

# FOUR SEASONS

SPRING - SUMMER 2017



Recently described by his Student Union at Cambridge University as an 'innovator in education', School Director John Lees has designed the school programme to meet the needs of students between 3 - 18 years, the key to a successful programme being a dedicated, motivated, professional teaching team.




## Managing the future

We are constantly reminded of the unprecedented rates of change we are experiencing as we travel through the 21st century - a growth of knowledge, the development of technology, nanotechnology, micro-biology, artificial intelligence -it is safe to say that the world to be inherited by today's child will be very very different from our present one. Undoubtedly our children will have to face the realities of global warming, rising sea levels, pandemics, cloning, population pressures, terrorism and extremism, frequent job change and maybe economic meltdown.

Taking a more optimistic view, our children may witness more concerted international cooperation, just government, longer healthier lives, etc... Either way, today's children live in times of rapid change. As educationalists we are challenged to shape and manage a school curriculum which prepares children for their future - we are challenged to be forward facing and to save ourselves from being out of sync. Eric Hoffer, an American philosopher once said 'In times of change it is learners who inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists!'

What we teach now and how we teach are equally important as our approach to satisfaction and motivation in education can positively produce mentally more healthy children. Research shows that we need to prepare now for an uncertain future, to harness children's interest in information and communication technology, support children's interest in global issues, develop a positive sense of self and recognise the importance of relationships.

Our curriculum continues to be at the heart of the programme, representing the subjects we teach, some standard requirements others chosen to compliment or enrich the programme, together making a meaningful package. Our approach introduces appropriate styles and means to structure and teach them. In addition, the activities, the attitudes environments, relationships and beliefs pervade the school culture. Being so important, the curriculum and the way we manage it is constantly under review to ensure it meets the standard and expectations of external accrediting authorities aswell as the felt needs of our school community.



## 2002

### **Istanbul International School Initial 2002 Mission statement**

We will provide a thoughtful, intimate environment in which sharing knowledge is valued over competition. Through continuous staff training, educational input with parents and a curriculum enriched by the expressive arts, understanding of society and technology and developing life skills, we will help individual children to become...

- a knowledgeable child who reads with comprehension, writes with skill, communicates successfully and responsibly demonstrates academic proficiency at their optimum in all areas of learning.
- an accomplished thinker who thinks analytically to solve problems and make decisions
- a competent communicator who employs their communication skills in a variety of ways and settings
- a caring citizen who is informed and applies knowledge to improve the quality of life and communities with sensitivity and respect
- a lifelong learner who is self - directed and who implements learning confidently and productively to new and different situations and tasks in preparation for a changing world and workplace.

- Emphasis on learning by doing – hands-on projects
- Integrated curriculum focused on thematic units
- Strong emphasis on problem solving and critical thinking
- Development of social skills
- Understanding and action as the goals of learning as opposed to rote knowledge
- Collaborative and cooperative learning projects
- Education for social responsibility and democracy
- Integration of community service and service projects in the daily curriculum
- Selection of subject content by looking forward to ask what skills will be needed in future society
- De-emphasis on textbooks in favour of varied learning resources
- Emphasis on life-long learning and social skills
- Assessment by evaluation of projects and productions as well as written and oral exams
- Emphasis on international minded education and in this connection the study and proficiency in several languages/cultures (namely English Turkish and Spanish).
- Professional education to support the programme
- Partnership with Cambridge International Exams (CIE), International Primary Curriculum (IPC), International Schools Association (ISA).



## 2002 2012

### **Istanbul International School 2012 Statement of Intent**

Integrated with the teaching of subject matter will be deliberate inclusion of the following key areas of competence which are seen also to be essential in the package preparing children for their future.



