



DISCOVER

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Contents:

1. **Mustafa Gezen**, Academic Coordinator - The Benefits of Raising a Bilingual Child
2. **Susanna Perkins-Mayrhofer**, Head of Primary - Confident, Responsible, Reflective, Innovative and Engaged!
3. **Susanna Perkins-Mayrhofer**, Head of Primary - Introducing our house teams
4. **Andy Griffiths**, Year 1 Form Teacher - The Foundations of Good Handwriting
5. **Besjana Hysa**, Year 4 Teacher - Maths Can Be Fun Too!
6. **Jamie Meyers**, Year 2 Form Teacher - Facilitating a Positive Classroom Culture
7. **Afroviti Kapxhiku**, Primary ESL Teacher - Teaching English as a Second Language to International Students
8. **Sarah Ballaman**, Year 3 Form Teacher – Dramatizing the English Classroom
9. **Gino Moio**, Year 4 Form Teacher – Morning Messages and Meetings
10. **Peter Ball**, Year 5 Form Teacher – Internet Safety
11. **Anxhela Kerpi**, Year 5 Form Teacher - Taking Education Outside of the Classroom
12. **Robert Brice**, Year 6 Form Teacher - Why We Teach Science in the Early Years
13. **Blertha Meta**, Year 8 Form Teacher - Our International Family: Being a Form Tutor
14. **Blertha Dallashi**, Year 6 Teacher - Reading Books is Never Enough
15. **Klajdi Aruci**, Primary PE Teacher - The Importance of Physical Education in Early Ages
16. **Ornela Tabaku**, Primary Psychologist - MIST: A School for All
17. **Luljeta Dalipi**, Head of Enrichment - Inspired by Enrichment
18. **Hakan Gokalp**, Head of Secondary – Secondary School
19. **Kirby Krueger**, Maths Teacher – MIST Middle School Maths Day
20. **Klodiana Kaso**, French Language Teacher – The Implementation of French at MIST
21. **Anisa Sauli**, Secondary ESL Teacher - Is Technology Overshadowing Books or Helping Teaching and Learning Processes?
22. **Robert Cook**, Head of English – Are You Really Struggling?
23. **Irda Dervishi**, Albanian Language Teacher - What Foreigners Learn About Albanian From Wikipedia
24. **Klaudia Piroli**, Biology Teacher - CLIL Through the Electron Microscope
25. **Juliette Henderson**, PD Coordinator – Professional Development at MIST: Peer Review

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Message from the Director

Welcome to the April 2019 edition of our new 'Discover' magazine. Here at Memorial International School of Tirana, we are fortunate to host a faculty of experienced and highly qualified teachers from all over the world. In this magazine, our staff have written a variety of articles which put teaching and learning at the forefront. Inside you will find valuable information about our best practices, such as how we facilitate positive classroom cultures and how we keep students engaged and active. You will also find helpful advice on topics such as how to develop good handwriting; how to keep children safe online; and how to encourage healthy lifestyle choices. Other articles demonstrate how our teachers apply educational theory and method to their own classrooms to provide the best possible education to our students. We hope you enjoy reading this insightful issue which demonstrates how, for all our diverse faculty here at MIST, 'students come first'.

Bilal Dogruyol

Director

The Benefits of Raising a Bilingual Child

Mustafa Gezen
Academic Coordinator



Bilinguals are defined as those who use two or more languages in their everyday lives.¹ Bringing up a bilingual child is a very important decision with many of positive consequences. Statistics say that approximately half of the world's population speaks two or more languages.² This proportion is even higher in European countries where bilinguals may reach up to 90% of the population. These numbers are rising every year as more parents become aware of the benefits of bilingualism. Considering that we live in a society which is becoming increasingly global, with blurring lines across languages and cultures, it is a wise decision to raise bilingual (or even multi-lingual) children.

¹ Studying Bilinguals - Francois Grosjean

² http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_386_en.pdf

Research has pointed to the clear benefits for children who are brought up learning more than one language. Below are some of the areas that dual language proficiency seems to benefit most.

Enhanced thinking

When a child speaks more than one language, all of those languages are active in his\her brain simultaneously, and he\ she must mentally separate them when thinking or speaking. In order to operate in one language or another, bilingual individuals are accustomed to tasking their brain to switch back and forth between language systems. Due to this, multilingual children tend to be better problem solvers.

Wider communication

More languages equates to a

larger number of people you can speak with in the family, community, at work and everywhere.

More conscious and sensitive communication

Not only can bilinguals speak with more people, but due to their awareness of differences between languages, they are more aware of what is being said and how to express themselves.

Increased cultural understanding

Knowing more than one language widens your understanding for other cultures.

Open mindedness

Generally, people who have learnt more than one language, and who are also familiar with more than one culture, tend to



be more open-minded towards new concepts, not only in a cultural sense, but in all aspects of life.

Improved selective attention

Children who learn more than one language early on intuitively distinguish the relevant parts of spoken sound. They learn which sounds are important for the meaning of what is said. This ability to block out unnecessary information and only pick up the relevant parts can also be used in other situations.

Improved memory

Research has shown that bilingual people have, on average, a better memory than monolinguals.

Increased creativity

Bilingual children have in tests

been shown to be able to use creative thinking more extensively than monolinguals. This is thought to be a result of being used to seeing things from different perspectives.

Easier to learn another language

Once you know the structure of two or more languages, it is easier to generalise and learn an additional language or two.

Generally more successful in education

In tests, bilingual children have, on average, consistently scored better than their monolingual peers.

Better employment prospects

We have more international contacts than ever before in history. Knowing a second

language makes your resume stand out and can boost you to the top of the interview list with potential employers. According to one study³, many professionals who learn a second language receive a minimum of two percent increase in salary on a year-to-year basis due to learning a language. Although this may seem a little, even with just a two percent increase over the course of a 40-year career based on an average salary, you could see a total added value of \$67,000 from learning a second language.

Improved health

Recent studies have proven that bilinguals suffering from Alzheimer's disease can function better than monolinguals with

³ <https://www.phil.frb.org/-/media/research-and-data/publications/working-papers/2002/wp02-16.pdf>

DISCOVER

the same degree of the illness, and that a bilingual person can stave of the illness by an average of four and a half years.⁴

Increased self-esteem and identity

Presuming parents have not only passed on their language, but also their culture, in a positive way, the self-esteem of the children will be improved and they will be more confident about their identity. Knowing who you are and where you come from gives you a sense of security and increases your confidence.

Improved opportunities, more choices

Someone who can communicate in more than one language also has a broader range

⁴ <https://www.sciencedirect.com/science/article/pii/S2215910X14700278>

of choices: who to socialise with, where to live, what job to choose, where to travel, what literature to read, where to study, and so on.

At this point you may be wondering how to raise a bilingual child when parents are monolingual.

Even if your household does not speak multiple languages, you can still take steps toward raising a multi-lingual child if that is a priority for you. Some ideas include:

- Enrolling your child in a language-immersion day-care or school, eg. an international school – like MIST.
- Hiring a babysitter or nanny who is fluent in another language and have them speak that language with your

child

- Before and after school foreign language programs
- Video series dedicated to preschool language learning
- Setting up play dates with another family that speaks another language
- Frequent travel to places that speak the target language

If you want to prepare your children for a globalised world, to equip them better for their professional and personal life and provide them with all the benefits we listed above, you can adapt one strategy and start raising them as a bilingual or multilingual. Although it has many challenges, it will definitely pay off.



Confident, Responsible, Reflective, Innovative and Engaged!

Susanna Perkins-Mayrhofer
Head of Primary

How our primary children develop successful learning habits with the Cambridge learner attributes



It has long been recognised that while all stages of education are important in their own right, it is in the primary years that the foundations are laid for a lifetime of learning.

Habits that are learned here stay with our students throughout their education and working life and in an increasingly interconnected and global world, it is important that our children are learning the skills that will set them in good stead for success in later life.

In our school, we are committed to

developing the Cambridge learner attributes and ensuring that our children become confident, responsible, reflective, innovative and engaged learners.

From an early age, children at Memorial International School learn to become confident in their learning, sharing their ideas, asking questions and giving feedback.

Our teachers often use a 'think, pair, share' strategy, where students take a few moments to think of a solution, then discuss this with a partner before sharing with the

group.

This strategy means that students are constantly practising and developing their communication skills on a daily basis, as well as learning to explain their ideas clearly and with respect for others.

In a class discussion, teachers ask students why they think a particular answer is correct or ask them to share how they got to a particular answer. Other children are encouraged to add their ideas and agree or disagree respectfully, always explaining why. This helps to develop

critical thinking and children learn to evaluate arguments and ideas in a structured and critical way.

Classroom procedures are organised to encourage independence and to enable students to take responsibility for their own learning, with time for feedback and target setting.

Students are also encouraged to take responsibility for their learning environment with weekly jobs such as organising learning materials, being a line leader or taking responsibility for an area of the classroom, such as technology, plants, the book corner etc.

These jobs are re-assigned each week, giving all children the opportunity to experience responsibility for every area.

During lessons, children's own ideas and experiences are an integral part of their learning.

Topics usually start with a mind mapping session to gather students' previous knowledge, which is linked to the question 'what would you like to find out?', with students' questions informing and shaping the learning process.

Every topic includes an assessed project. Here children make choices about what they would like to include in their project and make decisions about design and format. Projects often involve group or pair work, giving children import-

ant practice in collaboration and teamwork

Presentations are often the part of the project that children look most forward to - the chance to share their work with their classmates and give and receive feedback. At the same time, they are practicing and developing valuable skills in presentation and speaking in front of an audience.

Learning in our classes reflects children's natural curiosity and desire to learn. From problem solving in maths and designing experiments in science to thinking about real

sign, as well as participating in the annual Eco fashion show.

Creative arts lessons, including art and design, drama, dance and music are an important part of our curriculum, providing students with plenty of opportunity to develop their creativity throughout the school year.

One important aspect of the Cambridge learner attributes, is a recognition that they can only be truly developed through a rich blend of curricular and extra curricular activities.

Our students are able to choose from and engage in a number of enrichment activities including chess, choir, coding, photography, dance, gymnastics, music, origami and crafts.

A variety of sporting activities are offered and our teams regularly participate in matches and competitions with other schools.

The Cambridge learner attributes reflect the 21st century skills of collaboration, communication, creativity and critical thinking - all vital skills that our children will need to develop to prepare them for their future careers in a rapidly changing world.

At Memorial International School, our children are working on this right from the start!

Cambridge learners are:

- Confident in working with information and ideas - their own and other people's
- Responsible for themselves, responsive to and respectful of others
- Reflective as learners, developing their ability to learn
- Innovative and equipped for new and future challenges
- Engaged intellectually and socially, ready to make a difference

world problems or discussing how they would react if they were the character in a book in a particular situation, children at Memorial International school are encouraged to think outside the box and find their own creative and innovative solutions. Older primary children regularly participate in the ASEF (Albanian Science and Engineering Fair) competition, entering projects in science and art and de-



Lynx, Bear, Fox and Wolf

Introducing our house teams

Susanna Perkins-Mayrhofer
Head of Primary

At Memorial International School, as well as being placed in a year group class, our students also belong to one of 4 house teams, each named after a wild animal native to the region.

