

# Voice

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15 years on...

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Class teacher Pinar Çatalbaş looks over her long service with the school in its 15 year history

SPRING  
SUMMER  
**2018**

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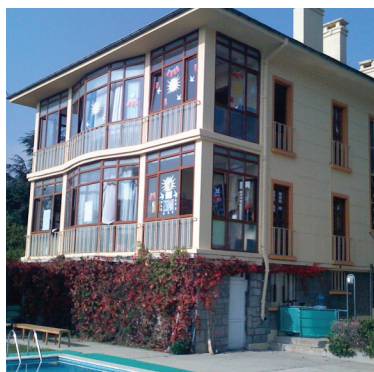
Play is the highest form of research...

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Charity Concerts



# 15 years on...



2002 - 2012



2012



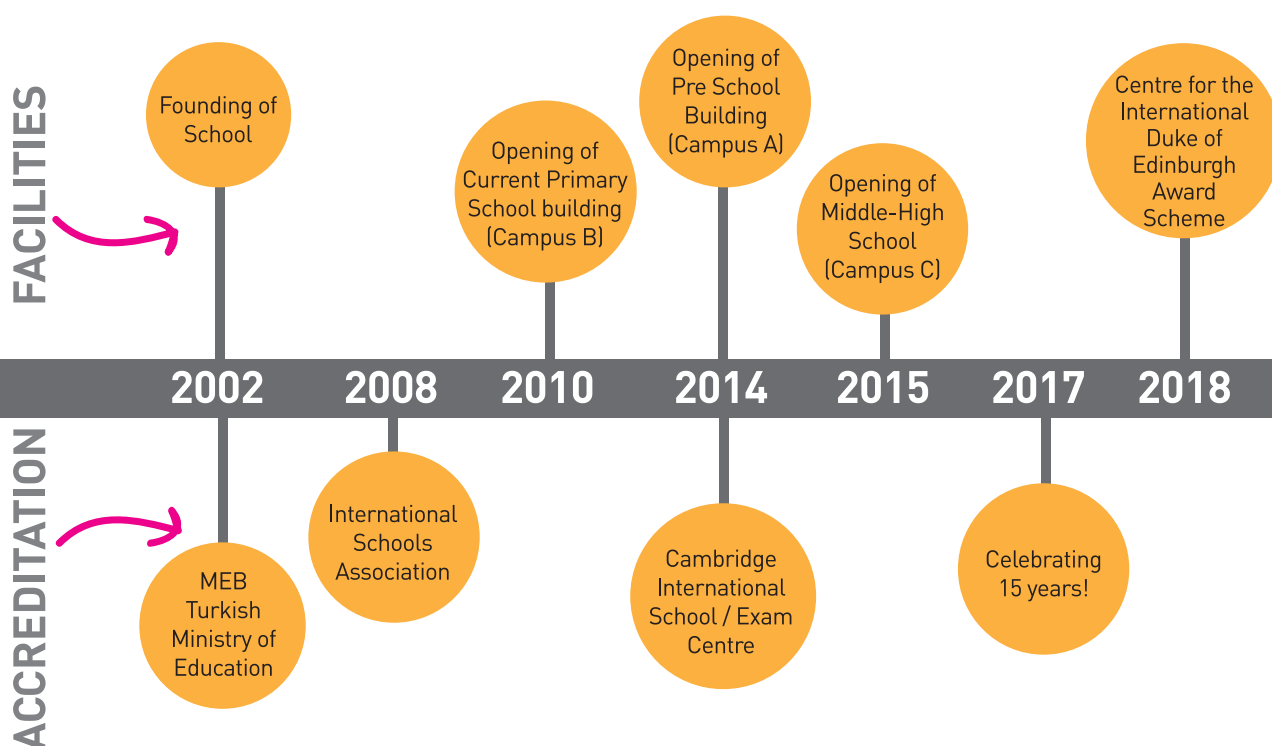
2014



2015

When we first established Istanbul International School it was with the intention of developing a school that would provide learners with a 21st century learning environment.

We are about to celebrate 15 years and are pleased to see that over the years that our dreams about progressive education have become a reality.







**CAMBRIDGE**  
International Examinations

Cambridge International School

Istanbul International School, **one of five accredited international schools in Istanbul**, is a learning community, interested in teaching and learning things that matter!

Our environment is a happy one for children and staff and encourages curiosity, critical thinking, community spirit and academic excellence for children of all kinds of backgrounds.

We understand diversity not least because we are diverse –

“we have 60 nationalities represented in the student body and more than 20 nationalities among the teaching team.”