## 2002 2012 2017

### **Istanbul International School 2017 The way ahead**

- Ongoing commitment to double – focus curriculum (separately taught core subjects and project based inquiry), value based education
- Professional development
- Collaborative teaching – learning model
- Imbedded international mindedness
- Using digitally relevant resources/equipment
- Individualised learning and career guidance



## Programme

### The Early Years

*Every young parent's first question.*

*What will they learn!*

Our Early Learning Programme is organised to provide educational development in the following key areas.

- **Social and personal learning:** Your child will learn to be self –confident, take an interest in things, know what needs are, tell the difference between right and wrong and be able to dress and undress. They will also learn to take responsibility.
- **Language learning and communication:** Your child will learn to talk confidently and clearly, enjoying stories, songs and poems, hearing and saying sounds and linking them to the alphabet. With time, they will read and write some familiar words and learn to use a pencil.
- **Early mathematical understandings:** Your child will develop an understanding of maths through stories, songs, games and imaginative play. They will become comfortable with



numbers and with ideas such as 'heavier than', or 'bigger'. They will be aware of shapes and space.

- **Knowledge and understanding of the world:** Your child will explore and find out about the world around them, asking questions about it. They will build different materials, know about everyday technology and learn what it is used for. They will find out about past events in their lives and the lives of their families. They will find out about different cultures and beliefs.
- **Creative development:** In terms of creative development your child will explore colours and shapes, trying out dance, making things, telling stories and making music.
- **Health and physical education:** Your child will learn to move and control his/her body with confidence as well as the equipment that may be involved.



## The Primary School



### Science

Children learn about a wide range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations working on their own and with others. They use an increasing range of reference sources in their work. In time they talk about their own work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

### History

Children learn about significant people, events and places from the recent and more distant past. They learn about changes and continuity in the immediate area and in other

parts of the world. They look at history and in a variety of ways, from political, economic, technological, and scientific, social, religious cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview using dates and historical vocabulary and developments. They also learn that the past can be represented and interpreted in different ways.



### Geography

Children investigate a variety of people and environments at different scales in the immediate environment and in different parts of the world. They find out how people affect the environment and how they are affected by it. They carry out geographical inquiry inside and outside the classroom. In doing so they ask geographical questions and use geographical skills and resources such as maps, atlases, aerial photographs.

### English

Children learn to adjust the way they speak and write to suit different situations, purposes and audiences. They read a wide range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.



## Maths

As time passes children use the number system with increasing confidence. They move from counting reliably to calculating fluently with all four number operations. They try to tackle a problem with mental methods before using any other approach.

They explore features of space and shape and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wide range of contexts. They discuss and present their methods and reasoning using an increasingly wide range of mathematical language, diagrams and charts.

## Foreign Languages

Children develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between foreign languages and their mother language/s.

Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to

children's learning. The school currently offers Turkish and Spanish as foreign languages.

## Personal Development

Children learn about themselves as growing and changing individuals with their own experiences a growing and changing individuals with their own experiences and ideas, and as members of their communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their choices and behaviour can affect local, national or global issues and political and social institutions. They learn to take more active part in their school and community activities. With time they will face puberty and transfer to secondary school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group for their own learning; and to resist bullying.

## Technology

With age, muscles and brain develop and in the technical area opportunities are given to a variety of crafts and technical projects. Time is also given to the use and application of the computer.

## Art and Design

With time children begin to work more independently or as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They explore colour, material and environment and a variety of methods of expressing in different modes of art.

## Music

Children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise and develop their own musical composition, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings, through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

## Physical Education

Children enjoy being active and using creativity and imagination in physical activity. They learn new skills, find out how to use them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

## GRADE 1

The entry level to Primary Education is Grade 1. Some children come to Grade 1 from Pre School or direct from home. The grade is made up of children very often meeting themselves for the first time and having to cope with a new approach to learning which involves learning reading and writing and basic mathematical skills, as well as an understanding of the world around them.

This is equally a stressful and challenging time for parents who also have to forge new relationships with other parents and begin to dialogue with the class teacher about a whole range of new subjects.

