Being part of this amazing school has definitely been an exceptional experience for me and if you get this opportunity, go for it! I can assure you, it will make a life changing impression on you.



Manal Chakor

Nationality: Dutch-Moroccan
University: Twente University,
the Netherlands





Global Perspectives – a contribution to a student's understanding of the world to which they belong

According to the Oxford Dictionary the word 'global' is defined as "relating to the whole world; worldwide". The definition for the word 'perspective' is given as "a particular attitude towards or way of regarding something; a point of view".

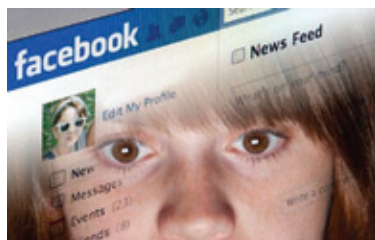
In Istanbul International School these two words, 'global' and 'perspective' are combined as a subject, Global Perspectives. The main goal of the subject is to help students develop a particular point of view relating to the whole world. Developing a global perspective involves taking a broader, more critical view of experience, knowledge and learning and it also includes seeking to understand the links between our own lives and those of people throughout the world.



In our school the Global Perspectives programme is divided into two stages. Global Perspectives I is for Grades 5 and 6 and Global Perspectives II is for Grades 7 and 8. Both of the courses aim to develop global citizens by explaining these 5 areas: interdependence and globalisation, identity and cultural diversity, social justice and human rights, peace building and conflict resolution, sustainable futures. The content of the programme for senior students (Grades 7 and 8) focuses on a

more analytic approach and understanding of causal relationships.

The channels and views of understanding these big themes are selected by the specialist subject teachers who have been assigned to bring their experience/vision to the Global Perspectives programme. Ms. Alena Trtiková as an Art teacher wants to show the students how street art reveals many things about society. Ms. Karoliina Kettunen as a Social Studies teacher uses stories of the refugees to help students understand the importance of peace building and fair globalisation. Our Middle and High School



Spanish teacher Mr. Alberto Bueno Tena from his background in Media Communications reveals the true face of social media and its impact on people.

The heart of global education is enabling young people to participate in shaping a better, shared future for the world. In this case it's also a way of helping the students to gain the ability to understand and adjust to the new surroundings in which they are living now or might be living in the future. As it is often said, the world is a big village and one must know and understand one's neighbours.

Karoliina Kettunen

Nationality: Finnish

Education: BA in History and MEd in Education

Post: Social Studies Specialist Teacher



Winter is ON THE WAY!

Sarajevo - Bjelasnica / Saraybosna - Bjelasnica



February 25-28, 2016
25-28 Şubat, 2016



Istanbul International School is licensed to teach and examine the Cambridge programme in the Primary, Middle and High School.

English Language

English Literature

Mathematics

Science

History

Geography

Spanish

Turkish



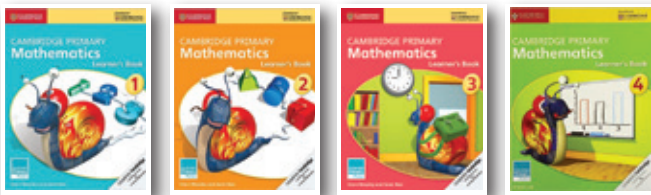
Primary School:

Our core curriculum uses Cambridge materials

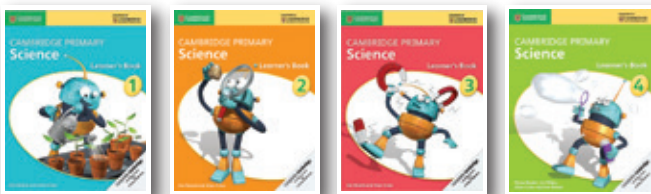
Cambridge Primary English Learner Book 1-2-3-4



Cambridge Primary Mathematics 1-2-3-4



Cambridge Primary Science 1-2-3-4



Middle School:

Our Middle School uses Checkpoint materials for the core subjects and also uses the Checkpoint Assessment



High School:

For ages 14-16 we prepare students for IGCSE examinations (International General Certificate in General Education) in English Language, English Literature, History, Geography, Spanish, Mathematics, Physics, Chemistry and Biology.



For ages 17-18 we prepare students for AS – A levels in English, History, Mathematics, Biology, Chemistry and Physics



Wherever
you come from,
there is a place for you!

Students come from more than
40 countries and teachers from
over 10 different countries



Campus A / Pre-School

Turistik Çamlıca Cd. No: 29
Büyük Çamlıca İSTANBUL
+90 (216) 335.0055

Campus B / Primary School

Turistik Çamlıca Cd. No: 12
Büyük Çamlıca İSTANBUL
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Campus C / Middle-High School

Harman Sk. No: 1
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