In this diverse community, learning foreign languages is natural, emphasising world values is understood. Individuals are valued for who they are.

International education is expensive but we have always worked towards **providing quality education at a reasonable price** - without having to give an arm and leg!

**With over 15 years of experience** we are constantly reminded that the responsibility is great – value based teaching and learning paves the way to contributing to the world in which we live and the transmission of knowledge and culture from one generation to the next!

John Lees

*John Lees ..*

Director – Teaching and Learning



School Director  
John Lees is also  
Vice-Chairman of the  
Board of the  
International Schools  
Association

## Class teacher Pınar Çatalbaş looks over her long service with the school in its 15 year history

“Her zaman dediğimiz gibi:  
Yaşam boyu deneyimleri ve anıları paylaşmak...”



On National Teachers' Day staff members receive an award to mark their long service. Left to right, **Ms. Melike İnan**, B. Ed - **Ms. Nicola Dellow**, B.A, PgCE - **Mrs. Pınar Çatalbaş**, B.A, B.Ed

Benden okulumuzun 15. yılına özel yazı yazmam istenildiğinde; ilk işim hemen eve gidip 2004 yılından beri tuttuğum “Okul Defterimi” karıştırmak oldu.

Öğretmenlikteki 4 yıllık tecrübemle Diyalog Eğitim Kurumları'nda öğretmenliğe başladığımı düşündüğüm 2004 yılında;

aslında International School'da hiç bitmeyen bir öğrenciliğe başladığımı bilmiyordum.

Okulumuzun kurucu ortaklarından ve aynı zamanda Eğitim Koordinatörümüz olan John Lees'in bizlerden yetiştirmemizi istediği öğrenci modellerini ayrıntılarıyla



anlattığı her toplantıdan ve atölye çalışmasından sonra eve yeni bir Pınar olarak dönüyordum.

Bu toplantılarda ilk olarak: prensip ve sorumluluk sahibi, risk alabilen, kendini değerlendirebilen, araştırmacı ve düşünen öğrencileri; ancak ve ancak onlara model olursak yetiştirebileceğimizi öğrendim. Bu da biz öğretmenlerin sürekli bir eğitim içinde olmasını gerektiriyordu. Öğrenmeyi hayat biçimi haline getirmek; analitik



Elif Çatalbaş has grown up with the school



Class teacher Pinar Çatalbaş

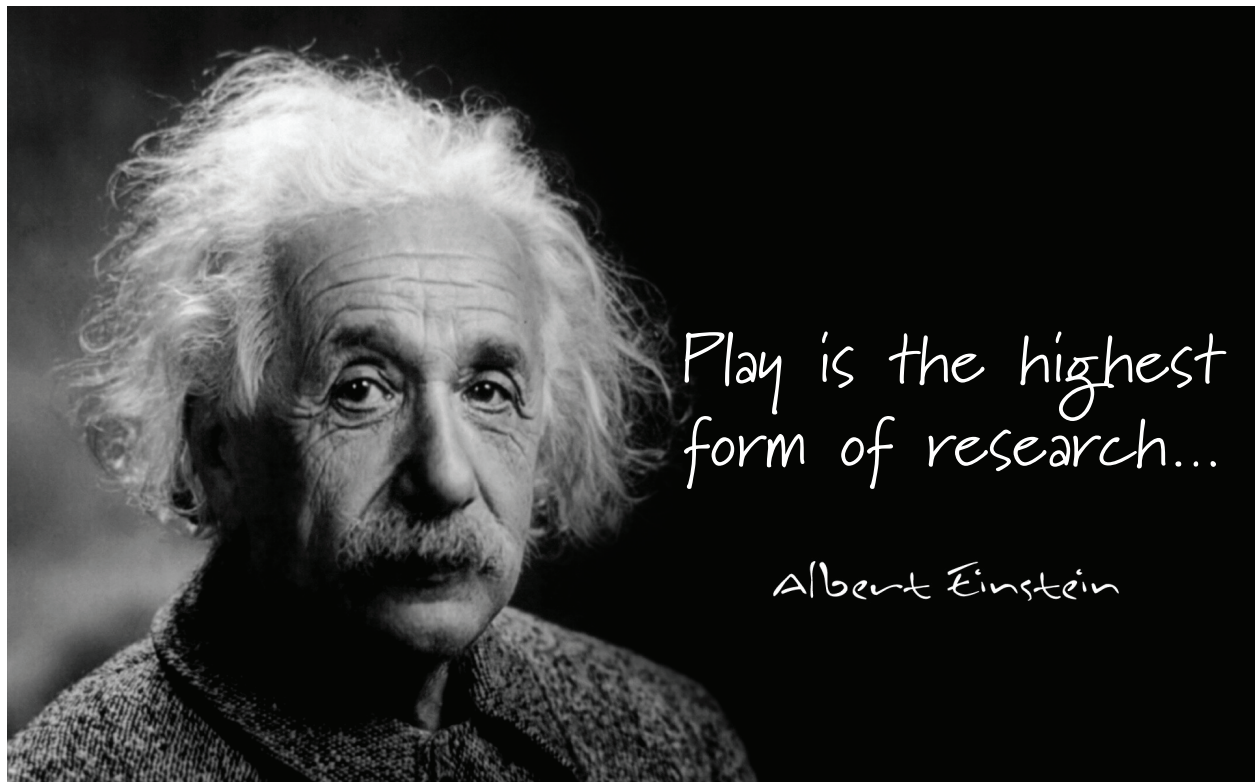
düşünen, yetkin iletişimci öğrenciler yetiştirebilmenin değişmez yolu.