The house system originated in British boarding schools and has a very long tradition.

In our school, children are awarded house points throughout the week, which are collected each Friday with the winner announced in assembly.

Children can win additional house points by participating in the many theme days organised throughout the year.

Recent studies have shown the value of house teams in promoting students' social development through participating in mixed age group activities.

This is the focus of our house colour days, where students dress up in their house colours (red for the wolves, blue for the bears, green for the foxes and yellow for the lynx) and sit with their house team at lunch. There are also special house activities, such as quizzes and research projects on the house animals.

Another highlight of the house team activities is our annual sports day in the summer term, where the 4 house teams compete against each other in fun sporting events.



The Foundations of Good Handwriting

Andy Griffiths
Year 1 Form Teacher

A student's ability to produce quality written work depends on a multitude of inter-related skills above and beyond simply writing letters on a page. Many times, when a student struggles to learn and develop their writing skills, the issue is with these foundational skills. To more fully help children learn, we need to take a look at these foundational skills that are required for a child to be successful.

Success with handwriting not only means how good the final product looks but also the effort and time that a child needs to put forth to produce it. If a child is efficient as a writer, the effort needed to actually coordinate pencil to paper is minimized, allowing them to focus their attention and energy on the higher level cognitive skills of actually creating their written work. Let's take a look at some of these skills in a bit more depth.

Gross Motor Skills

This refers to a child's ability to use and coordinate large muscles. This is crucial for handwriting success because these large muscles provide the stable foundation from which hand and wrist movements are controlled. Areas to consider include

- trunk control and strength for an upright sitting posture
- neck and head control
- muscle tone and endurance
- upper body strength and endurance
- 2 sided coordination of arms and body sides

Fine Motor Skills

In this area, we think about the small muscle movements. This includes not only those of the hand and fingers, but also the small muscles that control the movement of the eyes. These small muscles are required to make quick, efficient and well coordinated movements to be able to produce work easily and efficiently. Points to consider here include

- hand and finger strength and coordination
- eye movement coordination
- 2 sided coordination of hand, finger and eye movements
- in-hand manipulation skills (such as picking up and moving the pencil into the right position easily and turning the pencil in the hand to use the rubber on the other end)

- pencil grasp (an inefficient pencil grasp can make the hand tire more quickly or make pencil control more difficult)

Sensory Processing Skills

This refers to how well a child can manage and respond to sensory input, and being able to do this effectively and efficiently is very important for handwriting success. Things to think about here include

- ability to focus and tune out distractions
- 2-sided coordination of the body
- hand dominance
- ability to organize self quickly
- ability to listen to and follow multi-step instructions
- visual-perceptual skills (such as understanding same shapes in different positions are different letters (example; p-d-b-q) (spatial relations), recognizing that letters are the same in different sizes and fonts (form constancy), and being able to find the correct letter mixed in with others (figure ground))
- memory and recall

Intrapersonal Skills

It is also worth noting the importance of the child's own beliefs and inner workings. How well a child can produce written work is also directly affected by their own thoughts and beliefs about themselves as a writer. This is also where the role of the adult can be vital. Consider

- Is the child approaching writing with a fixed mindset ("This is hard" "I'm not good at writing") or growth mindset ("I'm getting better" "I'm a writer")?
- Does the child take pride in their work and in their effort?
- How resilient is the child? Can they come back from a perceived error and keep trying or do they crash and burn into tears?
- How do they view mistakes? As learning or as failure?
- What do they see modeled about learning, writing and practice? What are they learning from those around them?

Environment Considerations

It would be incomplete to not

Skills for good quality written work include pencil grasp, helper hand use, desk height, paper placement, and head and trunk control.

Source - author's own

consider the equipment needed for writing. Many issues with handwriting can be solved by checking the place where the child is doing the writing. Think about

- Chair seat depth and height - feet firmly on the floor; hips, knees and ankles all at right angles
- desk - correct height (just above the height of the child's bent elbow when sitting)
- paper placement - angled higher towards the side that holds the pencil (not straight!)
- writing surface - many children find an angled writing surface easier
- paper - especially with young learners, have consistency in the paper you are using. It can be so confusing for the child if one paper has 2 solid blue lines, the next 2 solid lines and a dotted one along the middle, the next with a red line at the bottom, etc.
- writing tool - produce writing with a pencil, not a crayon, marker or ball-point pen

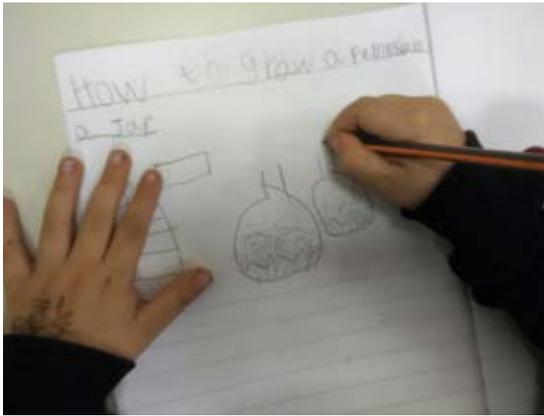
Writing Skills

Finally, if all these other components are addressed and the child is ready to write, also consider these components of making letters and words on the paper to produce a good end product. Are the letters and words ...

- well sized and consistently sized?
- correctly formed - starting and sequencing?
- orientated correctly (b vs d; p vs q; x vs t; s vs z)?
- appropriately placed on the line?
- appropriately spaced?
- correctly placed on the page (such as using the left hand margin)?
- rounded off with effective punctuation and capitalization?

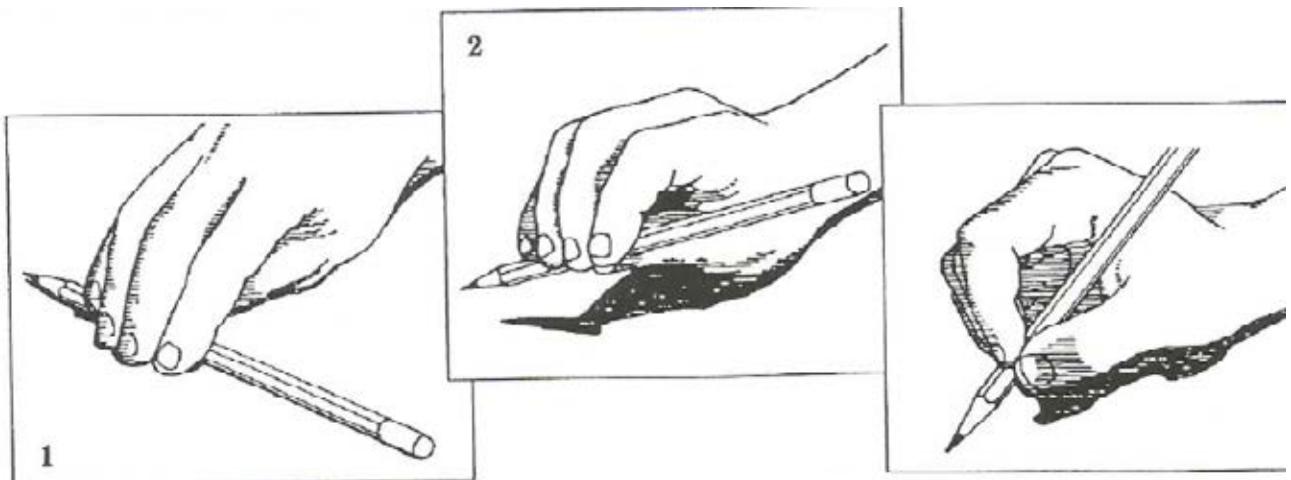
Efficient and effective handwriting requires all these skills to come together. With these skill sets in mind, the teacher or parent can help the child learn to write so that they feel successful and motivated. Putting a strong foundation in place is the best way to develop handwriting.





2-sided coordination and
pencil grasp

Source - author's own

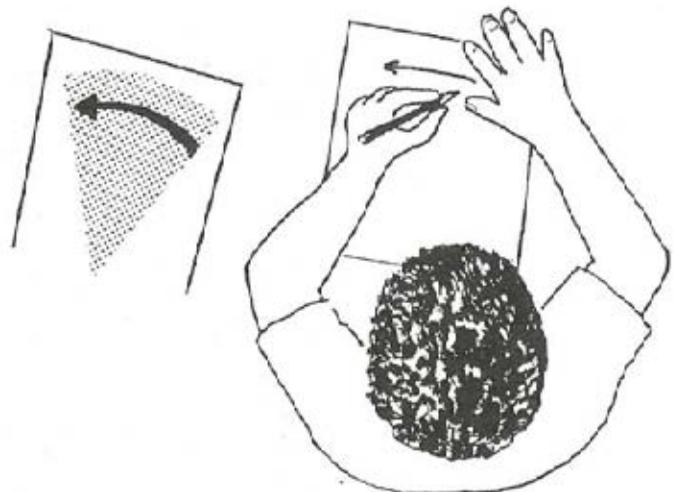


Efficient in-hand pencil manipulation is an important consideration for handwriting.

Source - Evaluation of Children's Handwriting by Susan Amundson (1995; OT KIDS)

Correct positioning of the paper and good use of a helper hand to hold the paper still (2-sided coordination) are important skills to teach a child.

Source - Handwriting Without Tears Teacher's Guide (2011; Learning Without Tears)



Maths Can Be Fun Too!

Besjana Hysa
Year 4 Teacher

“Play is the highest form of research” (Albert Einstein)



Children are very engaged when in play. They do not feel frustrated, even if activities are very challenging. They need different inputs as they have different intelligences, so approaching them in various ways gives everybody a chance to develop their interest. Through play, students have fun, improve their attitude towards school, think more logically and faster, and also develop life-long learning.

This term in Maths, Year 4 have been learning geometry topics such as angles, positions, turning clockwise and anticlockwise, and direction. At first glance geometry may look like a difficult theme to teach, however if it is related to real experiences it becomes interesting and fun for students. For this reason, we try to keep students engaged with practical activities. After explaining angles, an activity that had successful results involved drawing some shapes on the floor, children then had to measure the angles inside the shape.

This activity had some play benefits for students because they got to move, work on a surface lower than they are usually used to, take part in group work, and measure angles formed from real intersecting lines in a shape.

Children love to play games and they play to win, so they are very attentive during instruction time. To teach coordinate planes, ordered pairs and position, we decided to practice plotting coordinates in a real context using our conference hall. Students pretended they went to the cinema, and were given tickets to show where they were going to sit (example B2, A3). Children cooperated very well in this activity. They had a lot of fun, had a chance to move, and were very clear about what they were required to do. As teachers we could observe students being very focused, completely hooked, and following directions quickly and precisely.

