

# THE INTERNATIONAL HERITAGE HERALD

November 6, 2020



## GENERAL

**Quote:** *"Winter is a season of recovery and preparation"*

*Paul Theroux*

**Director's weekly notes-** *"The view from a Bristol cabin & a London train"*



*Of all the autumn/fall festivals I love the most, it is the very uniquely British, "Bonfire Night". Very apt as politics and elections at home and around the World dominate the news. Not so much the accompanying fireworks of Bonfire night or even the story of Guy Fawkes trying to blow up the Houses of Parliament, but the huge cracking bonfire outside on a cold November evening and shops still not even close to talking about Christmas. Times change. I walked past my children's favourite horse*

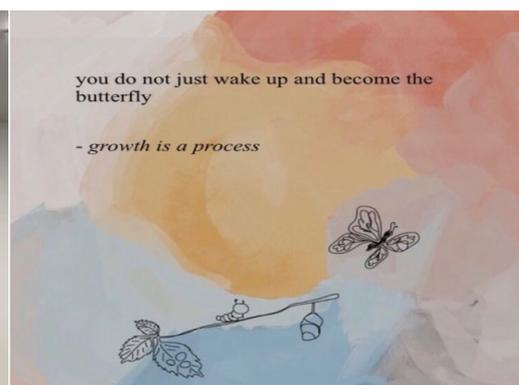
chestnut tree the other frosty morning as I exercised my dog Dylan at home. I am still going to claim bringing the World's first "conker championship" to Moldova last year. As we continue to navigate life with the pandemic it is such a pity that so many of these lovely and memorable events are not able to happen this year. But I saw some very smart ingenuity from children in the UK and in Moldova to get round the necessary safe measures and still dress up and have some fun for Halloween. As a family, my wife has taken us to the amazing city museum of Bristol at this time of the year to see the incredible colourful spectacle of celebrations of Mexico's All Souls Day on the 1st Nov. Just before I got my flight back to the UK at the end of October it was not only a joy to see the school in the autumnal sunshine but the amazing work that had gone into the Golden Autumn event. Time and time again, it is clear that we all "adapt" to how we continue our daily lives, making sure we don't give in to despondency. Albert Camus wrote; "The habit of despair is worse than despair itself". It was with this quote in my ears that I spoke to so many school leaders this week in the UK about the absolute need for schools to continue and to provide learning, opportunities and hope. More importantly, how we practically can do it and it is not about having "no plan" or the inequity of access to meaningful education if everyone is at home but without equal access to learning. This is what we need to continue to do at Heritage for the next 7 weeks as we get to Christmas and this next section of the academic year.



We are already planning events for Christmas and it may not look like the previous years but it will still mark in a creative, memorable and celebratory way the end of semester 1 so we can look forward to 2021 with hope and an end in sight to how this pandemic has impacted so much our global society on 2021. I am privileged that my hard working colleagues have ensured we have a full and rich academic year. You will find in this newsletter details of our launch to support collecting food and items for the AREAL animal welfare shelter as we did last year. The creative Christmas card competition is launched again. We have represented Moldova at the highest global level this week for Climate Action Day and you can read more here. A huge thanks to Chisinau mayor, Ion Ceban, for his support and contributing to our talk. Tatiana Popa and her team of students really made us all very proud as well as hopeful for the future. A huge thanks to all students involved. You continue to make us very proud as a school through your incredible leadership.

We are always preparing and recovering in education, even without living through a pandemic, and this academic year is no exception. As the shorter days are upon us, the gloom and the cold, we need our community and our ability to see off any despair as we continue educating our children daily.

Rob Ford, Director.