Hepimizin bir kültür mozağının parçası olduğumuz İstanbul International School; temel olarak öğrencilere farklılıklara saygı ve özgüvenin önemini öğretmeyi hedefliyor.

Çok kültürlülüğün hedefimiz olduğunun bilinci ile, biz öğretmenlerin sınıflarımızda birer usta olarak yeni çıraklar yetiştirmemiz gerektiğini öğrendiğim ve de elimden geldiğince uygulamaya çalıştığım kurumumda; bir eğitim modeli olan "masterclass"ın ne olduğunu yaşayarak deneyimliyorum.

İşte ben de bugün; bu öğrenme yolculuğumda bana katkı sağlayan öğrencilerime, takım arkadaşlarıma, yöneticilerime ve eğitim koordinatörümüze teşekkür etme imkanını ve bu anıların fotoğraflarını paylaşmanın mutluluğunu yaşıyorum.

*Yaşam boyu öğrenmeye ve öğretmeye devam etmek hedefiyle...*



It is widely acknowledged that play is essential to every area of children's development and to their health, well-being and happiness.

*Children the world over, from those living with the most sophisticated families in big cities to those living in remote villages in developing countries, spend much time 'just playing.' Of course, only grown-ups would put the word 'just' in the previous sentence, implying that somehow play is an indulgence only the very young are entitled to and that nothing much is happening when children play.*



Nothing could be further from reality, however, for a great deal happens when children are 'just playing.' They are developing skills and habits and attitudes that will stay with them throughout their lives. As they play they learn to cope with frustration, to continue to try to improve, to share with others, to give vocal expression to their thoughts and fantasies. They literally 'play for keeps.'

Like crying or walking or making sounds, children don't have to be taught how to play. That doesn't mean their parents and teachers aren't important in helping



children advance developmentally through their play, for interaction with someone else is critical in the process. But, entirely on their own, and often with only the crudest of toys, little children play. I have watched little boys in Guatemala pushing the bottom of a match box along a garden wall while making car sounds. And with delight, I have seen children in India hold their arms like wings, make motor sounds, and run about, pretending to be airplanes. And such behaviors are not unique to the modern age: remains of dolls have been found alongside mummies of children that are thousands of years old.

Although play is important for people of all ages (witness the current fitness craze for adults, grown-ups who are 'just playing'), it is especially meaningful and important for young children. Actually play is their work, and they give a tremendous amount of energy and effort to it. If you doubt this, just watch for a few minutes as a 1-year-old struggles to get a ring on a color cone, or stand in the background as a 3-year-old tries to fit a puzzle piece into the proper spot. Or, if you roll a ball back and forth to a 2-year-old, just expect to be the first one

to want to quit the game; your partner often wants to go on and on.

*There are at least three ways in which play is important for young children: skill development, social development, and imagination and creativity. Learning occurs in all areas of development as young children play-and the learning, too, is for keeps.*

We can observe skill development as we watch young children play with their toys. When, as very young infants, they reach for and do something with a rattle, they learn to coordinate movements of their hands with what their eyes see. The great pediatrician, **Dr. Arnold Gesell**, once wrote that '**The mind of man is hand-made.**' This statement recognizes the tremendous importance to a young child of having exciting objects to hold and listen to and feel and manipulate. And, as young children struggle to create a desired effect with a toy, they discover that it isn't always easy. They realize that there is perhaps a problem to be solved and that they have to practice to acquire and improve the skills necessary to achieve their goal.

