



**INTERNATIONAL
MAARIF SCHOOLS
ERBIL**

PARENT HANDBOOK

2020 - 2021



**TÜRKİYE MAARİF VAKFI
TURKISH MAARIF FOUNDATION**

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TURKISH MAARIF FOUNDATION

PURPOSE OF ESTABLISHMENT

Turkish Maarif Foundation serves as a gateway to international educational arena of Turkey that will contribute to enhancing cultural and civilizational interaction and paving the way for achieving the common wellbeing.

Together with the Ministry of National Education, TMF which was established by the enacted law on June 17th 2016 by the Turkish Parliament is the sole entity authorized to provide educational services abroad.

As a non-profit public educational foundation, TMF is entitled to run institutions from pre-school to higher education.

VISION

To become a pioneering educational institution nurturing pure-minded people who use knowledge for the peace and welfare of humanity.

MISSION

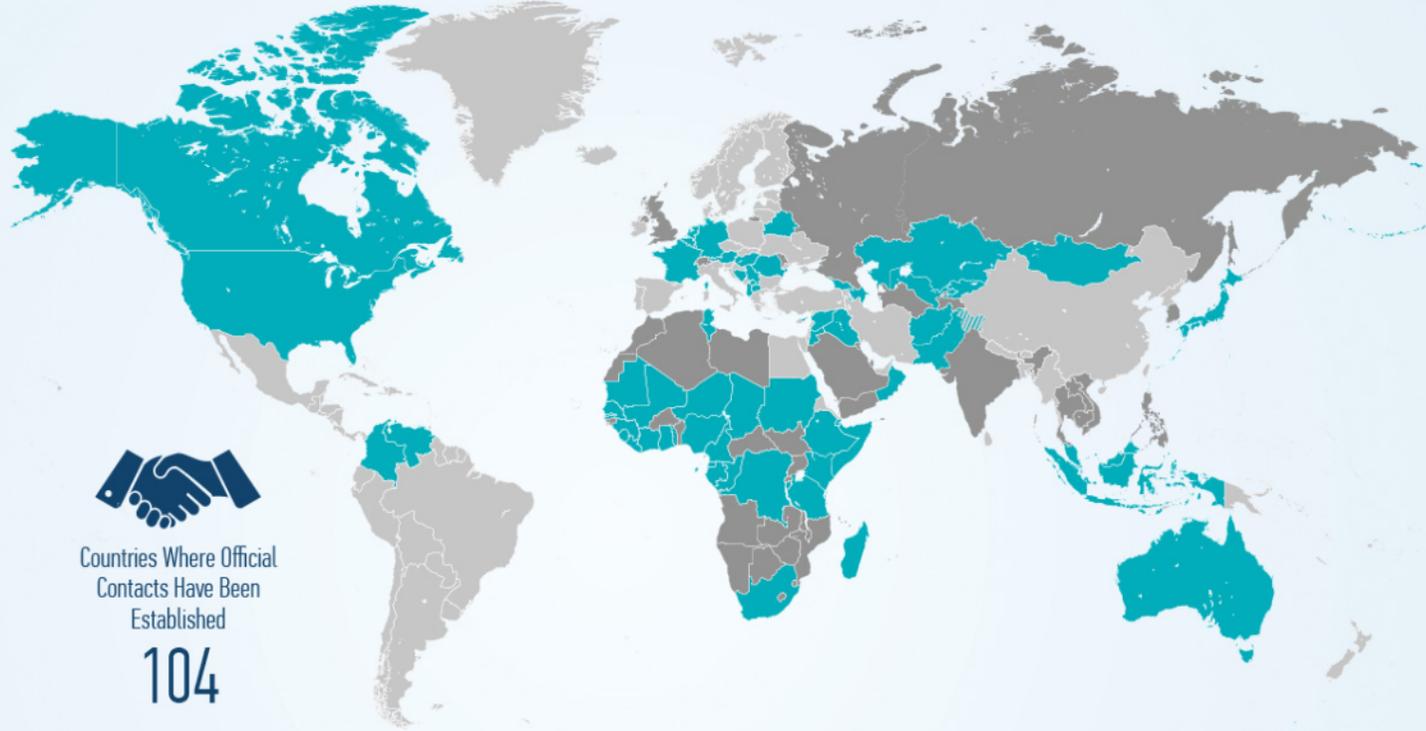
To carry out comprehensive educational activities throughout the world based on the common values of humanity and Anatolian tradition of wisdom.

VALUES

- *Confidence*
- *Transparency*
- *Cooperation and Solidarity*
- *Competence and Virtue*
- *Respect to Local Values*
- *Inclusiveness in Education*
- *Universality*



TURKISH MAARIF FOUNDATION IN THE WORLD



Countries Where Official
Contacts Have Been
Established

104

 Countries Where Turkish Maarif Foundation Is Present

66

 Countries Where Official Contacts Have Been Established

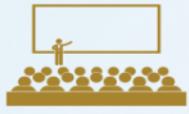
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United States • Afghanistan • Germany • Albania • Australia • Austria • Azerbaijan • Belarus • Belgium • Bosnia and Herzegovina • Burundi • Djibouti • Chad • Equatorial Guinea • Indonesia • Ethiopia • Ivory Coast • France • Gabon • Gambia • Ghana • Guinea • South Africa • South Sudan • Georgia • Netherlands • Iraq • Japan • Cameroon • Canada • Kazakhstan • Kenya • Kyrgyzstan • Colombia • Democratic Republic of the Congo • Congo • Kosovo • TRNC • Liberia • Luxembourg • Hungary • Mali • Madagascar • North Macedonia • Malaysia • Mongolia • Mauritania • Niger • Nigeria • Uzbekistan • Pakistan • Romania • Sao Tome and Principe • Senegal • Serbia • Sierra Leone • Somalia • Sudan • Syria • Tanzania • Togo • Tunisia • Ukraine • Oman • Jordan • Venezuela •