### **Articles/Resources:**

-Autumn/Fall family traditions that your kids will love; <https://www.herfamily.ie/parenting/13-really-lovely-autumn-traditions-start-family-year-320493>

-Autumn Facts & Worksheets, activities for children: <https://kidskonnnect.com/holidays-seasons/autumn/>

-Autumn/Fall Festival & Celebrations around the Globe; <https://www.incultureparent.com/fall-traditions-and-celebrations-around-the-world/>

### **Heritage in the news:**

Director Rob Ford, is interviewed for the latest TES International podcast

<https://www.tes.com/news/international-education-podcast-moldova-eastern-europe-teaching>

Hope and Fear: leadership during a global pandemic, "More Teacher Talk" podcast interview with Robert Ford

<https://podcasts.apple.com/gb/podcast/hope-fear-leadership-during-global-pandemic-robert/id1498115924?i=1000496527984>

## Our Student Newspaper The Heritage Globe

Click Below

<https://sites.google.com/heritage.md/heritageglobe>

<https://sites.google.com/heritage.md/heritage-globe/home>

Heritage International School continues registration for language courses within the **Heritage Language Academy**. More details you can find here <http://www.heritage.md/en/heritage-language-academy/> For registration, please contact us on 062022208 or [language.academy@heritage.md](mailto:language.academy@heritage.md) Heritage School students will benefit from a 15% discount.

### **Notes from Ms Elize**

Returning to school after the break felt almost normal. Seeing students wearing masks, lining up socially distanced to get their temperatures checked and hands sanitized as if it is second nature, reminded me anew how resilient children are. With leadership, support and guidance the world is truly their oyster. Observing this, the realisation of the responsibility I have towards my students, dawned on me with a renewed urgency. As educators we are holding the future of mankind and the well being of our planet in the palm of our hands. As we are nearing the end of our Climate Change Action Project in 3E I'm beyond proud of the steps towards social responsibility my students are taking. Campaigning among themselves and working together to create possible actions they can take themselves to support the fight against Climate Change, ended in a class pledge and possible opportunities for ride sharing to and from school. Witnessing this active teaching and learning playing out, I am realising that this is how we as Heritage community have been working to solve each and every curveball the current pandemic has thrown us. Not only is our school open and active, our school is open, active and moving forwards and upwards even stronger and better.

With the colder weather finally here, I would like to send a gentle reminder to ensure the correct uniform is followed. Wearing the school uniform creates a sense of belonging and community among students.

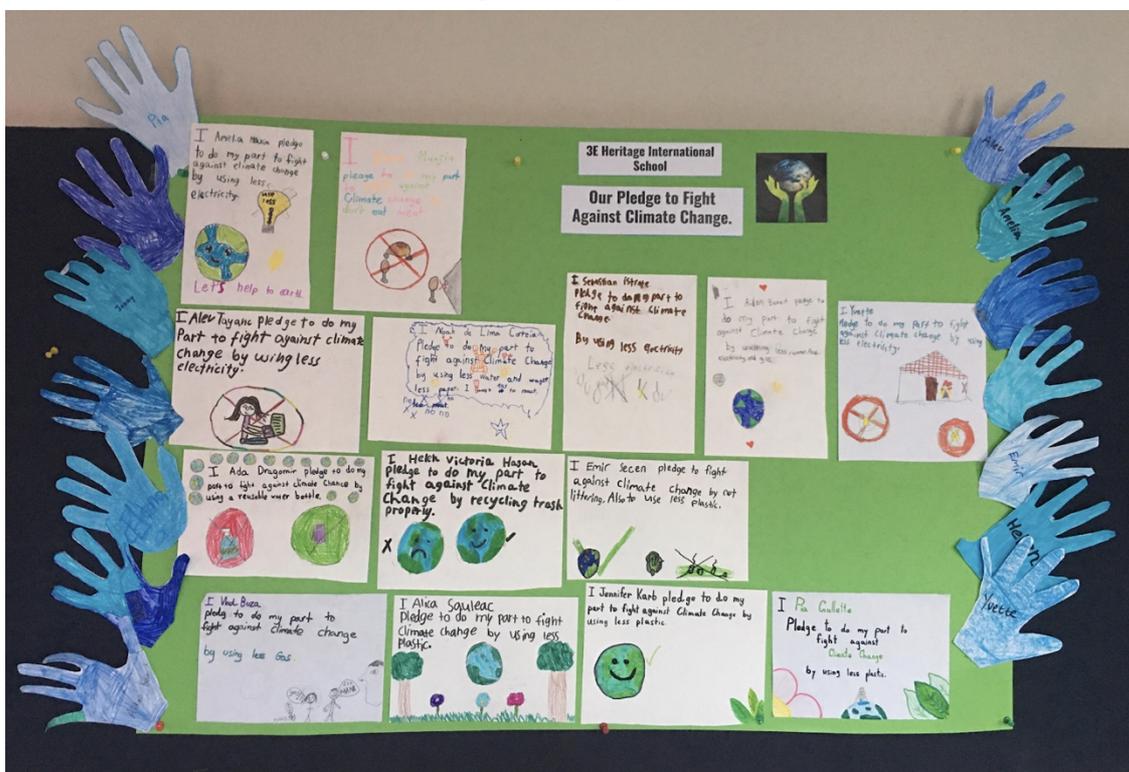
In addition the colder weather also means continued attention to health and safety regulations and protocols. As a community we are collectively responsible for the safety of each member of our community.