INT 1A								
	LESSON 1 09.00-09.40	LESSON 2 09.50-10.30	LESSON 3 10.40-11.20	LESSON 4 11.30-12.10	LESSON 5 12.55-13.35	LESSON 6 13.45-14.25	LESSON 7 14.35-15.15	LESSON 8 15.25-16.05
MONDAY	MATHS	MATHS	ENGLISH	ENGLISH	MUSIC/ ART/ DANCE	MUSIC/ ART/ DANCE	LIBRARY	SOCIAL STUDIES
TUESDAY	MATHS	SOCIAL STUDIES	MUSIC/ ART/ DANCE	MUSIC/ ART/ DANCE	ENGLISH	ENGLISH	LIBRARY	MATHS
WEDNESDAY	MATHS	SPORTS	SPORTS	SPORTS	ENGLISH	ENGLISH	TURKISH	SCIENCE
THURSDAY	SOCIAL STUDIES	MUSIC/ ART/ DANCE	MUSIC/ ART/ DANCE	MUSIC/ ART/ DANCE	ENGLISH	ENGLISH	LIBRARY	TURKISH
FRIDAY	SCIENCE	SCIENCE	LIBRARY	ENGLISH	ENGLISH	SCIENCE	SOCIAL STUDIES	ASSEMBLY

### Some Materials used in Grade 1

Cambridge Primary English 1

Cambridge Primary Mathematics 1

Cambridge Primary Science 1

MacMillan Phonics and Vocabulary

MacMillan Comprehension Books

MacMillan Readers

Schofield and Sims Handwriting





# Introducing project based learning

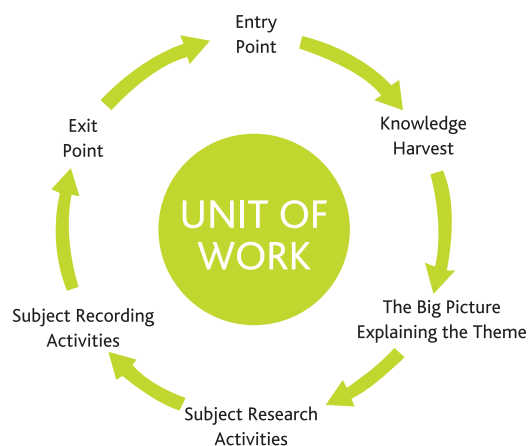
Our double focus curriculum is a balance of studies of individual subject and project based learning.

We are currently piloting the International Primary Curriculum (IPC) which is one of the fastest-growing curriculums in the world today. It is known as a comprehensive, thematic, and a creative curriculum for 5-12 year olds, that offers a clear process of learning and specific learning goals for every subject, for international mindedness and for personal learning.

There is a structure in the learning process with every IPC unit to make sure that children's learning experiences are as stimulating and rigorous as possible.

Here is an example of how we 3rd grade teachers have piloted IPC this year. One of our 'Milepost 2' units was 'Paintings, Pictures and Photographs'.

A new unit always starts with an entry point. For the entry point of the unit 'Pictures, Paintings and Photographs' the learners had to solve a puzzle – each learner was given a piece of a poster (which was a picture of Mona Lisa). They had to solve the puzzle by using their personal goals: communication and co-operation. Once the puzzle was completed, they had been told that they



were going to be artists. We talked about different painting techniques and then recreated our own piece of a puzzle. Once the learners finished they had to assemble their work of art together. Finally they had to re-assemble the original picture pieces and compare the two artworks.

The purpose of an entry point was to make the learners curious about the new topic. To make them want to know more about the new topic, and to encourage them to learn and investigate. Our wish has been to help the children become rigorous learners.

The next step of the unit program – the knowledge harvest – was present throughout the whole unit. These frames (in the





## The Middle School

The Middle School (Grades 5-8) is an important bridging period between Primary School and High School.

The first challenge relates to adjustment - from the the nurtured care of the class teacher to an environment where the student has to be more resourceful as he/she works with a variety of specialist teachers and is expected to be more independent and responsible.

