ISA will be celebrating its Youth Leadership Encounter this year at Agora Lledó International School in Castellón, Spain. Students from Senegal, China, Italy, Turkey, India and many other countries will be participating. This year’s Global Issue will be about

“Artificial Intelligence: A new way to learn”
The Youth Leadership Encounter, organized by the ISA and the Agora Lledo International School, Spain, provides an excellent opportunity for students to meet, share and learn about different cultures and experiences within an area of global significance.

The YLE will encourage students to participate actively in a series of debates, seminars and workshops related to artificial intelligence.

Before attending the seminar, students would be required to prepare a case-study with their teachers and colleagues based on this topic in their home countries. It must include information related to "Artificial Intelligence: A new way to learn".

During the YLE, students will present their own case studies, participate in the debates, seminars and workshops as well as take part in cultural visits in Spain. At the end of the week the students must present a report to the ISA board members and other dignitaries.

Accommodation will be provided by the Agora Lledo International School.

The city where you will be hosted for this year’s YLE will be Castellon, just off the East Mediterranean coast of Spain and within an hour’s drive from Valencia Airport*. Castellon was founded in 1251 by King James I of Aragon. This event is marked by the city’s local festival week called ‘La Magdalena’. Being along the coast, it attracts many tourists for its beaches, varied landscape as well as its international music festivals.

The city is well communicated with other cities around Spain such as Valencia and Barcelona. The school is just in the outskirts of the town in an area surrounded by orange fields and is named after the patron saint of the city.

*About three hours from El Prat International airport, Barcelona and five hours from Adolfo Suarez International Airport, Madrid.

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For more information go to www.isaschools.org
ISA is proud to present its newest school member: Esfera Escola Internacional from São Paulo, Brazil.

THE NAME ESFERA

By definition Esfera comes from the Latin sphaera, meaning circle.

Other definitions of Esfera include "any perfectly round body", "globe", "a representation of earth", or "earth" itself.

Our Esfera, in essence, turns on its axis, moving to bring people together, to promote integration of people by means of an education with broad references. Esfera reflects a belief in each individual making a difference in the world through actions based on humanity, cooperation and principles.

In this spirit, the name Esfera was chosen. The school’s logo reinforces these principles and when we imagine the circular movements of our school, we think of the multiplication of positive actions in the world and the integration of all people who make up our Esfera. At Esfera we hope to grow in our essence and to nurture our inner beings.
THE HISTORY

Esfera Escola Internacional was founded in August 2004 by a group of professionals working in various areas within the field of education. A multidisciplinary group of professionals helped in structuring the pedagogical proposal and in organizing the curriculum of Esfera based on the essential premises of the project.

Between July and September 2004 the pedagogical team was formed and the initial training began between October 2004 and January 2005, thus marking the beginning of a program of continuous professional development, one of the pillars of the pedagogical proposal of Esfera.

In January 2005, Esfera began its activities welcoming children from Toddlers thru 3rd grade. With growth occurring within planned annual expansion, the school consolidated the gradual implementation of grades up to the first Year 9 Graduation in 2011.

These years have seen the Esfera team differentiating themselves through the participation in special professional development related to key aspects of the Esfera pedagogical proposal. Some programs occur on site with the entire team. Some involve visits to various schools in Brazil and abroad and in other cases team representatives participate in national and international courses and seminars.

(Photos of diverse educational projects from Esfera Ecola Internacional) (info from: http://www.escolaesfera.com.br)
International School of Western Australia  
(City Beach, Western Australia)

“A Great Year at ISWA”

The 2018/19 academic year was, as always, an incredibly busy year at the International School of Western Australia (ISWA). During the year teachers planned many engaging enquiring research projects for their students. Our Primary School Students enjoyed: building bush shelters, creating nature documentaries, and setting up businesses. These projects gave the students the opportunity to practice a range of skills in authentic situations to help them develop their ability to work collaboratively, think conceptually and learn in a transdisciplinary environment.

During Term Four there was the showcase and culmination of student work, the Year 6 International Baccalaureate Primary Years Exhibition. The Year 6 students had the support of their year 6 teachers and mentor teachers and selected important world issues to research. It was a quintessential demonstration of collaboration, with the students working in their enquiry groups to create thought provoking displays that inspired us all to reflect on our actions and reconsider some of our daily decisions and habits.

In our Secondary School, student leadership and student voice have been prominent with the Student Council taking on an important role in the school and working collaboratively with the National Honors Society and the National Junior Honors Society. Our CAS (Creativity, Action, Service) students organised many community service activities including; supporting the local refugee centre. Our Student Council organised many themed days to raise money for many good causes including themes such as: Spirit Week, Teacher’s Day, Valentine’s Day, Talk Like a Pirate Day, National Bandana Day, Pi Day and Pink Day. These events were enjoyable and further developed the community spirit in the school and raised substantial amounts of money for worthwhile charities.

www.isaschools.org
Our students produced outstanding results in their external exams (International Baccalaureate Diploma Programme and US College based Advanced Placement Programme) and have gained entry into prestigious universities in Australia and around the world.