The Christmas season is fast approaching and although this year's celebrations will be significantly different from before, we hope to continue and build on our Heritage traditions.

I hope that you all had a wonderful and restful break. It is a busy time ahead academically and I would like to thank all parents for the continued support to teachers and students.

I wish you a lovely weekend spent with family.

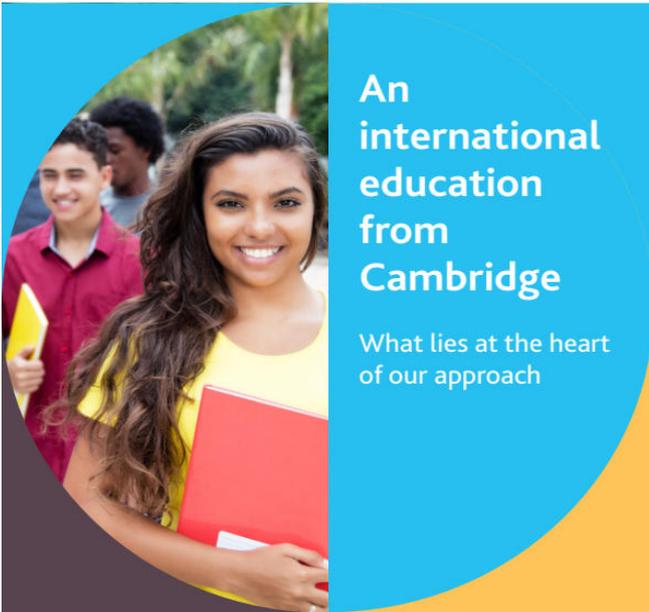
*“In a world of more than 7 billion people each of us is a drop in the bucket. But with enough drops we can fill any bucket.”*



### News from Secondary:

-Strong parent-school partnership is an essential part of ensuring the best outcomes for all students, at Teacher Parent conferences we had the opportunity to focus on enriching educational experience and the student progress, these meetings contribute greatly to child's success. Sign in into the studii.md account to have the daily updates on the learning process, do not hesitate to contact the school if there are any technical issues.

-Mobile Phones in school - thank you for your support in school and it is noticeable that students are being much more responsible with their phones and only using when it is permissible. Students are not allowed to use their mobile phones in the classroom and the halls and without permission during the lessons. Teachers will confiscate a phone and students will lose this privilege if they use phones inappropriately.