Subjects are defined and the study is in more depth. Our approach to inquiry takes into account the critical needs of the adolescent brain, attempts to inspire and engage by providing a rigorous academic experience and yet respects that the student is developing in a variety of areas of perception, including a sense of his/her identity in a fast changing world. The programme anticipating a variety of different needs in the future for global citizens equips the student with a wide range of skills as well as knowledge in a range of subjects. Mother Language, Mathematics, Science, Foreign Languages, Social Sciences, Visual Arts, ICT, Music, PE

Recent studies have identified that too many students are let down in the early stages of secondary school, sometimes referred to as 'The Wasted Years'. We identify that a weakness in teaching and student progress reflects the lack of priority given to Middle Years by many schools.

Sixth, seventh, and eighth graders, roughly spanning ages eleven to thirteen, vary tremendously in their levels of maturity. It has been said that middle school students are interested in: absolutely everything ... for half an hour. Other than the first three years

of life, Middle School is understood to be the grade span in which youngsters are most transformed. They enter middle school as children and leave as young adults.

**6<sup>th</sup> graders**, except for a few more mature students, may look and act like children. They still regard the teacher as the fount of knowledge and their unquestioned leader.

**7<sup>th</sup> graders** have typically entered what may be the most disorienting time of life. They have discovered sexuality but still deal with most things like children. Bickering and tattling are rampant, and they are intolerant of imperfection in anyone or anything.

**8<sup>th</sup> graders** are generally in the process of coming to terms with their emerging adulthood and are far mellowier than sixth or seventh graders. Many of them understand and appreciate irony and adult wit. While they are not children and want independence, they often prefer adult guidance to full responsibility.

## 6 - 7 - 8

Students at all three grade levels need variety. While it is important for knowledge and conceptual understanding to be based in concrete experiences, middle school students will become as bored with exclusively hands-on experiences as with straight textbook instruction. Sixth graders will stay with engaging projects for some time. Seventh graders have other agendas and often test out their social skills, however undeveloped they may be. Eighth graders will rapidly and smoothly convert a lab into a full-blown social experience which has little to do with what the teacher intended.

**The Key** to working with each of these grade levels is to keep them involved.



Adolescents seldom stop to contemplate. They storm through life. Plan lesson sequences with a mixture of strategies, from observing real things, to writing, to reading, to oral sharing to planning and carrying out investigations. The more variety and the quicker the pace, the better it suits them. It takes creativity to keep the attention of these students. Using humour, bringing in strange objects, telling stories, and asking intriguing questions are all useful. In addition, involvement in planning is very helpful as they become ready to take on more and more responsibility for their own education.

Our Middle Years has been designed to support students during this crucial time. The adolescent brain is at a stage of specialising and pruning connections in a 'use it or lose it' fashion. It is crucial for students to make meaning of their learning to help strengthen new connections and to ensure that the existing knowledge and skills are not lost or pruned. This happens in a range of subjects: Mother Language, Mathematics, Science, Foreign Languages, Social Sciences, Visual Arts, ICT, Music, PE and not least in a supportive social environment.

## GRADE 5 – BRIDGING YEAR

Grade 5 is the year that helps bridge from Primary to Middle School. Apart from a decidedly heavier academic load, students also have to suddenly be much more responsible for their daily and weekly programme and the associated projects and homework. The class teacher model connected with the Primary School is replaced by a coordinating teacher who keeps an eye on the students but not as closely as they are used to. They are taught by subject specialists who care for them but not with the same degree as the doting maternal / paternal teachers they are used to in the Primary School. Parents too need to catch up and quickly adjust to a new set of circumstances and expectations !