Clockwise and anticlockwise

concepts were easily grasped by students because again, we related the content to real situations. To make sure that all students met the objectives, we went outside in the front garden of the school which is like a huge grid/coordinate plane. Firstly, each child had a card with some coordinates that they needed to find. After they had found the position of the coordinates they were ready for the next activity. All students went to the x-axis and waited for instructions. I then gave instructions like “walk forward 3 squares, turn anticlockwise 90 degrees, walk forward 2 squares, turn clockwise through two right angles”. With all students moving at the same time, those who struggled could take the lead from others, developing a better understanding of the topic. Students could therefore demonstrate their own learning but also scaffold the learning of other students.

Facilitating a Positive Classroom Culture

Jamie Meyers
Year 2 Form Teacher



Good classroom management isn't really about management at all. The term "classroom management," for me, conjures up ideas of dealing with problems and situations as they arise or of the teacher as boss. "Facilitating a positive classroom culture" seems a more suited term. To do this in my classroom, I have four cornerstones: procedures, student ownership, positive reinforcement, and growth mindset. The following will begin to explore each of these.

Procedures

In order for the students to

be in charge of their learning, someone has to set up a milieu in which that can actually take place. That responsibility falls to the teacher. Instilling clear and consistent procedures from day one is essential if students are going to feel safe in their learning environment and learning time is going to be maximised. Children do better when they know what to expect and the environment is calm, relaxed, and welcoming. This is no small task, and it is not to be overlooked or belittled if one is to have a positive classroom culture. Before the school year begins, teachers who are masters

of setting up well functioning classrooms put great thought into organising as many aspects of the learning day and environment as they can. One needs to consider arrival, transitions between tasks, transitions between lesson hours, bathroom procedures, procedures for retrieving needed supplies, dismissal, and any other elements a teacher knows can be time consuming or problematic during the learning day. Then, a plan of action for each of these needs to be put in place and taught to students. For example, I spend the first week of school with one main priority: teaching procedures.





There will be learning tasks, but they will be simple and primarily revision focused, because if procedures aren't the main focus at this time, then they won't become an automatic part of the culture, and I'll spend the rest of the year trying to tie up loose ends and reminding learners of what I want (but didn't take the necessary time to teach at the year's start). This wastes time that could be spent reaching learning objectives. Therefore, when students arrive on day one, the first thing I do is meet them in the hallway, greet them, and politely ask them to stop talking. I then explicitly teach

them that scholars refrain from talking in the corridors because it interferes with the learning of others, and we are all here to learn. I proceed to explain in detail how we will begin our learning the same way every day: we arrive calmly and quietly, we unpack our school bag of items we will need during the day (there will be no going back and forth from the corridor to get things after registration is over; it's disruptive and time consuming), we form a queue, and we wait to be welcomed into class by the teacher and then silently begin our bell work. The class then proceeds to practise the proce-

cedure I have just explained. If we get it wrong, that's fine. We stop and do it again. We will do it as many times as it takes to get it right. If we don't, then the message I send is that I don't actually expect what I have just explained. "Your expectations are what you allow them to do, not what you say" (Nick Romagnolo, retrieved from: https://www.youtube.com/watch?time_continue=1&v=tRuR055bKpM). The last thing I want is for students to think that I don't say what I mean from the first interaction we have. That would create a sense of confusion which can result in insecurity and its

related behaviours. It can also mean I start out having already lost a certain amount of respect from my learners. I have a procedure like the one just mentioned for just about everything. I can't emphasise enough how crucial this is if we are to create an environment conducive to quality learning. There is a lot more time for fun and engaging activities if the chaos is minimised as much as possible.

Student Ownership

Having already created that calm, warm, and welcoming container, it's time to help the students begin to understand that, while I have high expectations, I also respect the fact that this is their learning, not mine, and they are ultimately in charge of it. It's up to the students to fill that container in whatever way is going to help them grow as scholars. To do that, as many choices as are possible and reasonable should be turned over to the students under the teacher's guidance and facilitation. For example, on that first day, after we have mastered our arrival procedure and we move on from bell work, we will have a meeting where students discuss what kinds of expectations they have of me and of each other. We will, as a class, write a list of agreements (I prefer this term to "rules," but it doesn't really matter what they're called as long as students feel their input is taken seriously). As the teacher, I get

input too, but I make sure not to set up a dynamic in which I am dictating to students. This gives them a sense of control, ownership, and empowerment from the very beginning. It also sets the expectation from the very beginning that our classroom is one of collaboration, nobody is going to be sitting back and letting others do the thinking for them. We will then proceed, as a class, to discuss and decide democratically on a number of issues such as: our morning song, where to post various learning tools/posters, what our class name will be, and the like. This spirit of student ownership should be allowed to be present in as many decisions as possible throughout the school year. Groups should be allowed to organise themselves democratically for group based tasks, students should be consulted on what work gets displayed and where it goes, and difficult situations should be brought to the class to be processed and a plan of action reached as much as is appropriate and possible. When students genuinely feel that this is **their** class, they are naturally invested in its success.

Positive Reinforcement

There are going to be times when students choose not to follow the agreements (rules) they've made. It's important to choose a method of dealing with that which still puts the focus and energy on the positive as much

as possible. This doesn't mean negative behaviour doesn't carry a consequence, it absolutely does. But that consequence should be pointing the learner back in the right direction, toward the agreements. The best method I've found to keep this positive focus is The Nurtured Heart Approach. I won't go into great detail here, but I encourage the reader to check it out and see what you think: <https://childrenssuccessfoundation.com/about-nurtured-heart-approach/>. In a nutshell, a bad choice should result in an immediate and un-energised consequence in the form of a "reset" (use the aforementioned website to learn more). This is only one method, and there are many, but the crucial point is that the focus be on learners aligning their behaviour with the positive agreements they themselves have made (the fact they have made them makes this task much easier to achieve because they are naturally more invested in them). The focus is on what they should be doing, not what they shouldn't. In our class, this focus on the agreements is directly related to our classroom economy. There are arguments for and against classroom economies, but I have found it to be most useful in involving and investing students in the running of the class. This is because I have combined the concept of classroom economy with that of The Nurtured Heart



through a focus on the positive; this is done through collaboration and peer feedback. In most classroom economies, students all have classroom jobs and receive pay in some form for completing those jobs. In our class, students do earn “Feedback Funds” (pay) to buy privileges, but only a small amount of this is through their job. Most Feedback Funds are given to students by their peers. Twice a day, we have quick feedback sessions where each student gives positive feedback to two others accompanied by a Feedback Fund point. I explicitly teach quality feedback as a part of our first week orientation. Students know that they should be paying attention to each other and what is being done that aligns with our class agreements. During feedback times, they use “see, think, feel” statements to positively engage with their peers around the agreements. For example, if Johnnie notices Susie helping a peer with a difficult task, during feedback time he might say to Susie, “I saw you helping Charlie with that maths problem. I think you did that to be nice [one of the class agreements], and that makes me feel happy and proud.” It is through this kind of peer feedback that most Feedback Funds are earned. This invests learners in the agreements, in being successful themselves, and in encouraging good choices in each other.

Growth Mindset

Following in line with encouraging positive choices in ourselves and each other comes the idea of thinking positively about one’s own learning. Growth Mindset has been a big buzz word in education for the past few years now and there is a good reason for that. There is more and more evidence indicating the way we conceive of ourselves as learners and the self talk we use about our learning has profound effects on learning outcomes. There are a number of good resources teachers can make use of. I have found the simplest way to be using the resources available on Class Dojo (<https://www.classdojo.com/>). By starting to use Growth Mindset activities in the first week, the language of Growth Mindset becomes an integral part of the class culture. When a student says something along the lines of, “I can’t do this,” peers are likely to remind them, “...yet. You can’t do it yet.” Students begin to learn that mistakes aren’t only ok, taking risks and making mistakes are absolutely essential if one is to grow as a scholar. I would encourage all teachers interested in facilitating a positive classroom culture to use the “Big Idea” resources on Class Dojo as a way to begin to introduce Growth Mindset into their classrooms. It adds tremendously to the energy of the class because it shifts

the whole paradigm of facing difficult tasks and making mistakes from one of negativity to one of positivity, resulting in greater willingness to try difficult tasks and therefore better learning outcomes. It sits well in classrooms where students are owning their learning through the concepts mentioned earlier in this article.

By taking these, or similar, cornerstones and making them the foundation of a class, teachers are likely to find themselves with much more time and energy to plan and deliver engaging lessons and to give accurate, specific feedback on students’ efforts. Procedures allow for clear boundaries, creating a proper container for thinking, collaborating, and growing; student ownership invests all the members of the class in its success; positive reinforcement keeps the focus on what matters; and growth mindset gives students practical tools to better deal with the challenges that could otherwise create discouragement and poor choices. School becomes something that raises positive feelings in the students and the teacher and therefore everyone becomes increasingly more invested in being there and producing quality work.



Teaching English as a Second Language to International Students

English is one of the most commonly spoken languages around the world. At MIST our students may study up to nine subjects taught in the English language.

Afroviti Kapxhiu
Primary ESL Teacher

What is ESL?

At MIST, English as a Second Language (ESL) is an English language study programme for students who do not speak English as their first language and need to improve their English language skills. The goal of our ESL programme is to help stu-

dents improve their level of English so that they may access the curriculum in mainstream classes.

What does the ESL program do?

The ESL programme is designed to give newcomers to the school

special attention while learning English so they can integrate into a regular classroom. The amount of time a child will spend in the ESL programme depends on the child's initial grasp of the English language. New students who know little or no English may spend most of



the school day in an ESL class at the very beginning. As they become more proficient, teachers integrate the students into regular classes. The primary focus in ESL then is to teach the children to speak, read, and understand English so that they can access the British curriculum and enter mainstream.

How is English Taught to ESL Students?

At MIST, our ESL class can include students who speak a variety of native languages. It is vital therefore that the teacher uses techniques which all of these students will understand. Some of our most commonly used techniques are below:

- **Use of Visual Aids**

Pictures, flashcards, videos, and diagrams are one of the most used tools in ESL because most

children know, for example, what a dog, flower or a car looks like, no matter what their native language is.

- **Keeping it Simple**

As ESL teachers we are aware of who our target group is. We are careful to not use too much vocabulary, phrasal verbs or idioms. Use of simple vocabulary and structures makes it much easier for children to understand what is being said to them, avoiding confusion and stress. Another important tool is the use of short text-basic sentences structure.

- **Focusing on Function**

One of the best ways of giving a lesson shape is to focus on a certain function and take that function as the cue for the grammar that is taught during the lesson. In ESL we spend more time on

topics in order to build language understanding.

Games

Games are a fun way to practise English. They can be a really motivating way to learn a language. Games are also great for children who are shy or worried about making mistakes. It can give them an opportunity to communicate in English in a safe and fun way. Through games children practice mostly speaking skills. In our ESL class there have been many games. Some of our most functional and enjoyable games so far this year have included:

- Board Games
- Hangman
- Toss the Ball
- Memory Game
- Board Race



Board Race Game



Toss the Ball game

Dramatizing the English Classroom

Sarah Ballaman
Year 3 Form Teacher

It is commonly known that children learn best through play, so a fantastic method which can be used is incorporating Drama into the English classroom.