## An international education from Cambridge

What lies at the heart of our approach

Of course this ability is important not only for getting into university but for getting on in life. What's more, it makes learning and teaching enjoyable and rewarding. And the transferable skills students develop in interdisciplinary programmes like Cambridge Global Perspectives™ reinforce their understanding and skills within subject disciplines.

### Progression

We offer a coherent curriculum with clear progression at each stage, for students aged 5 to 19. We identify clearly what we want students to learn at each stage. At each stage, students build on their previous learning – a 'spiral approach' that reinforces what students have learned, while at the same time taking them forward. We design each syllabus with this spiral approach in mind.

In a recent survey, 100 per cent of university admissions tutors told us that Cambridge programmes are an excellent preparation for university and help students succeed when they get to university. They also told us Cambridge students:

- think logically and are able to form ordered and coherent arguments
- are able to think critically
- are able to present reasoned explanations, understand implications and communicate them logically
- have in-depth knowledge of their subject.



### Choice and flexibility

We believe that empowering students by allowing them to personalise their learning programme helps build motivation throughout their studies and nurtures their love of learning.

We see our role as supporting schools to develop a curriculum that suits their context, culture and ethos, and that they can tailor to their students' needs. This is why we offer such a wide range of subjects: over 70 at the Cambridge Upper Secondary

stage (Cambridge IGCSE and Cambridge O Level) and over 55 at Cambridge Advanced (Cambridge International AS & A Level).

The structure and breadth of our programmes, therefore, makes sure that schools can offer students the choices and combinations of subjects that match their strengths and interests, rather than imposing a narrow or broad range of subjects.

# 1

## International curriculum

We believe in giving Cambridge schools the power to shape their curriculum around how they want students to learn.



What are schools bringing into their curriculum with Cambridge International? We set out three important things we want students to develop – deep subject knowledge, conceptual understanding and higher order thinking skills. Our Cambridge Pathway is a clear framework for progression from one stage to the next.

### Deep subject knowledge, conceptual understanding and higher order thinking skills

Cambridge programmes combine an emphasis on mastering subjects in depth, at the same time as developing skills for study and work in the future.

We believe in the intrinsic value of studying a subject in depth. In the words of Andreas Schleicher (2017), Director for Education and Skills, OECD: 'In top performing education systems the curriculum is not mile-wide and inch-deep, but tends to be rigorous – that is, provides a high level of cognitive demand. It's also more focused – with a few things that are taught well and in great depth and in a way that is coherent.'

Deep subject knowledge is important in order to develop the ability to solve problems, to apply understanding to new situations and to enable learners to progress to the next stage. It is especially important at Cambridge International A Level because most learners aspire to go to university, where deep subject understanding is so vital.

Regular consultation with leading higher education institutions (including Harvard, Stanford and Cambridge) has informed our work to make sure our syllabuses for 16 to 19 year olds encourage learners to develop their **conceptual understanding**: a firm grasp of the subject's key concepts (see Meyer and Land 2003) and developing the skills they need to succeed at university.

We see key concepts as essential ideas that help learners develop a deep understanding of their subject and make links between different aspects. Key concepts can often transform a student's grasp of their subject, and open up new ways of thinking about, understanding or interpreting the important things to be learned. Good teaching and learning incorporate and reinforce a subject's key concepts to help learners gain:

- greater depth and breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- fluency to talk about their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

As well as encouraging students to develop **higher order thinking skills** within subject disciplines – problem solving, critical thinking, independent research, collaboration, presenting arguments – we believe students need to work effectively across disciplines.

## Multilingual education

We value multilingualism and believe that there are many benefits to being bilingual or multilingual – for students, society and schools. We see every learner as a language learner. Language plays an important role in the school curriculum, either as a subject or as a medium of teaching and learning. Similarly, every teacher is a language teacher, and helps students learn the language they need to succeed in their non-language subjects.



At Cambridge International, we support schools and partners to implement bilingual education. Cambridge programmes are often used for the English medium strand of a bilingual programme, and we offer curriculum and assessment for English as a second language for students aged 5 to 16.