INT 5A								
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MONDAY	ENGLISH	ENGLISH	MATHS	MATHS	GEOG.	GEOG.	SCIENCE	SCIENCE
TUESDAY	TURKISH	TURKISH	ART / ICT	ART / ICT	SPANISH / MUSIC	SPANISH / MUSIC	GEOG.	HISTORY
WEDNESDAY	HISTORY	HISTORY	ENGLISH	ENGLISH	SPORT	SPORT	SPORT	ASSEMBLY
THURSDAY	SCIENCE	SCIENCE	ENGLISH	ENGLISH	MUSIC / SPANISH	MUSIC / SPANISH	MATHS	MATHS
FRIDAY	SCIENCE	SCIENCE	MATHS	MATHS	ICT / ART	ICT / ART	STUDY	ASSEMBLY

## Some Materials in Use

Cambridge Primary English 5 and 6

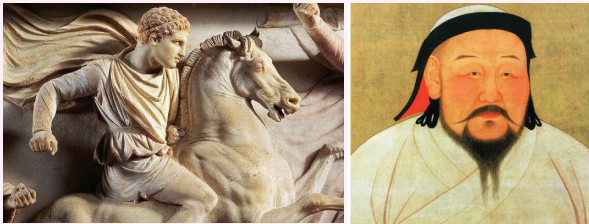
Cambridge Primary Mathematics 5 and 6

Cambridge Primary Science 5 and 6

Social Studies Units



## In Grade 5 Students learn about



### History

- The Great, the Bold and the Brave and
- The History of the Non European Societies.

What holds an empire together? Perhaps it is faith – a belief in a single god or many different gods. Perhaps it is dependency – a need to work together and to help one another. Or perhaps it is leadership – strong individuals whose power and wisdom are admired. These bonds help to make empires strong. But the bigger they become, the more difficult they are to hold together... Be able to enquire into historical issues and their effects on people's lives. Be able to find out about aspects of the past from a range of sources. Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied. Be able to describe and make links between the main events, situations and changes both within and across periods. Be able to describe how the history of the host country affects the lives of people who live there now. Be able to describe how the history of one country affects that of another. Be able to ask and answer questions about the past. Be able to select and record information relevant to an historical topic. Be able to place the events, people and changes in the periods they have studied into a chronological framework. Be able to use dates and terms relating to the passing of

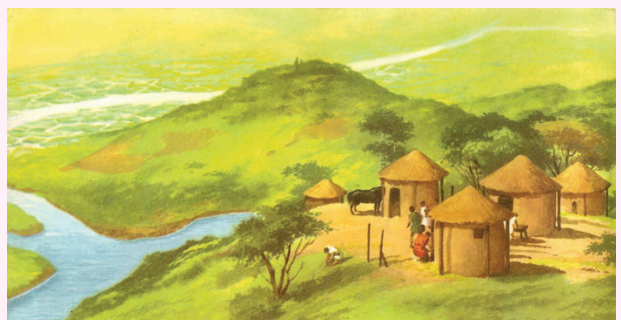
time. Be able to communicate their knowledge and understanding of history.



### Geography

#### Making a village - Settlements

- Know that the study of geography is concerned with places and environments in the world around them
- Know about the main physical and human features and environmental issues in particular localities
- Know about some similarities and differences between particular localities
- Know how the geology and landforms of particular localities influence the nature of human activities within them
- Know about recent and proposed changes in particular localities
- Know about the major geographical landforms and geology of the host country



- Know about the major geographical landforms and geology of their home country
- Know about the weather and climatic conditions in their home country and how they affect the environment and the lives of people living there
- Know about the weather and climatic conditions in the host country and how they affect the environment and the lives and activities of people living there
- Know how human activity affects natural processes and cycles in the environment
- Be able to enquire into geographical factors and their effects on people's lives
- Be able to use fieldwork, atlases, maps, aerial photos and satellite images to gather geographical information
- Be able to collect and record evidence to answer geographical questions
- Be able to identify geographical patterns and to use their knowledge and understanding to explain them
- Be able to use appropriate geographical vocabulary to describe and interpret their surroundings
- Be able to use appropriate techniques to gather information
- Be able to make plans and maps in a variety of scales using symbols and keys
- Be able to use and interpret globes and maps in a variety of scales