For many bilingual students, the prospect of reading aloud in a second language can be daunting. The English language is far from phonetic, and therefore young learners need to memorize a vast number of phonemes related to particular (and some might say) peculiar letter combinations to ensure the correct pronunciation is used. Add to this the word and sentence stress that differs greatly from other languages, and we begin to understand why children might be reluctant to want to read aloud in English.

So how do we encourage students to develop this skill? It is commonly known that children learn best through play, so a fantastic method which can be used is incorporating Drama into the English classroom.

First of all, by providing a script or short story, children know that they will have the opportunity to practice the words again and again, each time becoming more confident in their delivery. Then, there's the expressive aspect of Drama, where you can over exaggerate movements and gestures to make the perfor-

mance both fun to watch and to act out. More importantly, dramatizing stories allows students to truly experience the plot and how the characters develop. As they act, they live through the storyline and develop empathy for the characters and a deeper understanding of the text, which provides an incredible tool for improving reading comprehension. This can later help with writing opinion and discussion essays as well, due to their deeper understanding of how and why the story unfolded the way it did.

From as young as seven years old, students can collaborate in small groups and recreate scenes from class stories. They begin by discussing the characters and roles, reading through so as they can practice the various tones and emotions involved. Then comes the fun part! The group makes the scene come alive by positioning characters on stage and visualizing the setting around them. Makeshift props are created from classroom objects and a real sense of imaginative play

begins to form. Once ready, the groups take turns presenting their scenes. The audience is prepared with questions to ask the actors about their skit and their opinions on the storyline. This in turn creates a great lead in to reading comprehension questions from their class textbooks, which will often be the activity that follows.

Whether a whole lesson focuses on a dramatic play activity, or small drama-based intros are incorporated into a standard

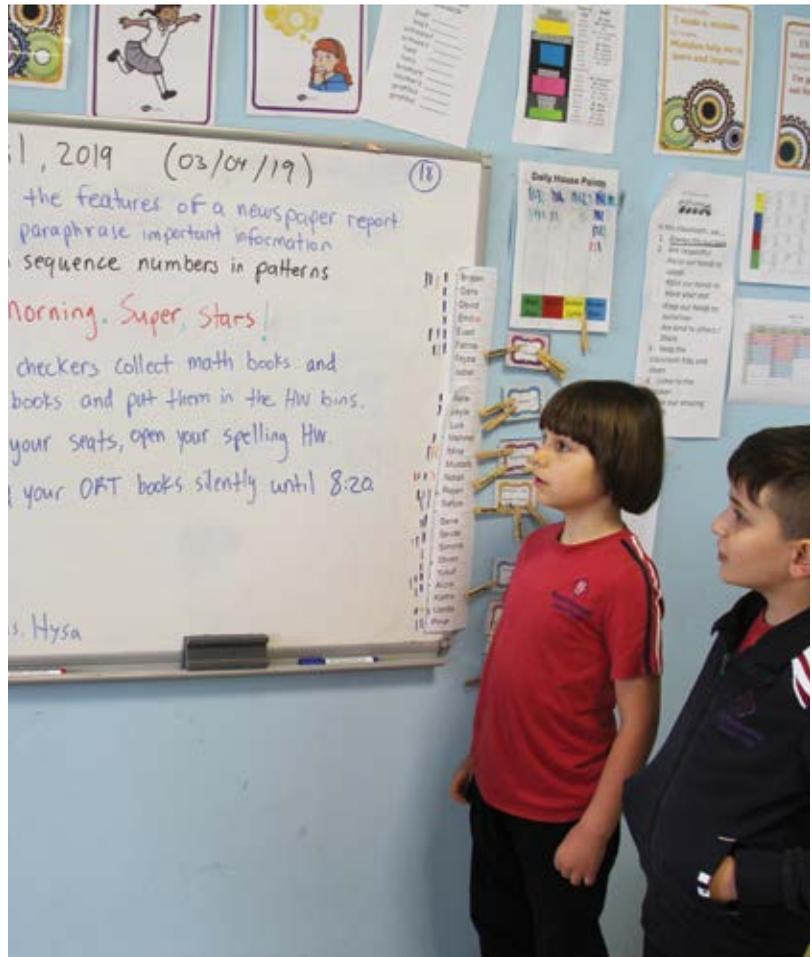
class, this artistic form can be both accessible and conducive to creating a positive and meaningful learning environment for learners of all ages. Students forget their inhibitions of reading aloud and are drawn to the creative, performance aspect of the activity, while continuing to develop in essential areas, such as collaborating and cooperating with peers, presentation skills, and building confidence in speaking and listening in large groups.



Morning Messages and Meetings

Gino Moio
Year 4 Form Teacher

The morning message provides time for students to practice academic skills and warm up for the day by reading and discussing a daily note made by the teacher



Just imagine... you're a new student at a new school. You're not quite sure what to expect. How will you build relationships with classmates? Will you have a chance to share some things you did over the weekend or during break? Will you get to review that topic you didn't quite understand yesterday?

In short, YES! Through a morning message and meeting, all of these areas can be addressed.

Simply put, the morning message provides time for students to practice academic skills and warm up for the day by reading and discussing a daily note made by the teacher. These messages can be instructions for what they need, addressing a concept that needs clarification, or to preview the days' new topics. Establishing this routine provides students a sense of belonging, time for practicing skills of attention, listening, speaking, and cooperative interaction; a foundation for lessons and throughout the school day. Furthermore, it promotes an engaging, respectful, and safe learning environment.

Morning messages can be used in the following ways:



(1) **For a greeting** – Students greet and get to know each other (better used in the first few days, weeks of school).

Date: 3 September, 2018

AIM: I can get to know everyone in class and share about my summer

Welcome back Year 4!

I hope you're as excited as I am for this year. First, introduce yourselves to everyone at your table. Then, think about some things you did this summer that you'd like to share and discuss them with your classmates.

Have a great first day back!

Mr. M

(2) **Sharing** – Students share some news about themselves, their learning, upcoming special days, ideas related to content, or their weekend.

Date: 12th October 2018

AIM: (English) I can read fluently with good pronunciation and knowledge of punctuation

Good morning!

In English, we are reading about a girl who has trouble talking to her family because she doesn't speak the same language as them...

Think about what you would do if you were trying to talk to someone that didn't know the languages you do.

Then, share and write down your ideas.

Thanks!

Mr. M

(3) **Group work** – Students work as a whole class, small group, or pair activity to reinforce learning and build class cohesion. Some examples from our classroom this year are: Flippy Floppy Fingers (a multiplication game), orally practicing spelling words with a partner, buddy reading, or giving students a riddle, logic, or other problem to solve. Students read this silently as they filter in. Then, the students whose job it is to read the daily message do so with appropriate tone, projection, and knowledge of punctuation.

(4) **Morning Message** – Students practice academic skills independently to warm up for the day. I find this work is best done silently as students may work with different topics. For example, silent reading, doing timed multiplication practice sheets, making a journal entry, or even making corrections to homework.

Date: 15th November 2018

AIM: (Math) I know all of the 7 times tables.

Good morning!

First, homework checkers collect homework.

Second, get with a partner and practice your 7 times tables out loud until 8:15.

Finally, we have a short morning meeting at 8:20 to talk about the upcoming day!

Thanks!

Mr. M

Date: 12th October 2018

AIM: (English) I can read fluently with good pronunciation and knowledge of punctuation

Good morning!

In English, we are reading about a girl who has trouble talking to her family because she doesn't speak the same language as them...

Think about what you would do if you were trying to talk to someone that didn't know the languages you do.

Then, share and write down your ideas.

Thanks!

Mr. M

Morning messages can also be altered to introduce different punctuation, new vocabulary, or even regular messages in an interesting way!

Date: 11th January 2019

AIM: (English) I can identify similes and different syllabic patterns in poems.

Good morning!

Carefully read this

Sly like foxes students moved

Turned in their homework

Silently read this again

Who knows which poem I am?

Thanks!

Mr. M

In this example, as students silently read and then heard the message, quiet conversations filled the room. They were counting lines and the syllabic pattern which they had learned how to do the previous lesson. Hands flew into the air to answer the question (Cinquain – 5 lines, and a 5, 7, 5, 7, 7 syllabic pattern). Shortly thereafter, we had a brief morning meeting and began our day!

*I adapted the morning message and meeting from *The First Six Weeks of School 2nd Edition* from the *Responsive Classroom*. It is a great read to help facilitate an effective and an engaging classroom environment the first six weeks of school.*



Taking Education Outside of the Classroom

Anxhela Kerpi
Year 5 Form Teacher

learned about where chocolate came from, who produces most of it, what fair trade chocolate is, the Aztec involvement with chocolate, and the process cocoa pods go through to become the chocolate we see in stores and restaurants.

We taught this unit using a variety of teaching methods to reach all of our learners and their individual learning styles. There were videos, power points, making diagrams, tasting various types of chocolate, readings, and the occasional discussion of which chocolate we love the most. What really made this unit stand out however, was our trip to a factory that produces and packages chocolate. The students were excited to hear we were going on a trip and when they found out it was one where we got to actually see how chocolate is made in real life, they were over the moon.

On the day of the trip we discussed safety within the factory and then we were on our way. We entered the factory in small

Trips and outside educational experiences are something that excite both students and teachers. It is a break from the norm and a way for us to broaden the education that our students receive. Taking education outside of the classroom allows us to make meaningful memories with our students that will resonate with us throughout time.

Year 5's theme during term 2 was chocolate, and it was quite a fun unit to teach. Chocolate has a way of bringing an instant smile to our faces and although we all have different preferences in chocolate, the happiness it elicits is a familiarity we can all relate to. We

groups and it felt like you were on Willy Wonka's tour. Seeing candy and chocolate being made from scratch in person could not be compared to the videos we watched in class. We heard eager and engaged conversations amongst the students who were discussing what part of the process would be coming up next in the chocolate making. Before returning to the school, we took the students to a creperie for chocolate crepes.

As a teacher, it's moments like these that make you feel proud. Hearing your students apply

information from inside the classroom to an outside setting and making real-life connections is what we want from our students, and trips are an excellent way to help them form those connections. Linking our theme of chocolate with the trip allowed us to give our students an educational experience that we could not provide within school. It allowed them to gain a better, deeper understanding of the content taught in class and made meaningful memories for them.



Staying Safe Online in a Changing World

Peter Ball
Year 5 Form Teacher



The topic of 'Internet Safety' has been an area of debate since the dawn of the internet, (almost 30 years ago). Over that time the world has changed considerably and we have had to change with it. We now consider instant communication with friends and family, all over the world as a normality; not a luxury, as it would have been not too long ago. Through the use of the internet, whether it is on a mobile phone, tablet or laptop, we are able to talk and share photos with the people closest to us, even when we are far apart.

The children we are raising have never known anything different than this world of instant communication. Which while providing excellent opportunities to learn and grow, does also come with its own share of risks and dangers. When I was a child we were always told about 'Stranger Danger!' This was

meant with regard to the people we met while out and about on the street, or at the park, who we didn't know. However, the same phrase is incredibly appropriate when we talk to students about internet safety, because it is easy to disguise who we really are on the internet and we have to question if people are really who they say they are.