Play with other children is critical for the development of social skills. At first adults are their most important playmates, but soon they become eager to interact with children of similar ages. And it is through such play that they learn how to get along with others: that hitting may get them a desired toy, but lose an equally desired friend; that the other children have wants, just as they do; that sharing and





kindnesses bring more rewards than snatching and pushing.

Play is the crucible in which imagination and creativity can be cultivated and expressed. The child who pretends to be a cowboy, a mother, a fairy, a firefighter is demonstrating some knowledge of these roles and is working through his or her own ideas about all that they entail. And the child who 'spanks' a doll while saying, 'I don't want you to do that again,' is releasing some of his or her own aggressive impulses via this make-believe route instead of trying to mount a direct attack on another person. Play provides just such an outlet for young children. Play brings about important benefits to children as individuals and as groups but also to families, communities and society as a whole. Play has particular value to children at times of stress or change in their lives and it is especially important that children with disabilities have opportunities for play throughout their childhood. Children are

seen to play anywhere and at anytime provided they are not in extreme circumstances of fear or illness. While some of children's play takes place within play provision and playgrounds it is important to remember that play happens wherever children are: at home, in the streets, on the way to school. The benefits of ensuring that children have access to play opportunities cross and link a number of areas – learning, health, social relationships, family and community.



*Play is universal. It is common to children of all countries and cultures, though the form or content of it may differ and each individual's experiences through play are unique. Certainly play that is open-ended, spontaneous and joyful is considered an essential expression of childhood.*

Children do play, and they play for keeps.



Gizem Güven  
Pre-school  
Manager





# Festivals Of Spain

## by Martina Peiro / Grade 6

In my city of Valencia, Spain there is a really cool festival called Fallas. The festival goes from the 15<sup>th</sup> to the 19<sup>th</sup> of March but takes all year to prepare for.



Each neighborhood in the city works for an entire year to create large and beautiful papier-mâché monuments. They burn these monuments to show that you can try again and to give new life to the new season.



A big and very honorable part of the **Fallas** are the girls known as Falleras who walk all over the city with really nice dresses and very fancy hairstyles. These women work the entire year in order to prepare for the Fallas. The police shutdown streets so they can cross in order to parade at the Flower Offering to the Virgin.



The other important festival in Spain is **San Fermin** or the Running of the Bulls. This festival takes place in Pamplona from the 6<sup>th</sup> until the 14<sup>th</sup> of July. It's to celebrate Saint Ferman, but it's lost this meaning over time. Today, the festival is a gathering of people to watch as bulls run through the streets of the city. I personally don't like this festival because every year there are people getting injured or dying. Also, the bulls are treated very badly.



So, while I might not like or agree with all the festivals in Spain, there are many rich cultural celebrations and these are just two. If you like these, you should search more.



## Summer in Korea

by Eliana Yeh-Eun Kim / Grade 6

In Korea, the summer varies for different people. As a student, they have a break in the summer starting from mid-July to the end of August. In this time, they can do many things and are affected by factors such as weather.



The weather in the summer is very hot and wet. Just like in other places, has a monsoon season. In this time, the weather is very humid, making it feel a lot hotter than the actual temperature. In traditional Korean places, there are no fans or air conditioning, and it is said that if you eat hot soup or spicy food, you will get cooler. Some food that Koreans enjoy in the city are; samgyetang, naemyeong, and patbingsu. Samgyetang is a chicken soup with where the chicken is stuffed with rice, ginseng (healthy root), Korean dates and other herbs. Naemyeong is a cold soup with



chewy buckwheat noodles, broth and different tangy flavors. Patbingsu is a dessert which has shaved ice, sweet red bean and condensed milk with fruit and other sweets. Mainly Koreans go on holiday either in the city, or outside the city. Because it is so hot, the sea is an ideal place to go on vacation. Some things that people like to do outside of the city are go to holiday resorts, mountains or the sea. If you stay in the city, you could go to outdoor shopping districts, or eat out at night time food markets. In conclusion, Korea in the summer is a lot of fun, and is an interesting culture to experience.





## Charity Concerts 2018

Istanbul International School opened its doors to parents and guests on February 23 and March 23<sup>rd</sup> for the Annual Charity Concerts. Proceeds from both events went to Kızılay, the Turkish Red Crescent organization, Turkey's largest humanitarian aid group.



The Primary School programme presented a number of pieces from musical theatre productions and a group of piano recitals and dance pieces from budding musicians and dancers. These were prepared by Mr Alper, Ms Anastasia and Ms Ayşe from the Expressive Arts Department.