Our wide subject range includes a large number of languages – currently, Cambridge IGCSEs are available in more than 30 languages.

We provide professional development in multilingual education to support our curriculum and assessment offer. We offer courses on teaching bilingual learners, language awareness, as well as training around specific language syllabuses. We have a dedicated section on our website called 'Bilingual education'.

The wider Cambridge Assessment Group offers many options to support bilingual learners. Cambridge Assessment English provides the world's leading range of qualifications and tests for learners and teachers of English, including IELTS. More than 5.5 million people take Cambridge English Qualifications and tests every year.



## Global Education



The eTwinning team of Primary Heritage International School was awarded with **3 European Quality Labels**.

*The **Fantastic Blue** project encouraged our students to explore water: the most important element, that is responsible for the existence of life on Earth and covers most of its surface, and also makes up a big percentage of the human body. We discovered unique web 2.0 collaborative tools by interacting and cooperating with partners from Greece, France, UK, Spain and Ukraine. We learned how to save water, how to treasure it and how to take good care of it.*

For *The Book of the Four Seasons* project, students have created a collaborative book of stories related to the four seasons and they have shared them with all the partners during a live reading session.

By participating in the **We love eTwinning** project, we have demonstrated that eTwinning helps us build friendships, and networking between students and teachers from different corners of the world. Although we were in lockdown, trying to keep ourselves and our loved ones safe from the pandemic, we have created together digital books, we have all shared stories and fun facts about our countries and schools that helped us travel digitally and most importantly, safely. As a fun fact, we even managed to celebrate eTwinning's birthday also while working on this project.

Many thanks to everybody who is part of this wonderful journey, and contributes to making it more fun and meaningful every day.