The discussion with your child about only talking with friends they know in real life (IRL to use the acronym), is one way to help ensure their safety online. This communication between you and your child is the key to internet safety, building a level of trust where they feel com-

fortable to talk to you about any new friend requests they receive before accepting them, will help to ensure your child's safety, as well as build important levels of trust and friendship between you both.

Keeping our children safe from meeting strangers, who may not be as innocent as we would like, is the most obvious and apparent danger we need to address. It is also important we teach students to be aware of scams and viral challenges. Which may start off appearing fun and innocent, but quickly grow into other activities, that can be damaging to their mental and physical health. Again, open discus-



sion and support of your child can help to ensure your child is kept safe from these. For further information about the types of viral challenges and how to talk with your child about these issues please visit: <https://educationpowerkids.org/tips>

It can be helpful to remember to keep in mind Child Net's E-safety get SMART rules, when talking with your child about how to stay safe. These are:

Safe - Keep your personal information safe

Meet - Tell an adult about any online friend who requests to meet

Accepting - Think carefully be-

fore accepting or opening anything online, is it safe, do I know who sent it?

Reliable - Check the source or confirm the information on another website or in a book

Tell - If you feel unsafe or are unsure about something talk to an adult you trust.

For more information and advice about using this method with your child visit <https://www.childnet.com/young-people/primary/get-smart>.

This article has been focused on the dangers young people can be potentially exposed to while using the internet, and while this is not an exhaustive list, it

is important to keep in mind what a fantastic resource the internet is. It opens up a wealth of learning and knowledge that would have previously taken hours of research to learn. By remembering to keep open positive communication with your child, you can build a sense of trust between you both, that allows them to navigate the internet safely.

If you should want to learn more about how to help keep your children safe online, a quick google of 'internet safety tips for parents' will bring up many websites with excellent advice on this issue.



Science in the Primary Years

Robert Brice
Year 6 Form Teacher



Why teach science in a primary context?

Science makes an increasingly important contribution to all aspects of our life. Thus, children will need to have an awareness of science principles in order to progress in life and leisure. Also, children are naturally curious about their environment and we try in primary science to harness their natural curiosity to extend their thinking.

What are we trying to achieve by doing science in Primary school?

We aim to do several things. Firstly, to try and get the children learning where possible through investigation and first-hand experience, within the child's physical environment. Secondly, to develop their knowledge and understanding of important scientific ideas, processes and skills and to relate these to everyday experiences. Finally, to get pupils to learn about ways of thinking, finding out about and communicating ideas through Science.

How do we organise the science learning?

Primary Science can be divided into four broad areas, these are investigative science, Living things (biology), Materials and their properties (chemistry) and Physical processes (physics). Hopeful-

ly our Science Curriculum can be summarised as follows: To provide a rich and stimulating scientific experience which will foster fascination and interest in Science; To present Science as an essentially practical experience; To develop investigative approaches to scientific enquiry; To encourage discussion of scientific ideas; To support a sense of scientific curiosity and the development of appropriate levels of knowledge and understanding.

What can we expect to see children doing in Primary Science?

Young children will be encouraged to describe or respond appropriately to simple features of objects, living things and events they observe, can share findings in simple ways, for example talking about their work, through drawings, simple charts. They will use simple equipment and make observations about the activity.

By the end of Year 6, one would hope they can recognise that scientific ideas are based on evidence. In their own investigative work, they can decide the best way to answer a question. How to vary one factor while keeping others the same. They can choose suitable equipment and make observations, measurements and predictions in an experiment. They can record their observations, using tables and plot

results in simple graphs, and then explain simple patterns in the results.

They should have knowledge and understanding of life processes and living things. For example, use scientific names for some major organs of the body, recognise that feeding relationships exists between plants and animals in a habitat and describe these relationships using food chains and terms.

Show their knowledge and understanding of materials and their properties. Being able to describe differences between different materials, describe some methods that are used to separate simple mixtures. Can use scientific terms such as reversible and irreversible to describe changes.

Exhibit a knowledge and understanding of physical processes and can describe /explain an electrical circuit or how the apparent movement of the Sun changes over the course of the day. Make generalisations about how motion is affected by forces, including gravitational attraction, magnetic attraction and friction. They can explain phenomena such as shadows or sounds.

In conclusion, they will find science fun and entertaining, allowing them to become life-long learners in an increasingly technological society.

Our International Family: Being a Form Teacher

Blerta Meta
Year 8 Form Teacher



Being a form tutor is a special role where we get to spend extra time with our students. Sometimes we teachers find ourselves during one lesson hour acting as parent, psychologist, manager, entertainer, facilitator, and teacher.

This academic year I have had the privilege of being a form tutor to one of our year 8 classes. So far this school year we have learned, played, laughed, celebrated birthdays, travelled, got to know of each-other, our cultures and traditions, and welcomed new students to our increasingly close-knit class community.

I would like to share our journey with you.

First Trimester/ September-December 2018

In the first term students focussed on getting to know more of each other's background, and their cultural heritage. We called this "*Meeting each-others culture*".

In these lesson hours students showed enthusiasm in their in-

volvement, and even parents participated by joining us and sharing their knowledge and experiences. We "travelled" to each country of origin by tasting traditional foods; dancing traditional dances; and playing games, such as finding names for the object in different languages. As part of learning more about hospitality and respect, students learned how to: serve food to their classmates, properly set up a table with utensils and condiments. During this time students built upon friendship, and helped each other to be more responsible and more confident by sharing their origins and showing their pride. We took many pictures and at the end edited them into a video with our memories.

Second Trimester/ January-March 2019

In the second term we have focused on Community Services: how to be a good citizen, helping the environment by recycling, and learning the importance of not wasting food. This terms team

work activities have created an environment of collaboration in our class where students work together productively. After a competitive run for the role of team leader, tasks have been divided responsibly with class members not only spending a good time within their own group, but also with the rest of the class. So far, students have created recycling boxes and made posters to promote the use of recycling within the school. Students created a survey to find out about food waste from the cafeteria and discussed possible solutions. The projects are still on going, with students still actively involved in shaping the community experience of our school.

Reflecting on this Opportunity

I have enjoyed every moment of being a form tutor this year. We have had our ups and downs, but with a solid goal in mind we have managed to already create a unified team ready to support its members to the fullest extent.

Reading Books is Never Enough

Blerta Dallashi
Year 6 Teacher



Quality over quantity is the Year 6 slogan in almost every learning activity. However, in the process of reading these two concepts come together. It is as important to analyse and construct the plot of a book, as it is to read plenty of them. Studies show that children who read every day for fun or educational purposes do better in reading tests and develop broader vocabulary at the same time. Books provide readers with great language skills which they need for academic success and to improve communication. Thereupon, cultivating reading in primary requires the school to supply pupils with a wide range of books to fulfil their type of book preferences.

In Year 6, pupils are supported with books in hard copy and in digital form in order to adapt to the globalised world of technology. Every day, students are appointed to select and read a book of their choice from the library, or from their band of the Oxford Reading Tree. These books may also be taken home for parents to assist in their child's reading progress. Other fiction or non-fiction books that children take at least once a week from the library are displayed for them, and students are encouraged to take these books home for expanded reading. Online books consist mostly of teachers' choice, as we allocate them individually or in groups. These books are set to

best fit pupils needs in their language skills involving vocabulary, grammar, language expressions and comprehension. They can both read and listen to the books, which is helpful for pronunciation. Once a week, pupils are read to by their teacher, which helps to develop their listening skills. Moreover, in order to improve their reading skills, Year 6 pupils read to younger students in the school. They apply the reading skills they have gained so far, in front of their younger audience. The amount of time children spend reading or listening to books at school or at home, in print or as an E-book, is equally precious for the development of metalinguistic skills.





When it comes to activities, pupils carry out various interesting tasks related to the book. We use Blooms Taxonomy of Knowledge as a guide for our reading programme. In the 1st stage of Bloom's Taxonomy of knowledge, pupils define and record new words by working with dictionaries. In the 2nd stage of comprehension, they discuss and explain important information from their reading or listening while giving evidence. Raising awareness of use of language, pupils find out-standing openers, connectives, punctuation, phrases, sensory words etc. In the 3rd stage of application, pupils draw sketches or pictures of the setting using evidence from the story, collect

vocabulary to describe characters and so on. In the 4th stage of analyses, they compare characters, setting and appraise actions set on the story by understanding feeling of characters and links to real-life relationships. In Stage 5th of synthesis, pupils plan chapters for the story, draw a map to follow the journey of the character, diagrams to show the structure of the story, writing an action plan of what they would do, poems, front covers etc. In the final stage of evaluation, students use their critical thinking skills to judge, express opinions, do book reviews, role play, make up stories and create booklets. These activities motivate pupils to read more and more books. In addition, it de-

velops the students understanding of explicit and implicit facts in reading comprehension.

Irrespective of the level of a student's reading, parents and teachers play an important role in keeping children interested in books. Finding out a child's book preference helps all parties to maintain engagement. As John Steinbeck stated "I guess there are never enough books." In Year 6 we know that books and reading are an integral part of language development, so we don't believe in limits when it comes to the amount of books and time to read.

The Importance of Physical Education in Early Ages

Klajdi Aruci
Primary PE Teacher

At MIST we take physical education seriously – promoting a healthy and happy future for our students.



Physical activity is one of the fewest things every age can practice. Childhood specifically is a very important period for the start of physical activity. It is a period in which different kinds of psycho-physical changes occur, and this is the right moment for the human body (the child's body in this case) to begin a training regime. The main reason physical activity should start in early ages is the benefits it has for health. An early start in the introduction of a regime, can aid in producing a healthier future. It encourages the switch

from a specific activity to a possible future lifestyle, preventing in this way several health problems that might occur if the body hasn't practiced enough physical activity.

Nowadays, a usual reason health problems start is because of the food we consume, and lack of physical activity. This means that the foods we choose and the activity we practice are related. Junk food, foods which contain a high percentage of sugar, calories, carbohydrates or fats are examples of the foods we should

cut down on. We should replace them with fresh vegetables, fruits, low calorie meals, salads, and lots of water. Equally, it is crucial for new generations to be educated in the importance of resisting the sedentary lifestyle, and to use every opportunity to be active, such as choosing the stairs instead of the elevator to becoming a rigorous sport club member.

The human body is the most perfect machine that could exist, because it has an extraordinary ability to adapt to every



kind of lifestyle we choose. So, what happens if a person chooses to eat healthily and at the same time to exercise regularly from early childhood? Automatically, the body will adapt strongly with this regime, and it will be very difficult for the body to forget this lifestyle in the following years. The contrary happens if the same person makes the opposite choice, because it becomes more difficult for the body to adapt to the right lifestyle at an older age. Thus, this is a stimulus as to why we should promote healthy

nutrition and an active living to young children.