*Left to right, Ms Anastasia, Ms Ayşe and Mr Alper*

In the Middle School Concert the evening comprised a variety of musical acts including school bands and ensembles, soloists, and classical arrangements, hosted by the school's music teacher Mr Alper.



*Middle school music teacher Alper Yazıcı*

The night included Turkish folk music, contemporary and retro pop songs, as well as rock and roll classics.

As a result of all the efforts, the school was able to raise funds to buy two container homes to house Rohingya refugee families settling along the Bangladesh-Myanmar border. Our funds were presented to the Red Cross to contribute to their Housing Campaign.



## Anti-Bullying Campaign At School

As bullying has become one of the biggest problems around the world, school authorities are constantly trying to control it by applying different anti-bullying policies/programs in their schools. Like others, we may sometimes encounter some bullying problems in our school.



For this reason, we organized an anti-bullying campaign both with preventing and intervening purposes in the last school semester. Before we started the campaign, it was quite important to learn the whole school's understanding of the term itself. Based on the surveys we had applied to each Grade in the Middle School, we were able to establish some crucial information such as the frequency and duration of bullying behavior in different Grades. We also tried to understand students' ways of solving their problems and their willingness to ask for help from adults to stop bullying.

In the light of surveys, it was important to start teaching the definition and different types of bullying to our students. Even if most students know and constantly use the term "bullying", they could be confused about it and other types of conflict. During the lessons, they watched some short films to analyze different types of bullying. Most of the time, they did some group work to discuss different aspects of bullying within their groups.

After having a clear idea about the term, students learned some strategies to defend themselves against different types



of bullying. The main purpose of the campaign was to spread the idea that **"Nobody deserves being bullied!"**. Another point was to explain that **"There is nothing wrong with being the victim of bullying"**. We talked about negative effects on students who are involved in bullying as well as our responsibilities to other people at school.



After that, it was time to set some community rules at school. Students discussed the rules and different ways to stand up for each other against bullying. They were quite creative and eagerly participated in group discussions. From punishment to the idea of support groups, they suggested different solutions for authorities to create a bully-free school. Their simple antibullying rules related to taking responsibility, listening, understanding, having compassion and empathy, including others, standing up for each other and asking adults' help.



At the end of the campaign, thanks to the anti-bullying movie contest, students had a great deal of fun too while handling a difficult subject. Here our point was to include everyone by encouraging them to achieve a common goal with their classmates and to increase the awareness about the bullying problem.

In summary, our main purpose was to instill the idea that

*"Bullying is not an acceptable behavior in our school, and that in order to stop bullying, everybody has to take responsibility for ensuring a bully free school environment."*



**Sevinç Şen**  
Middle School  
Counselor

# My South Africa - Matthew Meades

Here is some general information about my beautiful country - South Africa.

## FAST FACTS

**OFFICIAL NAME:** Republic of South Africa

**FORM OF GOVERNMENT:** Republic

**CAPITALS:** Pretoria (administrative), Cape Town (legislative), Bloemfontein (judicial)

**POPULATION:** 48,375,645

**OFFICIAL LANGUAGES:** Afrikaans, English, IsiNdebele, IsiXhosa, IsiZulu, Northern Sotho, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga

**MONEY:** Rand

**AREA:** 470,693 square miles (1,219,089 square kilometers)

**MAJOR MOUNTAIN RANGE:** Drakensberg

**MAJOR RIVERS:** Limpopo, Orange



## GEOGRAPHY

Most of South Africa's landscape is made up of high, flat areas called plateaus. These lands are covered with rolling grasslands, called highveld, and tree-dotted plains called bushveld.

To the east, south, and west of the plateau lands is a mountainous region called the Great Escarpment. The eastern range, called the Drakensberg, or Dragon's Mountain, is filled with jagged peaks, some more than 11,400 feet (3,475 meters) high.

Interestingly, South Africa has another country within its borders. Nestled in the Drakensberg is the mountainous kingdom of Lesotho. Much of South Africa's water



comes from the snowcapped peaks of this tiny, landlocked nation.

## PEOPLE & CULTURE

Many different peoples make up South Africa, each with their own language and history. The country has 11 official



languages and many more unofficial ones. This colorful mix of cultures gives South Africa its nickname "rainbow nation."



South Africans are passionate about music, often using song and dance to express social and political ideas. They're also known worldwide for their skill in sports, including rugby, cricket, golf, and soccer. In 2010, South Africa became the first African nation to host the World Cup.