Experiential learning is an important part of the learning experience at ISWA. Students went to various camp sites in Western Australia including the world-renowned Ningaloo Reef. We also had a successful student exchange with the Second National Foreign Language School in Shenzhen, China and a Service Trip to Bali, Indonesia with the highlight being the five day Green Camp at the Green School.

At ISWA the Co-Curricular Programme continued to expand with over 40 activities offered by internal staff and external specialists.

Our students had more opportunities to represent the school in inter-school sporting activities this year, achieving outstanding results. We all enjoyed the vibrant Hairspray Production, rated by everyone who saw it as the best-ever school performance. In Term 3 we enjoyed the amazing annual Art and Design Expo. We also enjoyed other school community events including: Harmony Day, Halloween, Carnivale, Chinese New Year and the Annual Parent Sundowner.

Whilst we reflect on the year that has passed, we are incredibly excited to look towards the future, and our new home at Doubleview. It has been exciting to see our new campus come to life over the past 12 months. In particular, the development of the new playgrounds in which students have had a central and driving voice in designing. All students submitted, in a variety of forms, their ideas and thoughts, with a smaller number of students working directly with Landscape Designers in the design process. We are looking forward to moving in mid-2020.
On a personal note, I was thrilled to sign my second contract as Principal of the International School of Western Australia for another 5 years. The board unanimously voted (all 11 current board members) in support of this. I was also honoured this year by being invited to be a co-opted board member for the International School’s Association for 2019, with the term now extended for three years. My mission is to promote international education and to educate global citizens. I am planning on more travel this year as a Principal of an International School, having recently returned from a very successful trip in China and looking forward to the upcoming Innovation Tour in the USA. At this stage, ISWA plans to send a group of students to the YLE Conference in Spain in October 2019.

Maria Coate
Principal International School of Western Australia
International School EIRÍS SEK (La Coruña, Spain)

International Exchange Programmes:

Belonging to a multinational Institution is one of the many advantages of being a student at Eirís. For another consecutive year we have offered the possibility of taking part in an international Exchange with one of our sister schools. Italy, United Kingdom and South Africa were the countries we visited this year.

We would like to thank everybody involved in the programmes for making them so successful. The students who took part in the exchanges will never forget the wonderful experiences they lived.

What’s The Gruffalo? It’s an amazing learning experience.

A school play is not just a performance, it is a complete learning experience. Creativity, emotional intelligence and collaboration all form part of a process that begins as an idea where students contribute and participate in with the help of teachers, and that develops with the help of family encouragement at home. Children learn the value of collaboration and motivate each other to create something that they feel proud of. In “The Gruffalo”, Year 1 and Year 6 Primary students worked together to produce a final performance that combined many important values that should be reinforced in society today such as good communication, initiative, respect and discipline. Congratulations to all those who took part and a big thank you to everyone involved.
Agora Lledó International School (Castellón, Spain)

International prestigious Pearson Awards with multilingual project

6th of Primary at Agora Lledó International School of Castellón (Spain), recently obtained a magnificent international result by winning second place in "Multilingual success in your school", a competition promoted by Pearson International Schools Community.

The project created by this young Social Science and Art teacher in Agora Lledó International School was titled "Knowing the past to understand the future". The students, from a classroom with a mix of mother tongues, were tasked with researching the Spanish Civil War in order to produce a multilingual mural. Pearson judges agreed the project was a powerful way to encourage recognition and appreciation of the different languages spoken in the classroom and promote discussion, while also deepening students' understanding of the war and how this may influence the future.

The role of the teacher, in accordance with the aims of this project, is to support and encourage multilingualism. The teacher usually designs her activities so that students become active participants in their own learning. They make decisions and reach agreements; the teacher acts a guide who supports and provides encouragement to them when necessary. This way, students read, talk, listen and speak in the different languages present in the classroom throughout the activity.
Meanwhile, they use a variety of didactic resources such as dictionaries, textbooks, internet, among others.

The activity to encourage multilingualism consisted of making a mural about different aspects of the civil war and Francoism using the range of languages present in the classroom which are English, Spanish, Valencian, German, Romanian and Russian.

Students had to investigate aspects of the civil war such as the shelters, the ration cards, the post-war period and the two sides of the war, with the objective of gaining knowledge and perspective through real stories and testimonies and sharing them later with the rest of their classmates.

The objectives of this project were not only to investigate and collect information about recent Spanish history but also to develop multilingualism and multiculturalism. This has also been a way for the students to understand that people live in a multicultural society where diversity and difference are synonyms of enrichment and culture.
When Finland fell from the top spot in recent PISA assessments, many people turned away from the Nordic countries towards the high-performing Far East. In the shift many schools missed out on Finland’s Kiva programme—a way of reducing bullying at school by up to a third.