Angola • Benin • Botswana • United Kingdom • Burkina Faso • Algeria • Morocco • Palestine • Philippines • Guinea-Bissau • India • Switzerland • Cambodia • Qatar • Union of Comoros • Korea • Kuwait • Laos • Lesotho • Libya • Malawi • Moldova • Mozambique • Namibia • Central African Republic • Rwanda • Russia • Singapore • Saudi Arabia • Swaziland • Tajikistan • Thailand • Turkmenistan • Uganda • Vietnam • Yemen • Zambia • Zimbabwe •

CURRENT SITUATION

10 FEBRUARY 2020



Countries Where
Education
Is Provided

43



Number of Countries
Where Activities
are Carried Out

66



Number of
Educational
Institutions

323



Number of
Dormitory

42

Country	Educational Institutions	Dorm
USA	4	-
Afghanistan	42	12
Germany	1	-
Albania	6	-
Austria	1	-
Australia	2	-
Belarus	1	-
Belgium	1	-
Bosnia and Herzegovina	4	-
Burundi	2	-
Djibouti	2	-
Chad	6	1
Equatorial Guinea	4	-
Ethiopia	4	1
Côte d'Ivoire	4	-
France	1	-
Gabon	4	-
Gambia	3	-
Ghana	1	-
Guinea	10	2
Georgia	4	-
Iraq	10	-
Cameroon	14	4
Congo	4	-
Dem. Rep. of Congo	4	-
Kosovo	8	-
Northern Macedonia	5	1
Hungary	1	-
Madagascar	3	-
Mali	21	1
Mauritania	9	-
Niger	10	2
Pakistan	77	11
Romania	6	-
Sao Tome and Principe	1	-
Senegal	13	-
Sierra - Leone	2	-
Somalia	7	3
Sudan	6	-
Tanzania	6	2
Tunisia	4	1
Jordan	-	1
Venezuela	5	-
Total	323	42

INTRODUCTION

The purpose of this handbook is to provide you information on the curriculum and the organisation of the school. We believe that the relationship between the school and parents is critical for the success of the school and the success of your child's education at school. The parent handbook aims to provide you with information on our history, our educational philosophy, the admissions procedure, the administrative structure, the staff, practical routines at school, the curriculum, how to communicate with the school and issues related to health and safety.

In addition, the school will send out newsletters regularly to keep you updated on special events at school such as parent teacher conferences, student led conferences, and celebrations. The homeroom teachers will also send out newsletters to inform the parents about the programme and special events in their class.

The school will also organise special information sessions for parents to provide information on the curriculum as well as parent-teacher conferences in which parents can discuss the progress of their child with their teacher.

MISSION STATEMENT

International Maarif Schools - Erbil will provide an educational gateway from Erbil to the wider world. Through its rigorous academic programs, which will include strong components of both English and Turkish, the school will challenge students and teachers alike to aspire to international levels of achievement.

HISTORY

The school name was Ihsan Dogramaci Bilkent Erbil College. (IDBEC) is the result of the vision of Professor Ihsan Dogramaci. The school opened in August 2010 and now includes Kindergarten 1 to Grade 11. In a number of years the school will offer a full programme and include primary, middle and high school levels for students from 4-18 years old.

2018-2019 Academic year school was taken over by Turkish Maarif Foundation. The name of the school has changed and became International Maarif Schools Erbil (IMSE)

ADMINISTRATIVE STRUCTURE

International Maarif Schools Erbil is administered by the Head of School. The Head of school is supported by Vice Principals and KG, PYP ,MYP and High School Coordinators. The school is an integral part of the Turkish Maarif Foundation in İstanbul, Turkey.

STAFFING

The school has recruited teachers with experience in international schools around the world as well as Turkish teachers with experience in Turkish schools. Our teachers come from Turkey, Iraq, South Africa, Greece, Syria, Slovakia, India, Lebanon, Australia, Singapore, Canada, Ireland, Netherlands, Philippines, Kyrgyzstan, Jordan, Pakistan, Egypt, Azerbaijan, Iran, Poland, Yemen, Venezuela, USA and the UK. The teachers will work together very closely and collaboratively to plan and evaluate lessons.

Every class has a homeroom teacher who is the focal point for all contacts with the parents regarding student progress and welfare. The homeroom teacher will teach the class most of the time and will use English as the medium of instruction. In addition to the homeroom teachers there are teachers who teach Turkish, Kurdish, Art, Music, PE and IT. Some classes, some subjects and some departments have a classroom assistant.

The business office includes clerical staff and accountants.

The support staff includes a doctor, IT technicians, cleaners, maintenance workers, security and drivers.



FACILITIES

Our facilities include

- High School
- *Well-equipped Primary and Middle school classrooms with modern classroom furniture and up-to-date IT facilities*
- *A well stocked library with books in English, Turkish and Kurdish*
- *Teacher resource rooms with maths and science manipulatives as well as reading scheme books*
- *Shaded outside play spaces with gazebos climbing equipment and soft tiles*
- *A kitchen and cafeteria*
- *A 550 seat Concert Hall*
- *Well-equipped Sports Hall*
- *STEM Lab*
- *Physics Lab*
- *Biology Lab*
- *iPad Lab*
- *Library*
- *ITC Classrooms*
- *Special Art and Music Classes*
- *Seperate KG Building*
- *Seperate KG,PYP,MYP and High School Playgraounds*
- *Agricultural Area*

DAILY ROUTINES

BEGINNING AND END OF DAY

Students may arrive at school from 08:00 onwards.

Students may enter the school building from 08:10 onwards. Parents will be asked to bring their students in time for a 08:15 start.

All classes start at 08:20.

KG1 and KG2 classes end at 14:00.

Grade 1-11 classes end at 15:00.

SNACK AND LUNCHTIME

Lunch and a mid-morning snack are provided by the school cafeteria.

Bottled drinking water is available in dispensers. Each student should come to school with a water bottle with their name on it. Drinks should not be sent in glass bottles.

Health Education is an important part of our programme. Please do not send unhealthy food, sweets and candies to school.

Please inform the school secretary and your homeroom teacher if your child has any allergies. Please contact the School Nurse as well if there are any severe reactions.