## NATURE

From aardvarks to zebras, South Africa is full of wildlife. The country takes up only about one percent of Earth's land surface, but is home to almost 10 percent of the world's known bird, fish, and plant species and about 6 percent of its mammal and reptile species.



The seas around South Africa are also crowded with wildlife. About 2,000 marine species visit South African waters at some point during the year. There's also a world-famous sardine run off the east coast each June that draws thousands of hungry sharks, dolphins, and birds.

South Africa works to preserve its wildlife with dozens of protected land and marine areas, including the famous Kruger National Park in the north, as well as nearly 9,000 privately-owned game reserves throughout the country.

Nevertheless, many of South Africa's animals are hurt by illegal hunting and loss of habitat, and dozens of species are in danger of extinction, including the black rhinoceros, the cheetah, and the African wild dog.



*South African Rand, the local currency*

## GOVERNMENT & ECONOMY

South Africa has been a democratic republic since holding its first truly open election on April 27, 1994. Natural resources, agriculture, tourism, and manufacturing have made South Africa the largest economy on the continent. But problems with unemployment, poverty, and AIDS present huge challenges for the government.

## HISTORY

In northern South Africa near Johannesburg, there is a cave formation

called the Sterkfontein. Within these caves, archaeologists have uncovered some of the earliest human fossils ever found. Some are more than two million years old. The find earned the region the nickname "**Cradle of Humankind.**"



About 24,000 years ago, tribes of hunter-gatherers known as the San, or Bushmen, began moving into South Africa. Many San still live, much as their ancestors did, around the Kalahari Desert in the northwest.



In the 1400s, European ships heading to the Far East began stopping on the South African coast for supplies. In 1652, the Netherlands established the southern city of Cape Town, and Dutch farmers, called Boers, began settling in the areas around the city.

In 1806, wars in Europe left the British in control of the Cape Town colony. In 1910, the British united four colonies in the region and created South Africa. They established laws that separated whites from black South Africans, a practice of



segregation called apartheid, which led to decades of conflict.



In 1963, Nelson Mandela, head of the anti-apartheid African National Congress, was given a life sentence in jail for "terrorist" activities. In 1990, after 27 years behind bars, he was freed by President F.W. de Klerk. In 1994, Mandela was elected president of South Africa.

After Mandela we had 2 more presidents, Mbeki and Zuma. Both were forced out of office. We now have a new president, Cyril Ramaphosa, to lead the country.

*(Reference: National Geographic)*



Matthew Meades  
teaches Social  
Studies



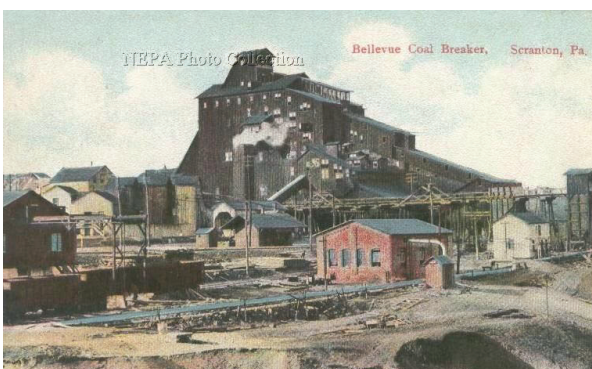
# My Home Town In America -

## P. Casey Telesk



I was born in Scranton, Pennsylvania — a small city in the Northeast part of the state. Scranton is called The Electric City because in 1886 America's first electric trolley system began operating there. Today, Scranton is a small, rundown city, but this wasn't always the case. In the mid-1800s Scranton was an industrial city and between 1860 and 1900 the population of the city grew 10 times. This increase was mostly immigrants from Ireland, Italy, Germany, and Poland. During this time, coal mining became an increasingly popular and lucrative industry. My great grandfather was a coal miner and would tell me stories for hours about the mines — about how breaker boys and other children as young as 8 or 9 would spend 14 hours a day three thousand feet underground.

Today, coal is no longer mined in Scranton and out with coal went all other industry.



So while the city is a mere shadow of its former self, there's still some pretty cool stuff about our city. Because it was settled by mostly immigrants, we have an incredibly diverse selection of amazing foods. In fact, CNN called Old Forge (a borough of Scranton) the Pizza Capital of THE WORLD! (But, please, don't tell Ms. Christel that!). My favorite Scranton restaurant is called Whitehouse Hoagies. They serve the best cheesesteaks in Pennsylvania. The widely accepted theory is that Philadelphia, Pennsylvania makes the best cheesesteak but everyone who thinks this is wrong — it's Scranton.