Kiva is different. For a start, it doesn’t deal specifically with the bully–victim relationship. Instead it takes the whole school-approach. Kiva founder Christina Salmivalli, Professor of Psychology at the University of Turku in Finland, says ‘We have found that the worst thing about bullying is bystanders doing nothing. Bystanders contribute 24 percent to the process of being bullied, whereby the bully only contributed 8 percent.

Kiva teaches that bullying is not simply a matter for the bully and the victim, but something that has an impact on the entire community, with bystanders taking part in the interaction. The programme conveys its message—and offers strategies to tackle the issue—through lectures, discussions, computer games and role-playing exercises. According to research by Salmivalli and others, schools that have run the programme for five years have reported a reduction in bullying (defined as a student having self-reported bullying or being bullied) by 20–30 percent. The scheme is now being used in 90 percent by Finnish schools, as well as in France, Sweden, Estonia and the US.

The scheme has also been piloted in Wales in the UK and Professor Judy Hutchings of Bangor University says that initial results suggest ‘significant reductions in reported bullying and victimisation.’ ‘It is so comprehensive,’ she says. ‘It has a variety of components—lessons, posters, games, school assemblies etc.’ She goes on to say, ‘The success of the programme relates to its longevity and being an integral part of the daily routine of a school, reminding everyone to be ever vigilant.

The importance of commitment of school leadership along with the longevity of the programme is key. Having a short specified term project does not yield the same fruit. Although it is unlikely to be a miracle cure it certainly helps project the importance of community vigilance as a means of reducing bullying.
At Istanbul International, we try to engage ourselves in activities that help us develop new skills and a strong character for the future. With this aim in mind, recently, we have started our collaboration with the Turkish Red Crescent (Turk Kizilay).

The Red Crescent was founded in Switzerland and is one of the oldest non-profit humanitarian aid organisations in the world. The Red Crescent was founded on 11th June 1868 during the Ottoman Empire modeled on the Red Cross. Its main aim has always been to provide aid to the ones in need and increasing cooperation in society and hence decrease human vulnerability. Turk Kizilay has provided aid to more than 78 countries in the past 10 years, it has about 200 blood donation centres across Turkey. Turk Kizilay has 3 medical centres in Istanbul and Kizilay first aid services have provided emergency medical services to over 100000 people in Turkey. Kizilay is also active in various other community activities.

We have been supporting the Turkish Red Crescent over the years through charity events but by the organisation first came to our school by invitation. They did a presentation introducing their organisation to our High School students and asked them to volunteer. More than 30 students from our school volunteered. Since then, our school has been in constant contact with the organisation and open to any opportunity they present. Until now we’ve had two volunteer training sessions with Kizilay, one at our school about communication and on at their Sultanbeyli centre about teamwork. These are compulsory training programmes for volunteers.

In the first session, the staff from Kizilay taught us about the importance of communication. The session began with a short presentation about communication, which was followed by an interactive section with different activities enforcing the same ideas. In one of the activities, we were asked to walk around the room in three different methods, with different levels of communication with other people in the room.

We were then questioned about how we felt about each method. I believe these activities helped us understand the importance of good communication and the consequences of bad communication. Moreover, these activities got us excited and
interested in Kizilay and its work. At the end of the session, we were asked to come up with new ideas that can help the society and many participants were coming up with ideas related to issues like racism, gender equality, waste management and improving education.

For the second session, our team of student volunteers from the school went to the Turk Kizilay Sultanbeyli Community Centre. The centre was well maintained and decorated, with classes with the latest facilities for children. It had a very positive vibe overall. For this session, we were accompanied by students from other schools and universities and the Community Centre sta. We were first asked to play an ice breaker game in order to get familiar with each other. This was followed by a presentation about teamwork.

The presentation was short but very informative. The volunteers wanted us to gain experiences and draw our own conclusions about the importance of whatever they were teaching about. After the presentation we were asked to play a game, it was a modified version of volleyball played with two teams projecting the ball through a large piece of cloth. The game was rather hard to play but it was quite enjoyable. The events were very engaging. We were able to engage with the volunteers, learn new skills and develop new Ideas. Fidan, a 10th Grader at our school, said ‘The collaboration with Kizilay has been very beneficial for us.

We got to learn the importance of communication and how it is the base of any human relationship.’ Esra, another student from 10th Grade, notes ‘Kizilay has taught us the true importance of teamwork and how rewarding it can be for everyone.’ The collaboration with Kizilay has helped us develop important skills while enjoying what we’re doing. More importantly, we get to develop a better sense of community which is essential to any future task they undertake. Alina, an 11th Grader at our school, stated ‘It was an unforgettable experience to be able to devote some of our free time to helping others.’ After we’re finished with our training, we plan to do some actual community service activities. We have already come up with various ideas for this, ranging from waste management and recycling to education. The time spent in these activities is recognised by UNICEF and can be recognised in community hours for the Duke of Edinburgh programme. We believe that volunteering with Kizilay will help us discover ourselves and develop a better personality as well as allow us to work with others in our community.
MY GOALKEEPERS
PLEDGE FOR 2019

WHAT’S YOURS?

https://www.globalgoals.org/resources
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