What to Bring	What NOT to Bring
School bag Plastic water bottle Suitable outdoor clothes/sunhat Labelled spare clothes	Toys Ipads, Labtops Telephones Expensive clothes Junk food Lunch pack (unless medical report)

More details for each class will be given by your homeroom teacher.

LUNCH

Parents are all expected to buy lunch for their children from the school.

MORNING AND AFTER-LUNCH RECESS

There is a morning and an after-lunch outside recess. Outside recess time in the School is supervised by teachers and teaching partners. Unless the weather is very bad, students are expected to go outside during recess time and after lunch.



BIRTHDAY CELEBRATIONS

Celebrating birthdays are restricted to some prescribed days. These days will be announced by school administration later.

REQUIRED CLASSROOM MATERIALS

Students are expected to bring their own pencil case or pencil box with pencils, an eraser and a pencil sharpener.

TRANSPORT

Bus transport is provided by a Company.

FIELD TRIPS

Field Trips to places of educational interest are seen as a vital part of the curriculum and are organised regularly. The school has detailed guidelines in place to ensure the relevance and safety of each trip. Parents receive in advance an information sheet with a permission slip, which must be signed and returned to the homeroom or subject teacher. No child is permitted to take part in a field trip without written permission.

Students travel on a school bus and will always be accompanied by a minimum of two members of staff.

PARENTS AND VISITORS AT SCHOOL

Parents are invited regularly to attend celebrations of student achievements either in the classroom or in an assembly. Many teachers also like to invite parents to assist in specific activities such as field trips, reading and hands-on activities.

Parents are welcome to bring their children to the School at the beginning of the day or to pick them up at the end of day from the Foyer. Parents of KG classes are welcome to drop off their child inside the homeroom class. It is however important that parents leave the classes as promptly as possible to allow teachers to start their classes on time. Parents of Grade 1 classes should enter the class only upon invitation. If parents wish to contact their child during the school day, this should be arranged through the school secretary.

DRESS CODE

Students should dress appropriately for the activity, the location and the weather.

- *Students must wear the school uniform.*
- *Shoes should have backs or ankle straps. Roller skate shoes and high heels are not permitted for safety reasons.*
- *In PE students should wear comfortable trousers and closed shoes that are suitable for physical exercise (e.g. track shoes). Open shoes or shoes with high heels are not appropriate for PE.*
- *An extra set of clothing (top, bottom, socks, and underwear) must be provided in case of accidents for KG 1 and KG 2 students.*
- *Separate inside shoes are suggested to help keep classrooms clean.*

SCHOOL – HOME COMMUNICATION

The school communicates with parents about special events through

- *The annual calendar*
- *Weekly school newsletters*
- *Class newsletters*
- *Emails*
- *Bulletin boards at the school*
- *Managebac*
- *Whatsapp*
- *ClassDojo*

The school communicates with parents about the curriculum through

- *The parent handbook*
- *Information sessions for parents in the morning or in the evening*
- *Class newsletters*
- *Manageback*

The school communicates with parents about student progress through

- *Report cards (four times a year)*
- *Parent teacher conferences (three times a year)*
- *Student led conferences (twice a year)*
- *The home communication log (every week)*
- *Manageback*

CONTACTING THE SCHOOL

If You Have a Question Related to	Please Contact
Classroom issues: * <ul style="list-style-type: none"> • <i>progress of your child</i> • <i>class routines</i> • <i>schedule</i> • <i>homework</i> 	Homeroom teacher Please make an appointment beforehand
<ul style="list-style-type: none"> • <i>Accounting and Billing</i> • <i>Changes in parent contact information (e-mails, phone numbers, etc)</i> • <i>Safety and Security</i> • <i>Facilities and Resources</i> 	Accounting service The Business office
Health issues *	Nurse
School issues <ul style="list-style-type: none"> • <i>School Policy</i> • <i>Curriculum</i> 	Corresponded Vice Principles Faculty Coordinators

** Please contact the Head of School about these issues only if you feel that the issue has not been resolved satisfactorily with the person responsible for these issues.*

Throughout the year, we will be organising information sessions for parents to inform on developmental stages of children, how our educational model acknowledges what is known about how students learn and what parents can do at home to support their students.

SUPPORTING YOUR CHILD AT HOME

Encourage your child to be independent by

- *Providing opportunities for your child to dress and undress themselves*
- *Allowing your child to feed themselves and introducing basic table manners so that sitting at a table to eat becomes part of their routine*
- *Helping your child attend to their own basic needs such as getting a drink, blowing their nose and using the toilet*
- *Involving your child in general housekeeping by giving simple tasks such as setting the table or tidying their room*
- *Teaching your child to organise and care for their belongings*
- *Expecting and encouraging your child to put away clothes, toys and other belongings tidily*

Engage in meaningful activities with your child by

- *Spending time talking through every-day events with your child*
- *Asking open-ended questions to develop speaking skills and general knowledge*
- *Asking direct questions so that your child can respond specifically*
- *Encouraging your child to ask questions and answering their questions with more questions to develop an inquiring mind*
- *Sharing books with your child on a regular basis and making sure your child sees you reading*
- *Spending time with your child writing lists, postcards, memos, emails, stories and journals*
- *Encouraging your child to help with routine jobs such as cooking, washing up and shopping*
- *Encouraging your child to take objects to school that they feel connected to, this could be photos of special events, souvenirs from trips, drawings they made etcetera*

Support a healthy lifestyle by

- *Taking care that your child gets enough sleep and goes to bed on time*
- *Providing your child with a healthy breakfast*
- *Encouraging your child to engage in activities that stimulate their gross motor skills and fine motor skills (walking, running, climbing, sports, cooking, art etcetera)*

Encourage creativity and risk taking by

- *Providing your child with a wide variety of writing materials so they can explore mark making and pre-writing*
- *Keeping a collection of empty boxes, toilet rolls, cartons and egg boxes for your child to use for model making*
- *Helping your child to explore possibilities with creative expression. Try painting with fingers, toothbrush and a straw; anything you can think of*
- *Collecting old bags, hats, clothes and other accessories for your child to use for role-play*
- *Encouraging your child to engage in experiences, even if they get dirty or wet*
- *Letting your child know that it's all right to make mistakes*
- *Learning to observe your child without interfering, children learn by making their own discoveries*

Support your child's mother tongue development and cognitive development by

- *Using your child's mother tongue when communicating with your children at home*

Good mother tongue development supports cognitive development and helps a child learn other languages quicker. If your child does not learn their mother tongue well, their overall learning will be affected and it will be very difficult to learn any other language well. Please use your mother tongue whenever you speak to your child.