In the medical field, it is known that physical activity influences and improves the human organism. It enhances the main systems which are part of it, such as: respiratory system, cardiac system, and the muscular-skeletal system. Another important point of regular physical activity from an early age is the impact it gives to the body not only from the inside, but even from outside, by maintaining the freshness and youth of it.

As we talk about implementing physical activity in early ages, we should be aware that parents and educators have a major role to play. If there is good collaboration between those two, the results will be great! Not only through creating passion, but the influence adults have on children greatly influences their future, and what is better than building strong castles instead of weak shelters?! A healthy body is always thankful, and a healthy brain needs a healthy body!

MIST: A School for All

Ornela Tabaku
Primary Psychologist

Children have the right to receive a quality education regardless of their origin, abilities and opportunities they have.

Nowadays, society has placed humans at the center of attention by taking care of: health, well-being, employment, as well as improvements in caring for the children compared to previous centuries, but the education process has always been in transitions. Education is an ongoing process during the entire lifespan. The process of learning for everyone starts at birth in the smallest system – the micro one that is the family. However, it does not end there, continuing with the school as a key pillar.

In fact, going to school is one of the standard or normal rites of passage shared in countries the world over. School has a great influence on the creation of self-identity, socialization



processes, and belonging. Education beyond the academic process is a complexity between the individual and the world. Education in schools takes place as a binary process, firstly as a formal education that is accomplished through the implementation of a national curriculum, and secondly as an informal education that is realized in the hidden school (Poni, 2013:63) Formal education begins with the implementation of the standard curriculum in the school, while informal education is an endless process that accompanies us throughout life and enables us to coexist with others.

Children have the right to receive a quality education regardless of their origin, abilities and opportunities they have in a school for all, enabling an inclusive education rather than institutionalizing them. With the process of institutionalization we cannot pretend to educate ourselves there and then invite them to live like everyone else. What we are promoting instead is a discriminated/ judgmental society with bias information for children with special needs.

What is an inclusive environment? An all-encompassing

environment refers to equality and equity for everyone, which means having the same rights and being offered the same opportunities while on the other hand ensuring individuals have what they need to enact those rights. Education is a fundamental right for everyone based on: Article 26 of the Universal Declaration of Human Rights, which guarantees “the right to education directed towards the full development of the human personality and the promotion of understanding, tolerance and friendship.” (Better Education for All, 2009). Therefore, families, educational institutions and other systems serve as a key pillar which should work to enable education for everyone in a school for all.

At Memorial International School we have students of different abilities, social, cultural and linguistic diversity. That, for an inclusive environment, is the solution because we need to facilitate formal education using informal education by promoting the following:

- Sense of belonging and membership. Acknowledging and catering for differences so that all children

experience a strong sense of belonging and acceptance as valued members of the group.

- Positive social relations. Contact Theory holds that contact between groups can change the attitudes of in-group members towards out-groups (children with SEN) and can reduce stereotyping and prejudice. Children learn from imitation and models. Children with special needs learn about diversity and teachers learn to provide more individualized approaches. “Children, who learn together, learn to live together.” (Better Education for All, 2009)

Learning to reach our full potential involves taking into account all childrens’ abilities, social, cultural and linguistic diversity in the curriculum decision-making processes. Education is a global process and the purpose of teaching should be global too by maximizing effectively diversity and inclusion for a better education.



Inspired by Enrichment

Luljeta Dalipi
Head of Enrichment

Most of us agree that the aim of school is to help young individuals create the proper skills needed for their future.

Learning how to learn is an important skill for any individual in their process of growth which leads them to an easier approach with reality. However, school is not only this. Students are still young, and at their age only a small percentage of them might evaluate the importance of studying and learning effects for their future life.

If you look back to the past, in your early years of being a pupil,

you may find that you are full of memories of times of having fun, making new friends, trips and entertaining activities, in lesson time or out of it. I believe that many of us remember work done in groups, lessons done outside, trips and games. Of course, each of us may also remember the subjects we liked most because of being able to show the best of us. Being aware of this, teachers work on creating possibilities and the right environment during their lessons to give the students this opportunity for revealing and experiencing their gift and talent.

At MIST, year after year, the Enrichment programme has ensured that out of lesson time has been seen and considered as an important and binomial part of the education process as a whole. We believe that Enrichment influences and inspires students in their learning process, and becomes an opportunity to deepen their skills in various fields.

At MIST we offer a wide range of activities such as clubs, educational trips, in school and out of school competitions and tournaments. By giving students the chance to try and



enjoy different activities like sports, art, photography, dance, drama, chess we hope to enrich their lives and create long lasting skills and memories.

Being part of the Tirana Association of International schools (TAIS), our students have had the chance to compete with other schools in sport tournaments like football and basketball, gaining significant experience. Another event creating a fantastic experience was the participation of the MIST choir in the

Choir Festival, an event held for the third year from TAIS.

Theme days provide enjoyable days for students. These days bring them together, not only for having fun, but also to improve their social skills, and often to raise their awareness of charity issues. Jeans day, for example, showed a great effort from our students in helping causes which support people in need.

The Student Council provides

a great support to enrichment with their suggestions, voicing student desires and ideas. There are many events and activities which take place at MIST due to their initiation and organisation by the Student Council.

To conclude, enrichment at MIST is considered a crucial and significant part of the whole education process. As such, we all work hard to make our school become a place that helps our students grow as global citizens.



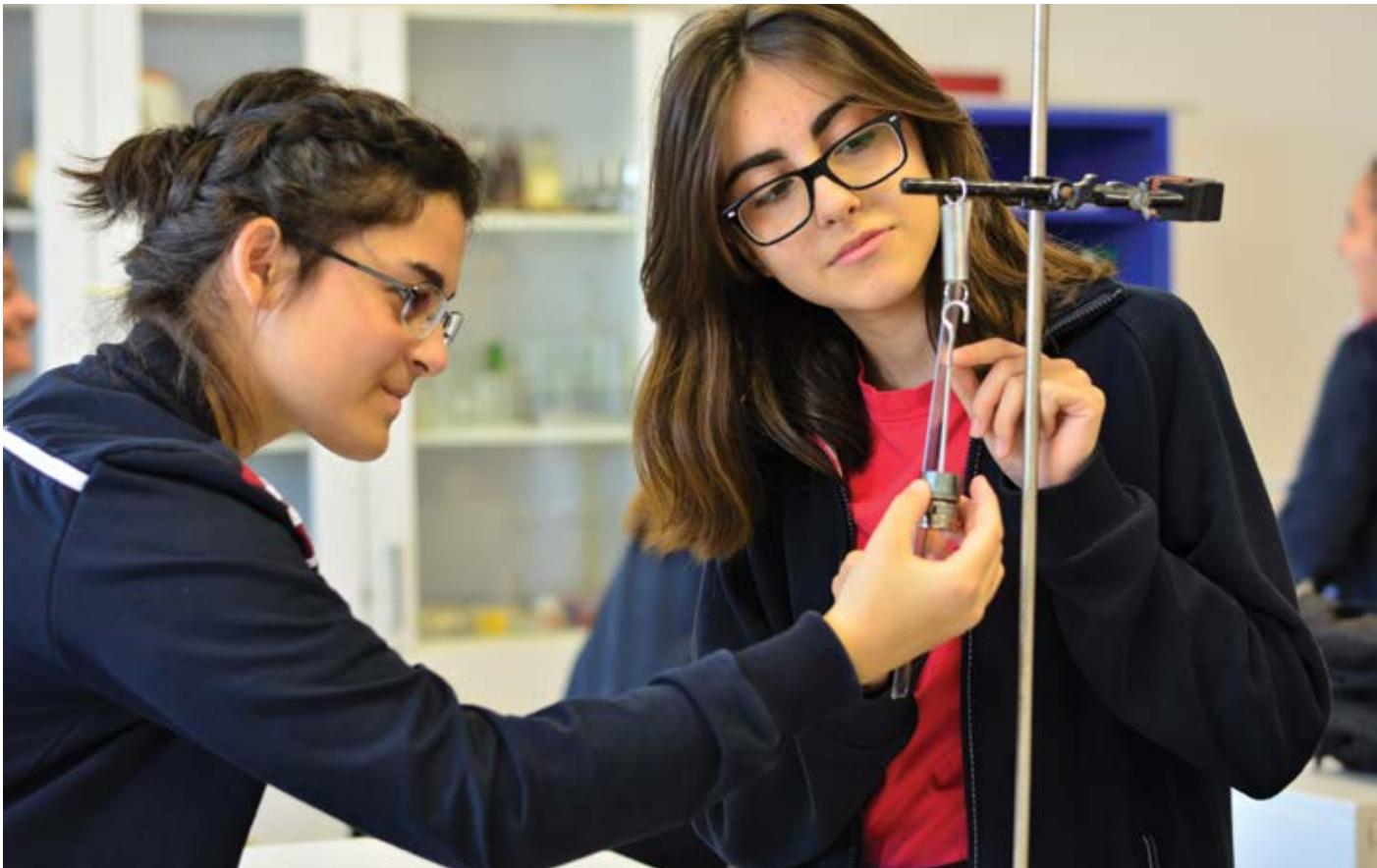
Secondary School

Hakan Gokalp
Head of Secondary

As we get closer to the end of the 2018/2019 academic year, I'm almost completing my first year in Memorial International School of Tirana. As the Head of Secondary School, I'm fortunate to work with a dedicated faculty, cooperative parents and brilliant students in a safe, supportive teaching and learning environment.

The aim of MIST is not only to pursue academic excellence but also to motivate and empower its students to be lifelong learners, critical thinkers, and productive members of an ever-changing global society. I'm happy to see that through the partnership of our administration, faculty, parents and students, we have the capacity to make this aim a reality.

Our students are offered many opportunities to explore their interests and investigate new ideas. Club activities are beneficial for improving academic performance and creating broader perspectives. Their involvement and the skills they aim to build beyond the classroom is admirable. Field trips also provide an important educational experience be-



yond the classroom. This year students have participated in a variety of interclass and inter-school competitions, which has further allowed them to share their learning experience and enhance communication and interpersonal skills.

At MIST, we review school curriculum and practices consistently to ensure that we are following the most up to date and best practice. This year we started using the school management system, Jupiter Ed, which has enabled the school's daily activities to run in a smoother manner, facilitating effective communication between staff

and parents, making it easier for parents to get involved in their child's education.

We are now in the process of getting approval for our new curriculum which will enable us to implement a fully British system. We will be able to offer full IGCSE and A Level programmes to our students. More good news can be found in our creation of a new partnership with Cats College UK. This will give our students special discounts and exchange possibilities with one of the best schools in the UK.

May and June are months of

exams for students. They have been studying to achieve success for a long period of time which is very important for their university applications and future life. Currently, our high school students are reviewing topics for their final exams, allowing teachers to identify and address any weaknesses in sufficient time before mock exams. I wish all our students the best of luck to achieve success in their future.



MIST Middle School Maths Day

Kirby Krueger
Secondary Maths Teacher



World Maths Day is celebrated every year on 14 March because of the mathematical value of Pi, which has a rounded value of 3.14. Since Albania observes Summer's Day on 14 March, the middle school students of Memorial International School of Tirana had the opportunity to celebrate a day early!