The other interesting thing about Scranton is that I'm not the coolest or most famous person to be born there. There are many other, more notable people who were either born in or have tight associations with the city. Joe Biden, the former Vice President of the United States was born in Scranton, as was Hilary Clinton's father Hugh Rodham.



Howard Gardner, who developed the Theory of Multiple Intelligences, was also born in Scranton. And, probably most famously, the American version of *The Office* was set in the city.

So, while we might only have a meager 570,000 residents (compared to the 15 million of Istanbul) we still have some pretty interesting history, culture, and food.



Casey Telesk teaches English Language and Literature

## Let's meet...

### BETÜL KARAKUŞ

I was born and raised in the Netherlands in a small city called Enschede close to the German border.

In 2008 I started studying in the Faculty of Social Studies. I graduated in 2012 and right after graduating as a social worker I started studying Fine Arts and Design in Education. This is a study can result in becoming a Visual Artist or becoming a teacher for the Primary-Middle-High School and even University. I chose the second. The person I am today is because in these years of learning, I have learned the importance of listening to others, how to communicate, trying to understand others and so much more.

Up until now I have always worked with children in different school settings. I have worked with children from all kinds of nationalities, ethnic backgrounds and religions. I love that diversity as I am a product of diversity – my family is Turkish but my environment was very Dutch.

I really enjoy exploring the interaction of Society and Art and the part that education plays. Art in Society is a great assembler of people and talents as well as being an equalizer. By teaching in school I am part of this process of developing respect for differences.

“Hope” is one of the most powerful things individuals have. I have met lots of people who have lost their hope and fortunately I have seen most of them regaining it.

Betül Karakuş B.Ed has been working in the Primary School as a Grade teacher and in the next school year will be working in the Middle – High School as an Art and Design specialist teacher.

### AYLİN TUŞTAŞ

I was born and raised in The Netherlands, and I moved to Turkey in August 2016.

Living in The Netherlands gave me many valuable things which have made me the person I am today.

I have always had a passion for Primary School teaching and geared my studies and career in this direction as I feel committed to helping children develop skills they can continue to use throughout their lives.

During my studies I worked as a pedagogical assistant in a Nursery for 4 years. This was the perfect opportunity to observe young children's development before starting Pre school. The nursery where I worked was using the pedagogy of Reggio Emilia which I found very

Aylin  
Tuştas  
B.Ed

Betül  
Karakuş  
B.Ed





interesting and still use many approached from this model things in my teaching today.

**I also have done a few voluntary jobs.**

From 2008 till 2010 I tutored Primary students who were struggling with certain subjects at school.

In 2011 I went to Kosovo to renovate a Primary School which had been affected by the war. In 2012 I was able to go to Uganda for three months to teach at a Primary School. These experiences have all reinforced my belief that the world can be a better place as long as we give a little bit more than we think we are able to.

Even though my roots are Dutch, I enjoy living in Turkey and hope I can visit many more countries. I love to see, hear, feel, taste, smell and experience different cultures. By filling my backpack with different experiences of life I hope to be a better teacher tomorrow than I am today.

**Aylin Tuştaş B.Ed** has been teaching Grades 3 and 4 at Istanbul International School. In the next school year she will be teaching Grade 1.

## MAGALIE JORDENS

Twenty – three years ago I started my school career. According to my parents I was so excited about going to school that my school bag was ready and waiting for me to start school for weeks. While my mother was holding her tears at the school gate I was already playing with my new friends. That has never changed...

After Pre school I started Primary school in the village of Zelem, in the middle of Limburg, a province in Belgium known for its green fields, happy cows and cake. We walked or cycled to school almost every day. I was absolutely in love with my first Grade teacher and the school. We planted apple trees and went on farm camps. We collected leaves in autumn time and played in the snow in the winter. During the weekends we gathered together for scouting and during the summer break we all went together on camp. Amazing memories were in the making.

The years after first Grade passed so fast that before I knew it, I had a bigger bicycle and I was cycling to high school. For the first time in my school career I didn't feel happy and two years later I changed my bicycle for the train. That train brought me to an Art Academy in the main town of Limburg, Hasselt, where I graduated as an art teacher. After two years teaching in Belgium, I ended up here at Istanbul International School.

**Magalie Jordens B.Ed** has just joined the Teaching Team after maternity leave. She returns to Belgium this year with her husband and baby Felix. Our loss – their gain!



**Magalie  
Jordens  
B.Ed**

## Teachers as learners

Throughout the year Istanbul International School takes advantage of Cambridge Professional Development Courses, to ensure a high level of quality teaching.