HEALTH AND SAFETY

The school seeks to provide a safe and secure environment for students at all times. There are full time security guards at the entrances and around the school campus. All visitors must obtain a Visitor's badge at the reception area.

The school is equipped with a standby electricity generator, water storage tanks and fire alarm and fire water system. Evacuation practices will be held regularly.

The school will employ a Nurse and many members of staff are qualified in First Aid. In case of medical emergency, the services of the Clinic will be requested.

Parents are required upon enrolment of the student to complete a medical information sheet. The school will ensure that relevant medical conditions are communicated to relevant staff. Parents shall sign an emergency release form on student enrolment consenting to care and treatment in the event of an emergency. Parents who shall seek care for a student with specific medical needs shall provide the school with a management and treatment plan signed by the students Doctor and parent.

The school keeps records of pre-existing medical conditions and all consultations that students have with the Doctor and keep parents informed of incidents that took place during the school day.

It is important to let the school doctor and the homeroom teacher/ IM room teacher know if your child has any allergies or any medicine that should be taken by your child during the school day. Please label any medicine with your child's name and indicate the instruction to avoid misunderstandings.

In the case of school closure due to an emergency, the school has a telephone call-out system through which parents are informed.

Emergency and evacuation practices are held in the school in order to familiarize students with correct procedures.

CURRICULUM

LANGUAGES AT THE INTERNATIONAL MAARIF SCHOOLS ERBIL

The vision of The Foundation vision for the school was to create a bi-lingual English - Turkish school. In addition, to English and Turkish, Kurdish will be offered to acknowledge our host culture, support students with Kurdish as their mother tongue, as well as fulfil the local requirements and Arabic starting from Grade 4.

PROGRAMMES

The school is both PYP and MYP authorized by the IBO. In 2019 PYP evaluation visit and in 2020 MYP authorization visit achieved successfully, after the visit, the school officially confirmed as IB world. All programmes are recognized as rigorous and challenging.

Detailed information about the PYP and MYP can be found on the IB website: www.ibo.org



IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

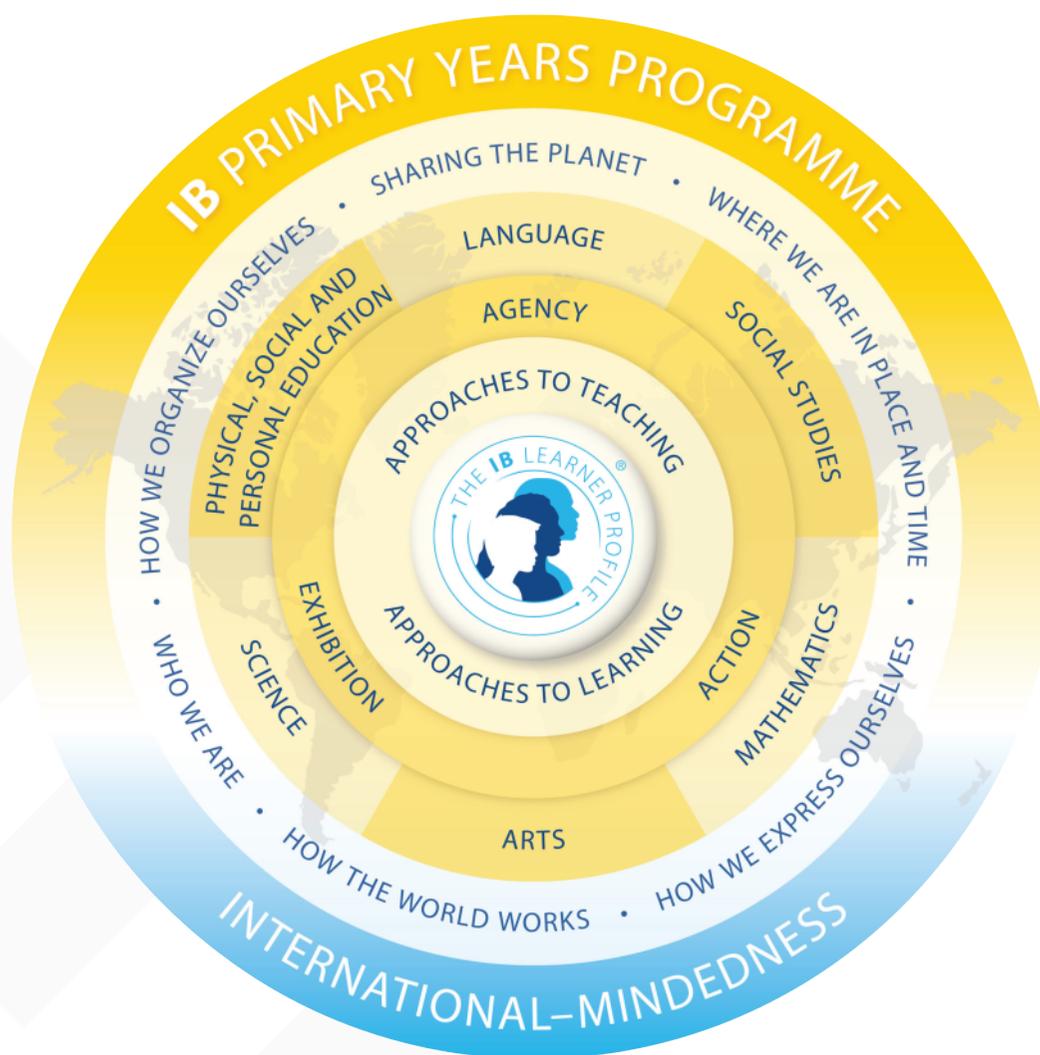
STUDENT PROFILE

Our programme encourages students to become:

- **Inquirers** - *Their natural curiosity has been nurtured and they actively enjoy learning*
- **Thinkers** - *They exercise initiative in applying thinking skills critically and creatively to solving complex problems*
- **Communicators** - *They receive and express ideas and information confidently in more than one language*
- **Risk-takers** - *They approach unfamiliar situations without anxiety and have the confidence to explore new ideas*
- **Knowledgeable** - *They have explored themes that have global significance and have acquired a critical mass of knowledge*
- **Principled** - *They have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice*
- **Caring** - *They show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others*
- **Open-minded** - *They respect the values of other individuals and cultures and seek to consider a range of points of view*
- **Well-balanced** - *They understand the importance of physical and mental balance and personal well-being*
- **Reflective** - *They give thoughtful consideration to their own learning by constructively analysing their personal strengths and weaknesses.*

INFORMATION ABOUT THE PYP

DIAGRAM OF THE PYP MODEL



WHAT IS THE PYP?

The International Baccalaureate® (IB) Primary Years Programme is a curriculum framework designed for students aged 3 to 12. The PYP transdisciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond.

Informed by research into how students learn, how educators teach, and the principles and practice of effective assessment, the programme places a powerful emphasis on inquiry-based learning.

HOW THE PYP WORKS?

The International Baccalaureate® (IB) Primary Years Programme (PYP) is underpinned by six transdisciplinary themes around which learning is planned.

These are:

- *Who we are.*
- *Where we are in place and time.*
- *How we express ourselves.*
- *How the world works.*
- *How we organize ourselves.*
- *Sharing the planet.*

These themes are selected for their relevance to the real world. They are described as transdisciplinary because they focus on issues that go across subject areas.

The transdisciplinary themes help teachers to develop a programme of inquiry. Teachers work together to develop investigations into important ideas, which require a substantial and high level of involvement on the part of students.

Through the PYP curriculum framework, schools ensure that students examine each theme.

TRANSDISCIPLINARY THEMES

Transdisciplinary themes

The PYP curriculum is centred around six Units of Inquiry at each grade level (four in KG 1). In order to offer a balanced programme of units at each grade level, the PYP has identified six transdisciplinary themes representing significant knowledge areas. All grade levels study one unit from each knowledge area.

The six transdisciplinary themes are:

Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

All the Units of Inquiry in the primary school together constitute our Programme of Inquiry which provides a balanced programme of concepts, knowledge, skills, attitudes and action across the curriculum. The Programme is subject to a yearly review. A Time Line for the Programme of Inquiry is produced each year to show the order in which “Units of Inquiry” at each grade level will be taught.



CURRICULUM

The Primary Years Programme (PYP) presents schools with a comprehensive plan for high quality, international education.

It provides schools with a curriculum framework of essential elements - the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future.

Schools work with the five elements to construct a rigorous and challenging primary curriculum for international education.

The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range.

The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.

The PYP is organized according to:

- *The written curriculum, which explains what PYP students will learn*
- *The taught curriculum, which sets out how educators teach the PYP*
- *The assessed curriculum, which details the principles and practice of effective assessment in the PYP*



THE UNIT OF INQUIRY

Each unit has a “Central Idea”- a powerful statement or generalization that encapsulates the essence of the unit. This Central Idea assists in keeping the unit focused and guarantees that the inquiries go beyond collecting information, but lead instead to a deeper understanding of concepts and the relations between concepts.

A unit usually starts by making a connection between the new topic and something the students are familiar with. The teacher then organises activities that explore the students’ pre-knowledge about the new topic. They then further explore the topic through a range of activities such as: class discussions, fieldtrips, interviews, looking through books, watching videos and listening to guest speakers.

We often call this stage ‘wandering and wondering’. Student generated questions are usually recorded and displayed in the class and might be the starting point of a specific individual or class inquiry that will take place at a later stage.

Units usually end with a summative assessment in which the students demonstrate their developing understanding of the Central Idea of the unit. This summative assessment is usually an authentic task in which students need to apply and synthesise their understanding of the concepts studied, allowing them to express their understanding through a variety of activities and presentation techniques.



THE PYP CLASSROOM

The character of the PYP is reflected in the classroom activities and arrangements.

Students will often be involved in whole class discussions. Students might work in smaller groups, doing research, collecting information or working towards a performance or presentation. They might work in pairs or individually. There will also be time for direct whole class instruction or for quiet individual work.

The classroom looks active; students take initiative, assist each other, get their own resources and may work in different areas in the classroom. Different groups of students may be working on different projects at the same time. Plentiful resources are available to stimulate and assist the learning and the results of the learning are displayed in the class. The Central Idea of each unit will be visible in each classroom.

Our taught curriculum is designed to create:

“...a learning community in which adults and children alike investigate important ideas and enrich or improve their understanding of them....”

The starting point is students’ current understanding and the goal is the active construction of meaning by building connections between human experience and information and processes from the disciplines.”