Students were encouraged to dress as their favourite number, favourite maths symbol, or favourite mathematician. Many students wore their favourite number taped to their clothing, demonstrated their knowledge of tessellations by wearing geometric patterns, or sported festive masks highlighting their favourite maths symbol (they chose between addition, subtraction, multiplication, or divi-

sion). One student from year 7 wore the digits of Pi on his shirt like a badge of honour! Teachers across campus participated as well by wearing parallel lines, a scatter graph, and a right angle.

The day's activities included order of operation races, a timed mental maths activity, around-the-world multiplication facts and memorizing the most digits of Pi. A group of 2 to 3 students competed against each other in a race to complete a problem that tested their knowledge using the order of operations. The individual mental maths activity included use of the interactive whiteboard. The high score belongs to a year 8 student who scored 138 points. Around-the-world multiplication starts with two students competing with

one another. The student who can answer the fastest with the correct answer moves on. The student who can make it around the classroom without losing is the big winner. Eight brave students stood before their classmates repeating the digits of Pi that they had memorized. The winner was a year 9 student who memorized 23 digits!

To wrap up the first annual MIST middle school maths day, students declared themselves a mathematician by posting their name and year group on the MIST MATHS DAY sign in the corridor. Seeing middle school students excited to showcase their maths skills was a truly awesome sight to see!





The Implementation of French at MIST

Klodiana Kaso
French Language Teacher

Le Français est une chance

As a French teacher in this school for over 10 years I have run into various challenges regarding the initial different level of students. I have managed to overcome such challenges with firm objectives and an overarching focus on individual student attention.

As an international school, we have new students every year and not all of them have the same level. Some have had French lessons before, but in the majority of cases our school is the first time students have had the opportunity to learn this language. So, in one class we have students who possess a certain level of the language having studied at MIST prior, and students who

don't have a basic knowledge of French. It is up to myself, as the teacher, to create a suitable environment in order to invite newcomers to gradually progress, and to develop other students at the same time. Differentiation is an important teaching strategy in this case.

With suitable class management, highlighting motivation and initiative, I have seen incredible progress of some beginners, who within a year can align themselves with the level of their peers. In initial stages we focus on spoken French, building students confidence in using the language with one another. Students advance to working on various projects, such as writing

poetry, which further enhances their language learning. Outside of the classroom students have also taken part in many activities in French such as competitions, games, and fairs. At MIST we annually hold a 'French week', where students take part in different organized activities.

Following the Cambridge Programme, we have had students successfully complete both AS level & A2 level examinations. It is my job to help students succeed in French, and encourage a love of the language from the very beginning. I am very proud of what our students have achieved, and will achieve in the future.

Is Technology Overshadowing Books or Helping Teaching and Learning Processes?

Anisa Sauli
Secondary ESL Teacher

If we look back to the past and make just a superficial comparison, we can see that nowadays learning and teaching has undergone a huge transformation. In teaching, educators would say that technology has had a positive effect, because it gives them access to more resources, helps to make the lessons more interesting, and is appealing for the new generation. On the other hand, if we consider students' learning process relation with technology the situation becomes tricky. We must accept the positive effects, but the shift of attention from books to technology is worthy of deliberation.



A student in the past would pour over books all the day long, while now it is normal to see a student 'pour over' a computer, an iPad, or other kinds of devices that the wide range of the advanced technology offers. They see it as an aid in their learning process, but are not aware that in some cases it is more like a trap. Especially, if the student is a teenager.

Why I am referring to it as a trap? Just a single example to start with will make it clear.

Students often need to use the computer for a school project, research, or even a simple piece of homework. From their point of view it is considered the most convenient, the most reliable, and the fastest means for their necessity. However, as soon as they start to surf in different websites their brain is bombarded with information: an online friend is texting; a game left paused the previous night is beeping; a bunch of ads are flashing in different corners of the screen - and in this way they start to lose both their 'path' and the track of time. Computer learning is overexposing them. Whereas, if they 'had asked' for a book, or talked with a librarian, or a member of their family, it would have been more beneficial.

For some people this might sound old-fashioned, but in my opinion this is a more trustworthy and 'healthy' way: Tech-

nology should be left as the last learning tool - and always supervised by an adult.

When I ask my students which option (a computer or a book) is handy for them to use, they answer rashly: 'A computer, of course'. You try to argue that books are more trustworthy; that you get more satisfaction while turning over the pages of a book or a dictionary (in case it is a vocabulary exercise or a new word encountered in a reading text); but they disagree - and use the excuse of 'time'. So, for the sake of 'time' they want to use Google translate. Ironically, they waste more time and memorize less because of the aforementioned bombarding.

School subjects are not the only ones affected by this phenomenon. Extra-curriculum books are unfortunately affected, as well. It often happens that while you start presenting the title of a fascinating novel, simultaneously you hear voices saying: "Yeah, I know, I've seen that movie a hundred times!", or if they have not seen any movie the first question is: "Is that a movie as well?!" You politely ignore the reaction or question and continue to talk, hoping it will trigger their curiosity. You keep listing reasons: that books are completely different from movies, students are free to imagine characters and places as they like, without being imposed by director's choices,

but still you are conscious as a teacher and as a parent that Technology vs Books is a long debate still ongoing.

One day one of my students came into the classroom and while discussing how his 'long weekend' had been (he had a long weekend because of a slight injury while playing), he said that it had been the worst time of his life, because his WI-FI had problems and was not fixed until Sunday afternoon. So, he had nothing to do, but reading books. He had read a novel 3 times and enthusiastically confessed that it was 100 times better to read the book rather than watching the film. Hearing a student confirming what you were trying to convince them of, makes you feel happy and hopeful at the same time.

So in reflection, what can we do to help the young? We can present more books to them from their early childhood, we can choose books over mobile phones and computers, we can lead by example. A wise Nobel prize winner has stated that: 'Technology is a useful servant but a dangerous master.' So let's instill in our children and students love for books first, so later when they are going to be adults they will know to put the right balance between books and technology and make the last one a servant, not a master of itself.

Are You Really Struggling?

Robert Cook
Head of English

“How’s life?”

“I’m struggling a bit, to be honest.”

“Really?”

“What do you mean?”

“Are you really struggling?”

“I’m afraid I don’t understand.”



It is an unfortunate reality that many people today do not really understand what it means to *struggle*. Like ‘awesome’, ‘devastated’ and ‘literally’, the word ‘struggle’ has joined the ever-growing club of words that have essentially lost their true meaning.

In contemporary English, we tend to say we are struggling if life is a bit problematic and we are not doing very well. The image conjured up by this word is of someone shuffling slowly through life with minimal hope and minimal effort. The original meaning of ‘struggle’, however, paints a very different picture.

Think of a boxer, knocked down, on the mat. The referee starts to count. The boxer hears a faint and distant voice....1,2,3....he feels like all strength is gone.... 4, 5, slowly he becomes aware of a blurred face staring at him... ..6,7....I can’t move.....8.....I must.....9.....I will.....the boxer rises to his feet, drawing on an inner strength he never knew he possessed. He fights on. This is struggling.

Struggling is not about doing badly. It is about pressing on, pushing in, not giving up. It is a matter of grit and discipline, not a matter of griping and disillusionment.

So why is ‘struggling’ so important? I would argue that struggling is actually more than important. It is an absolute necessity in certain seasons of life. In Albania, people like to say that “Jeta eshte lufte” (life is war). If you don’t struggle and fight hard I doubt that this battle can ever be won. As a wise king once said, “there is a time for war and a time for peace....” Yes, there is a time to sit back, relax and enjoy life, but these times rarely come without having put in some serious effort and hard graft first. Nowhere more is this true than in the field of education. However, before we talk about school we

need to talk about chickens.

A group of school children once decided to try raising young chicks. Eggs were carefully taken from various mother hens and put into an incubator at the back of the classroom. Over the next few days, the pupils waited patiently for the eggs to hatch.

Eventually, one Tuesday morning during grammar practice, James, who was more interested in his daydreams than his third conditionals, noticed a movement in the incubator. A tiny crack had appeared in one of the eggs. In a matter of moments, 15 eager young faces pressed against the glass to view this miracle of nature. Gradually, more cracks appeared and tiny beaks slowly pecked their way towards freedom. Tiny flakes of shell fell to the ground as the intense labour continued unabated. The time and effort required to break free was more than the children and teacher could bear.

“The poor baby chicks!”

“Miss, the egg shells are too strong.”

“This is going to take forever.”
Chorused the children in impatient pity.

They decided to help. Gently, ever so gently, little fingers pulled away the more cumbersome pieces of eggshell. It wasn't long before baby chicks hobbled out of their shells and into life

and freedom. Shrieks of joy filled the room and James had long forgotten his daydreams.

The next day, grade 6B poured excitedly into their classroom to see how the chicks were doing. They were all dead (the chicks not the children).

“Miss, what happened?” came the cry.

The teacher was well-trained.

“Google it.” she instructed.

After a few minutes of furious typing on their iPads, James was the first to find the answer.

“Miss, if we hadn't helped the chicks they would have survived.”

“10 out of 10!” shrieked Miss Dobson, “Your use of the third conditional is perfect!”

James, not knowing what the third conditional was, continued his explanation. “The process of struggling to hatch from their shells builds up strength in the chicks. If they don't struggle they don't get strong. If they aren't strong they don't survive.”(1)

James was also rather good at the zero conditional.

Fresh eggs were duly collected from mother hens and, the next time cracks appeared in the shells, all the children knew what to do. Each chick fought its own way out. No-one helped,

and the next week, eight healthy chicks were still happily pecking and scrabbling around their new home in the school garden, enjoying their own well-deserved season of peace.

Dear parents, dear students, dear Mr Cook, there is no such thing as ‘struggling a bit’. A gentle struggle is a false oxymoron that does not paint an accurate picture of life and learning. There is only one type of struggling, and that is to struggle hard! We need to re-learn what we probably already intrinsically knew all along; ‘struggling’ is a necessary and vital part of the learning process. It builds strength. It builds confidence. It builds character.

How's school? Is it hard? Are you finding it difficult? Stop struggling ‘a bit’ and start to **really** struggle; a little bit of help and encouragement won't kill you, but you will never truly learn if you don't work hard yourself. Dig from deep within, put in the extra effort, take some steps of initiative and begin to truly learn and, perhaps more importantly, to truly live.

I remain indebted to British author B.Gass for making me aware of this principle learned from the experiment with chicks.

What Foreigners Learn About Albanian From Wikipedia

Irda Dervishi
Albanian Language Teacher



On an airplane trip, I met a foreigner who asked me “And what language do you speak in Albania?”, “Albanian”, I answered hastily, assuming that this was already a world-wide known fact. “That is a Slavic language, isn’t it?” suggested the fellow traveler, possibly trying to cause amusement and then he added, “Oh, now that I am thinking, you do not like Slavs a lot, do you?” I still do not know whether my companion was not sure on the Albanian language family belonging, or was just trying to induce my national feelings, so stereotypical of someone from the Balkans.