## Training workshop in Istanbul for Science Specialists

‘IGCSE Chemistry, Biology and Physics training given by Cambridge Assessment International Education were very useful for us. Although they were introductory training, as experienced teachers, we had chance to explore syllabuses in detail. Since our instructors were well seasoned teachers themselves, we had the opportunity to ask all our questions questions about both IGCSE and A level exams. Apart from the theory we also had practicals. Being a student gave us a different perspective allowing us to see the possible mistakes students can do and how they feel during experiments.

Apart from the training itself we enjoyed meeting teachers from other countries and schools. We look forward to more face to face training!



Physics Specialist Teacher, **Lale Kibar**



Chemistry Specialist Teacher, **Dilek Küçükbara**



Biology Specialist Teacher, **Christel Sirocchi**



## Training workshop in Rome for Mathematics and Science Middle School teachers



'The Mathematics and Science Cambridge Checkpoint program in Rome was extremely beneficial. The training itself was superb and we genuinely enjoyed each and every moment of it. The content of the programme allowed us to reflect on the content of Checkpoint Maths and Science as well as how best to grade work. We worked also on student self revision a well researched method on helping to retain information by checking your own work.

Moreover, the main idea of the course was to encourage learning in the context of the real world using real topics and challenges. We understood again the importance of teaching which develops five important key skills in learners: Reflectivity, Innovation, Confidence, Engagement and Responsibility.



Left to right **Edona Laçin** and **Seçil Paslı**

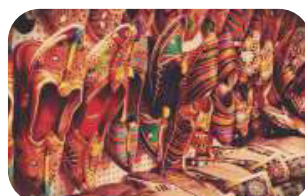
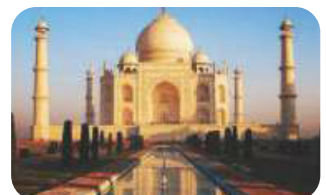
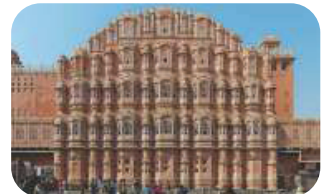
The whole experience made us feel better equipped and refreshed and motivated us as teachers. It encouraged us to talk about what makes good pedagogical practice, the elements that need to be present for effective teaching and successful learning to take place, and how these elements interact.

# INTERNATIONAL SCHOOLS ASSOCIATION

27th October - 3rd November 2018 (Jaipur, India)

## PRELIMINARY PROGRAMME

Friday 26 <sup>th</sup> October 2018		Arrival of participants and settling down in the respective accommodation (Home stay), General orientation	
<b>Day 1</b>	Saturday 27 <sup>th</sup> October 2018	<b>Morning</b> <b>Afternoon</b> <b>Evening</b>	Welcome by the host and General Orientation Talks/Seminar/Visit on local issues. Visit to Chokhi Dhani for a view to Rajasthani culture, leisure and dinner.
<b>Day 2</b>	Sunday 28 <sup>th</sup> October 2018	Travel to Agra to visit The Taj Mahal	
<b>Day 3</b>	Monday 29 <sup>th</sup> October 2018	Talks/Seminar /Visits <b>Visit:</b> Amer Fort, Jal Mahal, Hawa Mahal and local market.	
<b>Day 4</b>	Tuesday 30 <sup>th</sup> October 2018	Talks/Seminars/Visits And preparation for the final seminar report <b>Visit:</b> Jantar Mantar, City Palace, Birla Temple	
<b>Day 5</b>	Wednesday 31 <sup>st</sup> October 2018	Preparation for the final seminar report Outing with host families and shopping	
<b>Day 6</b>	Thursday 1 <sup>st</sup> November 2018	<b>Morning :</b> Final Presentation Cultural Evening	
<b>Day 7</b>	Friday 2 <sup>nd</sup> November 2018	Travel to Delhi <b>Visit :</b> India Gate, Red Fort, Raj Ghat, Connaught Place	
<b>Day 8</b>	Saturday 3 <sup>rd</sup> November 2018	Akshar Dham Temple, shopping, Departure from Delhi to home country	





# INTERNATIONAL SCHOOLS ASSOCIATION

YOUTH LEADERSHIP ENCOUNTER ON  
**ETHICS... THE NEGLECTED PRIORITY**  
SUB THEME: FOOD AND HEALTH

JAIPUR, RAJASTHAN, INDIA • OCTOBER 2018



INDIA INTERNATIONAL SCHOOL  
MANSAROVAR, JAIPUR



INTERNATIONAL SCHOOLS ASSOCIATION

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