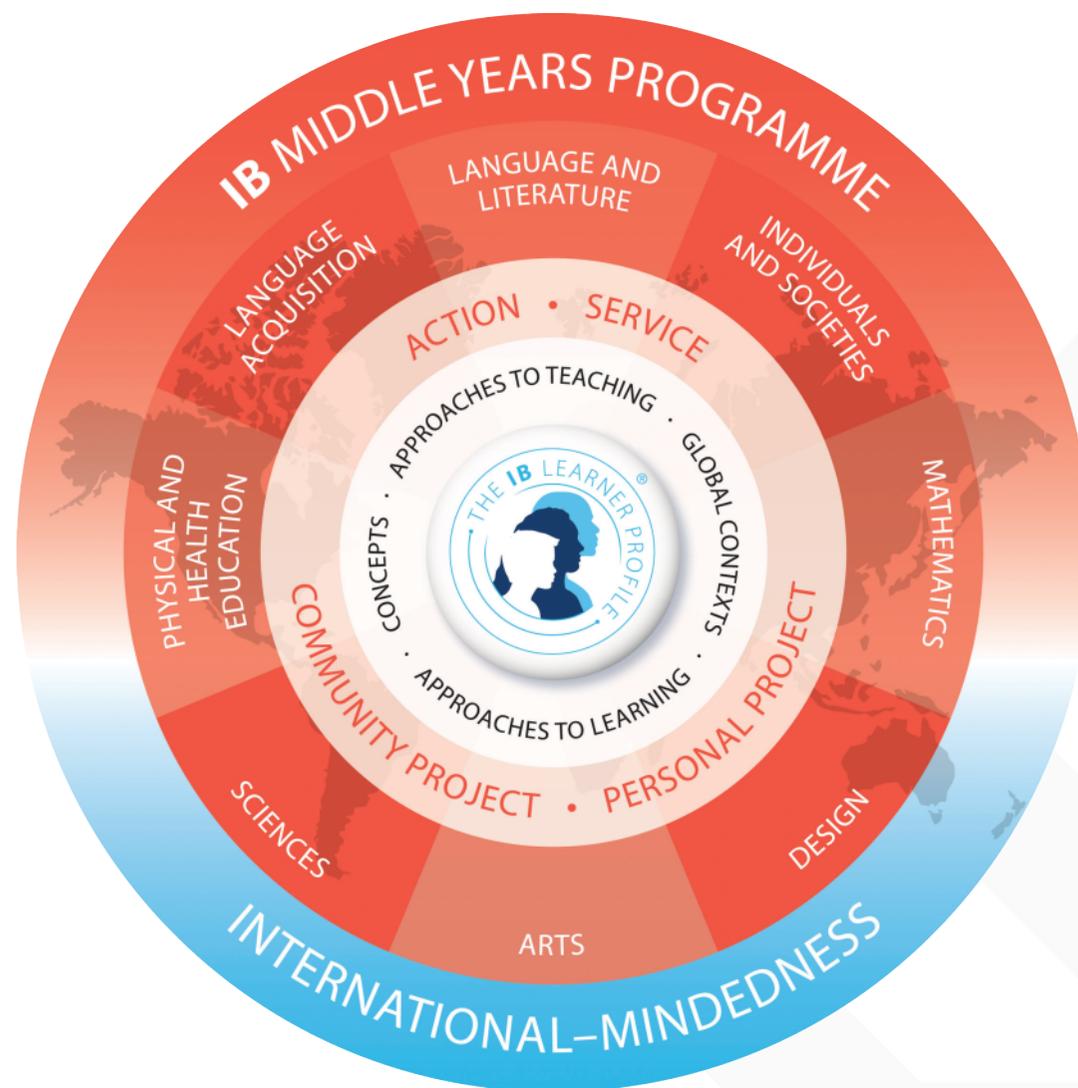
(Perspectives on teaching methods, IBO PYP manual)

SCOPE AND SEQUENCE DOCUMENTS

Our Units of Inquiry are transdisciplinary and therefore contain material from a number of subject areas. In order to document what work is undertaken in each subject area, Scope and Sequence documents are prepared, using a format that is common to all PYP schools. These documents give details of the work undertaken in each subject area each year for each grade.

INFORMATION ABOUT THE MYP

DIAGRAM OF THE MYP MODEL



10 REASONS WHY THE IB MYP ENCOURAGES STUDENTS TO BECOME CREATIVE, CRITICAL AND REFLECTIVE LEARNERS

- **Become a life-long learner** - *Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.*
- **Learn by doing and experiencing** - *Through the MYP community project you learn to service the community and connect what you learn in the classroom to 'real life'.*
- **The MYP encourages critical thinking** - *It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.*
- **Explore global challenges** - *The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.*
- **Learn for understanding** - *Not just to memorize facts or topics and prepare for exams.*
- **Train yourself to** - *organize and plan your work, meet deadlines, concentrate, bounce back, persist, think positively.*
- **Subjects are not taught in isolation** - *You are encouraged to make connections between subjects.*
- **It empowers you to develop your talents**- *Feel empowered to prove what you know and earn the MYP certificate or MYP course results.*
- **It prepares you for future education** - *Prepare yourself for the IB Diploma Programme or IB Career-related Certificate delivered by IB World Schools globally.*
- **It encourages international-mindedness** - *The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.*

WHAT IS THE MYP?

<https://www.ibo.org/programmes/middle-years-programme/what-is-the-myp/>

The International Baccalaureate® (IB) Middle Years Programme (MYP) emphasizes intellectual challenge.

It encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life.

What the MYP Offers Students

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

Why offer the MYP?

Research shows that students participating in the MYP:

- build confidence in managing their own learning.
- learn by doing, connecting the classroom to the larger world.
- outperform non-IB students in critical academic skills.
- consistently have greater success in IB Diploma Programme examinations.
- thrive in positive school cultures where they are engaged and motivated to excel.
- develop an understanding of global challenges and a commitment to act as responsible citizens.

The MYP was revised in September 2014 to provide a more rigorous and highly flexible framework that powerfully integrates with local educational requirements. New industry-leading onscreen examinations and ePortfolios offer exciting opportunities for reliable, robust digital assessment of student achievement.

HOW THE MYP WORKS?

<https://www.ibo.org/programmes/middle-years-programme/what-is-the-myp/how-the-myp-works/>

The Middle Years Programme (MYP) helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

- Approaches to learning (ATL), helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- Key and related concepts, helping students explore big ideas that matter
- Global contexts, helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

The MYP culminates in an independent learning project. Students complete a significant piece of work over an extended period of time, encouraging them to consolidate their learning and reflect on the outcomes of their work.

How teaching and learning is organized in the MYP

The MYP organizes teaching and learning through eight subject groups. The programme promotes interdisciplinary study that helps students make important connections between academic subjects.

Integrated teaching and learning helps students analyze complex issues and develop the habits of mind they need to participate in our increasingly interconnected world.