### **What a wonderful world - the Natural World**

- Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their



home country and town, other countries and towns in which they and their peers have lived

- Be able to explain how physical and human processes lead to similarities and differences between places
- Be able to communicate their knowledge and understanding of geography in a variety of ways
- Understand how localities are affected by natural features and processes
- Understand how and why people seek to manage and sustain their environment
- Understand how the geographical features of the host country affect the lives of the people who live there





## The High School

Learners are entitled to a curriculum that includes a range of features at the different stages of learning. We aim to provide young people with continuous opportunities to develop skills for learning, skills for life and skills for work.

It is the responsibility of our school and its partners to bring together the experiences and outcomes and apply these entitlements to produce programmes for learning across a broad curriculum.



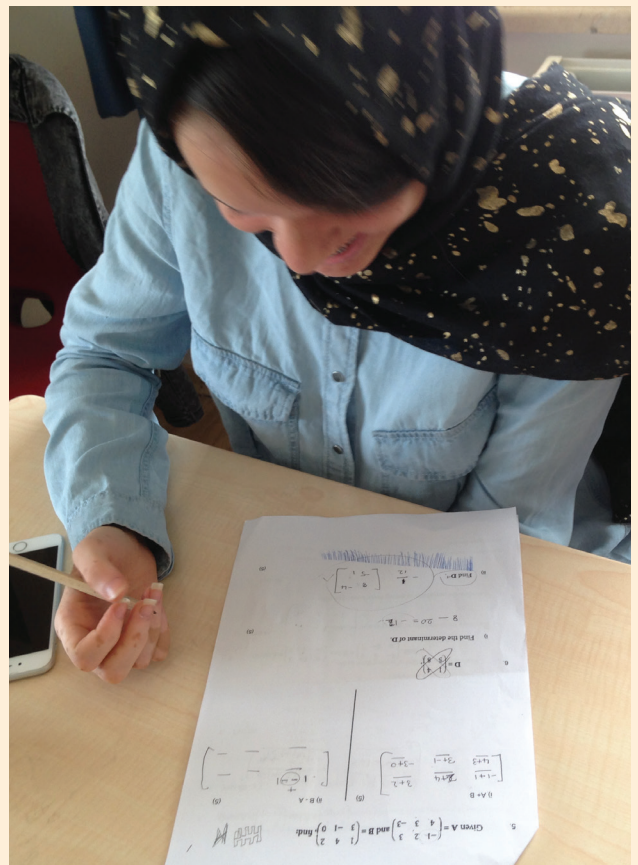
**The Arts:** The inspiration and power of the arts play a vital role in enabling our young people to enhance their creative talent and develop their artistic skills.

**Languages:** Knowing other languages and understanding other cultures is a 21st century skillset for students as they prepare to live and work in a global society.

**Mathematics:** This study equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

**Social Studies:** Through Social Studies (History, Geography, Sociology, Business), young people develop their understanding of the world by learning about other people, societies, their beliefs and values.

**Science:** An understanding of Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.





**CAMBRIDGE**  
International Examinations

Cambridge International School

## CAMBRIDGE PROGRAMME

Istanbul International School is a recognised Cambridge International School, providing preparation for Cambridge International Exams - IGCSE and AS/A - Levels.

The Exam Centre status also allows students to be examined on site under Cambridge exam conditions and regulations. External candidates are also allowed to sit exams and need to apply in advance to register for any exam.

Cambridge Exams are sat each year in June and November.



## Science and Mathematics

Mathematics

Biology

Physics

Chemistry

## Languages and Literature

English as First Language

English as Second Language

English Literature

German

Spanish

Turkish

## Social Sciences

History

Geography

Sociology

Business Studies



**John Lees**

**Nationality** : British-Finnish

**Education** : BA, PgCE, M Ed

**Post** : Director of Teaching and Learning

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

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