Likewise (or perhaps differently from) my plane fellow, people might not be very informed on Albanian language and its properties, as one of the languages on a distinct branch of the In-

do-European language family. Where can they get the necessary information from? Are there reliable sources on the internet and is their information relevant or sufficient? The most convenient way for someone interested in an introduction to Albanian language, would be searching the topic on the internet.

In case that someone is interested in Albanian language, one of the main sources they can refer to on the internet is the Wikipedia article on the Albanian Language. This article, apart from being considerably lengthy, covers a lot of important grounds of Albanian. Starting from the approximate numbers of speakers all over the world, 7.4 million people, it goes through important topics such as: Albanian language his-

tory, Script, Literary tradition, Standard Albanian, Classification, Geographic distribution, Dialects, Phonology, Grammar and Vocabulary. Let us see in more details for some sections of the article.

Under the heading ‘History’, the article presents both the linguistic affinities of Albanian and its main linguistic influences. Light is shed on the relationship of Albanian and Romanian. There has been a strong disputation on this issue within different scholars. Albanian and Romanian have similarities in the lexical and phonetic levels but also in the grammatical structure. These similarities cannot be explained only by the fact that both of them are Balkanic languages.

Furthermore, the article gives another linguistic argument in

favor of Albanian autochthony, as it states that there are evidences coming from both Tosk and Gheg dialect that prove that the dialectal division occurred before the Slavic Migration to the Balkans.

The section ‘Script’ describes in details the different alphabets that Albanian language was written with, since the first written documents of it. This section helps the readers to understand the sway of Albanian culture under the effect of different cultural traditions. The characters used to write the Albanian language varied from the Turko-Arabic ones to the Greek and Latin ones.

‘**Standard Albanian**’ concisely states the history of standard language. It remarks also on some of the dictionaries published recently. However, here the information is not completely accurate, because except the mentioned dictionaries of 1976 and 1980, there were other Albanian- Albanian dictionaries published, the most recent of which is the “**Fjalori i gjuhës shqipe**” (2006)

‘**Classification**’ gives relevant information to the readers regarding the family relations of Albanian with Proto-Indo-European language. The article has a lot of examples that are illustrated through tables on the **Proto-IE features** and **Albanian-PIE phonological corre-**

spondences. However, the article does not give a broad review of the main hypothesis on the origin of Albanian.

People, who already have some knowledge of Albanian language, may want to have further insight on the current language situation. After the fall of Communism in the 1990, Albanians were eager to experience freedom and tended to be too welcoming to loan words especially from European languages, such as English and Italian. The loan words exist not only when they come together with a new notion or object, but even in cases where Albanian language already has a corresponding word. (iniciativë – nismë “*initiative*”, adaptoj – përshtas (*to adapt*), adoptoj – birësoj “*to adopt*”, eksperiencë- përvojë “*experience*” etc.)

Albanian orthography is counteracting serious problems, because most of the people tend not to write correctly two specific characters of the Albanian alphabet, the schwa “ë” and “ç” [tʃ]. The reason for neglecting these characters, which actually exist in the phonetic system of Albanian, is that computers or other electronic machines do not have these keys in their keyboards. Instead of writing “ë” [ə], people tend to write “e” [ɛ]. these actually are two different vowels. The same occurs with the letter “ç” [tʃ], which is writ-

ten down with the same character as “c” [ts]. The problem with misspellings is not only related to the internet language, but it goes further beyond. The schwa and c [ts] are not spelled correctly even in headlines on the news, in subtitles in the movies, sometimes not even in newspapers or books. This has been a worrying problem for the last decades and it seems like people are not worried about the misspellings.

See below one example. (1) is written orthographically correct, but (2) is the incorrect and regrettably the frequent form.

(1) Çfarë është? [tʃfarə əʃtə] (2) Cfare eshte? [tsfarə ɛʃtə]

What is (it)?

Another serious issue which Albanian language is facing is related to grammar. Under the effect of foreign languages, especially English, people tend to reduce the cases of the noun. A noun in standard Albanian language is declined in five cases: nominative, genitive, accusative, dative and ablative. Due to contact with other foreign languages, cases like the genitive, accusative and dative are being reduced by speakers, who eradicate the endings that the noun is supposed to take.

For example, a grammatically truesentence would be as follows: (3) *Berisha takoi Merkelin.*

Berisha- \emptyset tako-i Merkel-in.
 Berisha.NOM meet.PST.3SG
 Merkel.ACC.

“Berisha met Merkel”

Instead of this grammatically correct sentence people tend to say and write the following:

(4) ***Berisha takoi Merkel.*

Berisha- \emptyset tako-i Merkel- \emptyset

Berisha.NOM meet.PST.3SG
 Merkel.NOM.

This sentence is grammatically incorrect because both the subject which corresponds to the nominative case, and the direct object, corresponding to the accusative case have no grammatical endings. In Albanian only the nominative case can have

no ending, but the accusative and other cases must have endings. Sentence (4) looks like it has two subjects and no direct object. The verb *meet* has two valences, thus it must have two arguments as in sentence (3). The lack of one argument in sentence (4) makes it ungrammatical. Apparently, the judgment of speakers on the acceptability of this kind of sentence is modified due to influence of foreign languages upon Albanian. Similar ungrammatical constructions as in (4), mostly occur while speakers deal with loan words or foreign proper names. Another thing which is noticed about these linguistic constructions is that they can be found in both written texts and oral communication.

To conclude, Wikipedia disseminates sufficient information on the Albanian language grammar, vocabulary, and language contacts and history. Yet, the popular internet encyclopedias lack information on the current language situation in Albania, thus in this paper I have provided more additional information on the main trends in Albanian language such as: the present debate on the standard variety of language; the occurring orthographic problems related mainly to the computer mediated language; the pressure that foreign languages put due to contact on the vocabulary; and on the grammatical noun cases decay in Albanian language.



CLIL Under The Electron Microscope

Klaudia Piroli
Biology Teacher

“Because of the complexity of teaching and the individual variation among students, effective teaching is not like the “one-size-fits-all” sock.” Diaz, 1997



Teachers must master a variety of perspectives and strategies, and be flexible in their application. This requires two key ingredients: professional knowledge and skills, commitment and motivation. Teaching theories can be organised into four categories based on two parameters: teaching-centred approach and student-centred approach; high-tech materials and low-tech materials. The focus of Content Language and Integrated Learning (CLIL) is teaching the subject content in a second language (English), where the students are the centre of the process. In a CLIL lesson students can have different roles like: facilitator, personal model and delegator.

From infancy to late childhood, children are affected by three

different processes: biological processes (the physical nature of touch and responsiveness to it), cognitive processes (the ability to understand intentional acts), and socioemotional processes (the act of smiling that often reflects a positive emotional feeling and helps to connect us in positive ways with other human beings). Howard Gardner, the Harvard Psychologist and creator of Multiple Intelligences Theory, views each learner as having a whole range of individual capacities working in unison and interacting together in a non-predictable way.

Learning is a complex interaction – visual, aquatic, reading and kinaesthetic. Some student-centred methods that we use in our CLIL lessons are: differentiated instructions, in-

quiry-based learning, expeditionary learning, personalized learning and game-based learning.

Use of effective method activates students' prior knowledge - the knowledge that students have before we start to explain a new topic. Teachers can ask simple questions, can organise group activities, or just brainstorm with a simple diagram where everybody feels involved. Another method we use is to let students be “free” by giving each of them three differently coloured pieces of paper: red for not confident, amber for not sure and green for confident (meaning - I can respond to the question). These methods ensure students feel good, reduces stress, and increases involvement because they learn from

each other. Scientists discovered that learning without stress regenerates neurons, our nerve cells.

“Tell me and I forget, teach me and I may remember, involve me and I learn.” Benjamin Franklin

A modern teachers’ work is much more than standing at the front of a class, teaching (or telling) new concepts. Teachers “touch” students’ minds every day.

It used to be thought that people were right or left brained, or that we only use 10% of our brain. However, these are myths. People can use 100% of the brain capacity, day and night. We now know that the brain is made by lobes and each lobe has a specific function: That all lobes are used in any moment but three are mostly affected by learning: intelligence, judgment and behaviour located in the frontal lobe; memory in the temporal lobe; and language in the parietal lobe. 10 million to 11 million single bits of information hit our brain every day, by which we can understand 50 and remember just 7. It is our job as teachers to be part of these 7 bits per day.

We can all ask ourselves: “Why do people today, and especially learners, tend to use social media rather than a book?” The answer is simple - it’s fun.

Funny: this is the key for teachers. We should prepare funny interactive lessons to attract students’ attention. And by grabbing their attention our lesson is going to be part of that 7.

“Teaching is the art of changing the brain.”
James E. Zull

Professional Development at MIST: Peer Review

Juliette Henderson
PD Coordinator

Social practice theorists argue that the making of meaning through relationships is important to the development of expertise in professionals (Lave and Wenger, 1991). The teaching profession in particular encompasses a range of relationships which need to be managed in order to promote constructive solutions (Frelin, 2013). Studies have found that a focus on relationalism and collaboration in schools increases both teacher and student learning (Prenger et al, 2017). It is therefore now considered necessary for schools to place importance on the maintenance of school relations through collaborative practice, as teachers have an important role in the development of students.

At MIST we use the knowledge of educational theorists and researchers to promote the best methods for the effective professional development of our teachers, in order to help them develop their expertise, and ultimately facilitate positive improvements in student performance. Subsequently, this year we have introduced peer review by observation as a tool to improve relationalism and collaboration within our school environment.

The purpose of lesson observations is for teachers to reflect upon their teaching methods, set goals and work towards them for their own benefit and the benefit of their students (Richards and Farrell, 2012). Recent research has found that peer review through observation has many benefits over other observational methods, especially for increasing reflective practice, and for gaining the feedback that teachers need to stay motivated (Richards and Farrell, 2012). Peer review through observation can reinforce a

teacher's notion of their self in two ways: through the feedback obtained from their colleague in reaffirming or challenging that concept; and also, through observing a fellow colleague, where teachers can reflect upon their own identity.

At MIST our peer review format involves observations conducted by teacher peers, who then provide each other with feedback in a reflective discussion between the two teachers. Teachers can be paired horizontally according to student age, or vertically according to subject matter. They are provided with the opportunity to communi-

cate beforehand and afterwards in order to ensure that observations provide the most beneficial outcome. Before a round of observations, teachers are reminded of the institutional goal for their reviews. At MIST our goal for peer review by observation is expressed as 'To reflect upon one's own teaching practice and collaborate on improved teaching strategies'.

As a small international school, teachers have been able to collaborate on this activity with a variety of peers. Thus far, a range of expertise has been shared and developed upon by teachers from different educa-

tional backgrounds, experiences and cultures - contributing to the growth of our professional international community culture. With the goal of reflection and self-improvement; results of observations have given rise to the creation of new individualised and personalized teaching goals, and increased motivation to reach those goals by the next peer review in the following term. Most importantly, the activity has enhanced collegial relations at work, which has been proven to positively affect the classroom environment (Frelin, 2013).





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