PASSING CRITERIA TO UPPER GRADES

Here at International Maarif schools Erbil in PYP, our school reports are comprehensive, as they inform parents of their child's progress and they celebrate students learning while highlighting areas in need of strengthening, where appropriate. In MYP 1–7 scales should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP.



BEHAVIOUR POLICY OF INTERNATIONAL MAARIF SCHOOLS ERBIL

Students:

- Show respectful and honest behaviours.
- Express their own original ideas.
- Take responsibility for doing assignments themselves.
- Only collaborate on assignments when the teacher specifies that they should.
- Only use someone else's work with permission and attribution.
- Learn information literacy skills, including:
 - Distinguishing between fact and opinion.
 - Quoting, paraphrasing, and summarizing properly.
 - Acknowledging other peoples' contributions to their work.
 - Citing information taken from print and online sources.
 - Distinguishing among primary, secondary, and tertiary sources, and using them appropriately.
 - Distinguishing between reliable and unreliable sources, especially online.
- Always acknowledge the source of information they receive.
- Use internet resources and evaluate internet sites.
- Indicate the resources that they use in their work.
- Learn how to prepare a bibliography.
- Only use their own knowledge during exams and do not copy from friends.

APPENDICES SUBJECT AREAS

LANGUAGE

Language consists of six strands: listening, speaking, reading, writing and viewing and presenting. Development in one strand develops and supports growth in the other strands.

- **Listening:** Students learn to listen attentively and demonstrate consideration for the speaker. They learn to understand and evaluate what they hear, to think about both literal and inferred meanings, and to respond appropriately. They learn to listen for specific information, considering the context, the speaker and the audience.
- **Speaking:** Students use oral language to ask and answer questions; collect information, relate and retell; persuade; talk about needs, feelings, ideas, and opinions; and to contribute to discussions in a range of formal and informal situations. Students learn to respond confidently, appropriately and relevantly considering the context, the speaker and the audience. They develop their pronunciation, intonation and fluency. They expand their vocabulary and start using more complex grammar sentences.
- **Reading:** Students read to gain meaning from text. The students learn to use a variety of strategies to gain meaning, including their understanding of phonics, the use of context clues and picture clues. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, and the purpose and the structure of the text itself. Students need to learn how to understand, interpret and respond to the ideas, attitudes and feeling expressed in various texts; to think critically about what they read; and to be able to make predictions and inferences based on information that is both explicit and implicit in a text.

- **Writing:** Students write as a means to remember, develop, organise, gain self-knowledge and communicate ideas, feeling and information. Purpose and audience contribute to the form and substance of writing as well as to its style and tone. Students learn to write through a developmental process. They need to focus first on meaning rather than accuracy. Grammar, spelling, handwriting, punctuation and paragraphing should be taught gradually through writing practice like the writing process which involves creating an environment where students can acquire the skills to achieve written products for a variety of purposes.
- **Viewing and Presenting:** Students learn to present and interpret visuals, broadening the ways in which they can understand and communicate their learning. Acquiring skills related to advanced technology and media gives students the opportunity to communicate, respond and comprehend thoughts, ideas, and feelings. A variety of formats including visual, (e.g., photos, graphs, cartoons), dramatic (e.g., tableaux, improvisations, live theatre), and multimedia (e.g., videos, television, computer) engages viewers allowing them instant access to data. Learning to understand and use different media expands the sources of information and expressive abilities of students.



MATHEMATICS

Our Mathematics programme aims to develop the students' understanding of mathematical operations as well as mathematical concepts and apply this understanding in real contexts and communicate their understanding using a variety of models and communication tools. Our Mathematics programme aims to develop an efficient and accurate use of mathematical skills such as computational skills and measurement skills. We aim to develop an appreciation of mathematics and the confidence to approach new mathematical concepts and contexts with confidence and interest.

The teaching methods we use to develop these understandings, skills and attitudes includes the investigations of realistic contexts through discussion, hands on activities, a wide variety of mathematical models and manipulatives to represent mathematical concepts and mathematical operations.

At each level students gain essential understanding and see relationships in the mathematical areas which represent the main themes of the curriculum: shape and space, number, measurement, handling data and patterns and functions. Special emphasis is placed on purposeful problem solving experiences and their applications and the importance of communicating mathematical ideas effectively.

We distinguish the following strands:

- **Number** - Our number system is a language for describing quantities and relationships between quantities. The value attributed to a digit depends on its place within a base system. The operations of addition, subtraction, multiplication and

division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculating depends on how the result will be used.

- **Shape and Space** - Students learn to understand the interrelationships of shapes and the effects of changes to shape in order to understand, appreciate, interpret, and modify our two-dimensional and three-dimensional world.
- **Measurement** - Students learn to develop an understanding of concepts such as length, area, perimeter, volume, weight and time. They apply their understanding in realistic contexts and develop their measuring skills, including the choice of the appropriate measuring tools and taking accurate readings.
- **Handling Data**
 - **Statistics:** *Students learn to record, organise and display data in graphs, tallies and charts, allowing them to draw conclusions regarding similarities, differences and trends. It is important that the chosen format should illustrate the information without bias.*
 - **Probability:** *There are ways to find out if some outcomes are more likely than others. Probability can be expressed qualitatively by using terms such as 'unlikely', 'certain' or 'impossible'. It can be expressed quantitatively on a number scale.*
- **Pattern and Functions** - Students learn to identify, describe and design patterns. The repetitive features of patterns can be identified and described as generalized rules called functions. This builds a foundation for the later study of algebra.

SOCIAL STUDIES AND SCIENCE

Social Studies, Science and Personal and Social Education are fully integrated in our “Programme of Inquiry”.

The Transdisciplinary skills studied in our Programme of Inquiry include:

Research skills

- **Formulating questions:** Identifying something one wants or needs to know and asking compelling and relevant questions which can be researched.
- **Observing:** Using all the senses to notice relevant details.
- **Planning:** Developing a course of action; writing an outline; devising ways of finding out necessary information.
- **Collecting data:** Gathering information from a variety of sources, such as measuring, maps, polls, surveys, direct observation, resource books, films, people and exhibitions.
- **Recording data:** Describing and recording observations, by drawing, note taking, making charts, tallying, writing statements.
- **Organizing data:** Sorting and categorizing information; arranging into understandable forms, such as narrative descriptions, tables, timelines, graphs and diagrams.
- **Interpreting data:** Drawing conclusions from relationships and patterns which emerge from organized data.
- **Presenting research findings:** Effectively communicating what has been learned; choosing appropriate media.

Self-management skills

- **Organisation:** Planning and carrying out activities effectively.
- **Time management:** Using time effectively and appropriately.

- **Safety:** Engaging in personal behaviour which avoids placing oneself or others in danger or at risk.
- **Healthy lifestyle:** Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.
- **Codes of behaviour:** Knowing and applying appropriate rules or operating procedures of groups of people.
- **Informed choices:** Selecting an appropriate course of action or behaviour based on fact or opinion.

Social Skills

- **Accepting responsibility:** Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.
- **Respecting others:** Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, view points, religions and ideas may differ from one's own; stating one's opinion without hurting others.
- **Cooperating:** Working cooperatively in a group; being courteous to others; sharing materials; taking turns.
- **Resolving conflict:** Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.
- **Group decision making:** Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.
- **Adopting a variety of group roles:** Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.

INFORMATION TECHNOLOGY

Information technology (IT) is fully integrated in our “Programme of Inquiry” and encompasses collecting, storing, analysing, organising and presenting information for project work required in the “Units of Inquiry.”

Students develop and build on existing skills in primary IT lessons at different levels dependant on age or previous knowledge. IT skills progress from simple mouse-control at the youngest levels, through use of menus in the Windows environment, touch-typing and navigating the entire school network by the end of the primary years.

The students will learn to work with a variety of software programmes such as Word, Excel, and PowerPoint, as well as a number of graphic programs including Early Essentials, Revelation Art programmes. They also use Spex+ for design and planning. Typing Instructor Deluxe and Active Typing typing programs are used to teach typing. The computers run Photoshop and ACDSee photo editing programs.

The students learn to access information on the World Wide Web. They are taught the skills necessary to develop independence in IT and are given opportunities to apply these skills across a wide range of curricular areas as well as how to produce and present using IT equipment.

We have colour scanners, digital photo cameras, digital video cameras, digital projectors and black & white and colour printers. All the facilities within the school are networked and have an Internet connection.

In IT, we focus on the following skills:

- **Operation** - Students learn to understand the use of IT equipment and systems, their functions and how they work. They learn to Log on, save and locate files on the school network for organisation and memory development. They learn to use the Microsoft Network, Internet Explorer, as well as learn to navigate through Windows based functions and tool lists which encourage memory and inquiry development.
- **Keyboarding** - Students learn to use the keyboard to navigate and its functions to enter data.
- **Word Processing** - Students learn to type and manipulate document programs for recording information and for presentation of their work.
- **Graphics** - Students learn Mouse skills and functions to develop motor skills and for graphic creations and photo manipulations.
- **Spreadsheet** - Students learn how to enter data and create charts in order to represent the data for incorporation into other documents.
- **Information Retrieval** - Students learn how to use the School Network, Internet Explorer and Search Engines.
- **Multimedia & Internet** - Students learn to use Web based email accounts and selected Websites.
- **Legal, Ethical Community and Health** - Students are taught about the responsible and educational use of the Internet and how to use computers in a productive, fun and healthy way.

PHYSICAL EDUCATION

In PE, we distinguish the following strands:

- **Athletics** - The students work towards developing different jumping, throwing and running techniques, applying the rules of athletics events, collecting and recording results, understanding and applying safety rules and evaluating their own athletic performance.
- **Movement to Music** - The students work towards controlled combinations of movement, changing speed and direction and displaying a sense of rhythm. They respond to musical stimuli and develop sequences of movements including patterns. They appreciate and understand different forms of dance.
- **Games** - The students develop their coordination, manipulation, balance and spatial awareness. They work towards becoming competent in handling different small apparatus and small equipment and participate in scaled-down or adapted versions of recognised sports and develop their own games.
- **Gymnastics** - The students develop the traditional gymnastic skills, including jump, slide and hop. They develop their physical agility, flexibility, strength and coordination and will work towards combining movements to create sequences.



MUSIC

In Music, we distinguish the following strands:

- **Performing: Singing** - The students learn to sing songs from a variety of times and cultures. They learn to sing songs with increasing accuracy, control, confidence and expression in a wide pitch range, being aware of dynamics and tempo, and develop a sense of audience.
- **Performing: Playing Instruments** - The students work towards playing instruments with increasing accuracy in solo and ensemble performances. They play rhythmic and melodic patterns and learn to express tempo, dynamics, texture, style and articulation, responding to directions from a conductor. They initially use non-traditional notation and move on to traditional notation in upper primary.
- **Creating and Composing** - Students learn to create music in response to a range of stimuli. They organise sounds in simple musical forms and work towards using motifs and sequence. They learn to use notation to record their own compositions.
- **Notation** - Students use traditional and non-traditional notation to represent and record sound events and songs and to practise and perform a piece of music.
- **Listening and Appreciation** - Students learn to describe musical elements such as rhythmic patterns and melodic patterns using appropriate vocabulary. Students learn to distinguish a range of instrumental sounds including orchestral, non-orchestral, non-western and multi-ethnic. Students develop an awareness and appreciation of music from different sources and cultures; its uses and associations.

ART

In Art, students develop an understanding and appreciation of art by looking at Art, responding to Art, discussing Art, exploring and experimenting with artistic ideas, techniques and media within a variety of topical and cultural contexts. Through hands-on practical activities students gain technical and aesthetic skills and learn what it means to be able to express themselves through art.

DRAMA

In Drama, students learn how to express themselves physically and verbally, to work cooperatively and creatively with each other, to use drama to explore the world around them in a safe and secure environment and become confident and mature communicators and dramatic artists.





**INTERNATIONAL
MAARIF SCHOOLS
ERBIL**



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