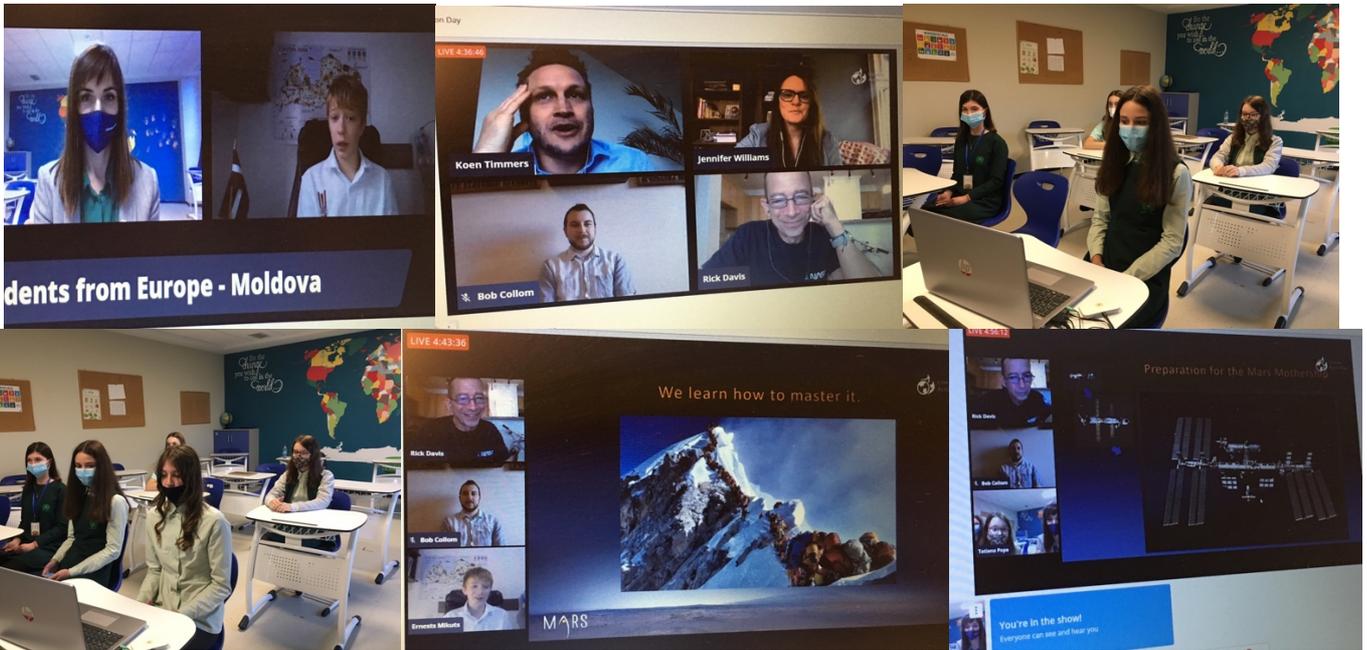


This week on November 5, 2020, global leaders and climate action experts and activists joined more than 30,000 teachers and students from over 135 countries for **Climate Action Day**, a free, online event. World renowned speakers, including **Dr. Jane Goodall, President Juan Manuel Santos, and Sir David Attenborough** along with experts from WWF, NASA and UN, joined to celebrate learning and solutions offered by over 2.6 million students who participated in the Climate Action Project, a six-week free collaborative project that invited students to examine climate change causes and effects, join in virtual exchanges and mentor presentation sessions, and propose solutions for environmental justice through service, research, advocacy campaigns, and even inventions. Participants joining for Climate Action Day heard student groups from China, Moldova, Argentina, Tanzania, UAE, India, Canada, South Africa, and Ireland, and were invited to participate in real-time actions, sending messages to space and joining world mayors as they signed a Manifesto for Climate Action.

Our teacher Tatiana Popa was among the 6 lucky educators worldwide, selected to go live with 5 students & speak about their involvement in the Climate Action Project. She had 6 students, with Ernests Mikuts learning on hybrid from home. The student spoke live in front of a huge global audience about their involvement in this project and how they see our future in terms of future actions. An incredible moment of pride, as educators and people around the world were commenting on their excellent English and confidence in front of such a big audience. Our students did a brilliant job, and classes that took part in this 6-week project were all watching from all continents.

The mayor of Chisinau, Moldova's capital, was one of the two mayors who made the pledge live at the webinar for taking action and foreseeing a sustainable city for us to live/work in. His contribution, near the mayor of Freetown, or presidents, PMs, ministers of states, as well as famous explorers like David Attenborough, Celine Cousteau, or climate activists like Vanessa Nakate, was of utmost importance! Our students were also offered the chance to go live again in order to ask Rick Davis from NASA questions about their activities and plans for exploring Mars. We are extremely proud of our brilliant students! Thumbs up!





*Our students are involved in many afterschool activities, they are hardworking and engaged, good learners, artists, musicians and sportsmen! Congratulations to our student Mark Negruta-the winner of Moldova Karting Championship!*



*Our student Xenia Trifoi is a winner of Braila tennis tournament, Romania, the 1<sup>st</sup> place! Congratulations! Go Heritage!*

*Enjoy the Art works of our Primary students!*





Our support is vital if we are to make a lasting difference to animals' lives. To raise more awareness and teach the students about this very important day and social issue we will support a local animal shelter by donating some very much needed cat and dog food.

Starting next Monday, November 16, our students can make a donation of dog/cat food. You can also donate the following items:

- Metal bowls (the dogs will eat the plastic ones!)
- Bottles of disinfectant
- Brushes and scourers
- Buckets
- Brushes with stiff bristles for sweeping
- Shovels
- Old blankets and towels

The dog shelter donations will be collected at the reception.

The Friends of Moldova Strays Shelter is located near Durllesti and they are always in need of food to feed the stray animals and animals in their care.

Thank you very much for your support of this worthy cause!



A dog...  
is a thousand wonderful things:

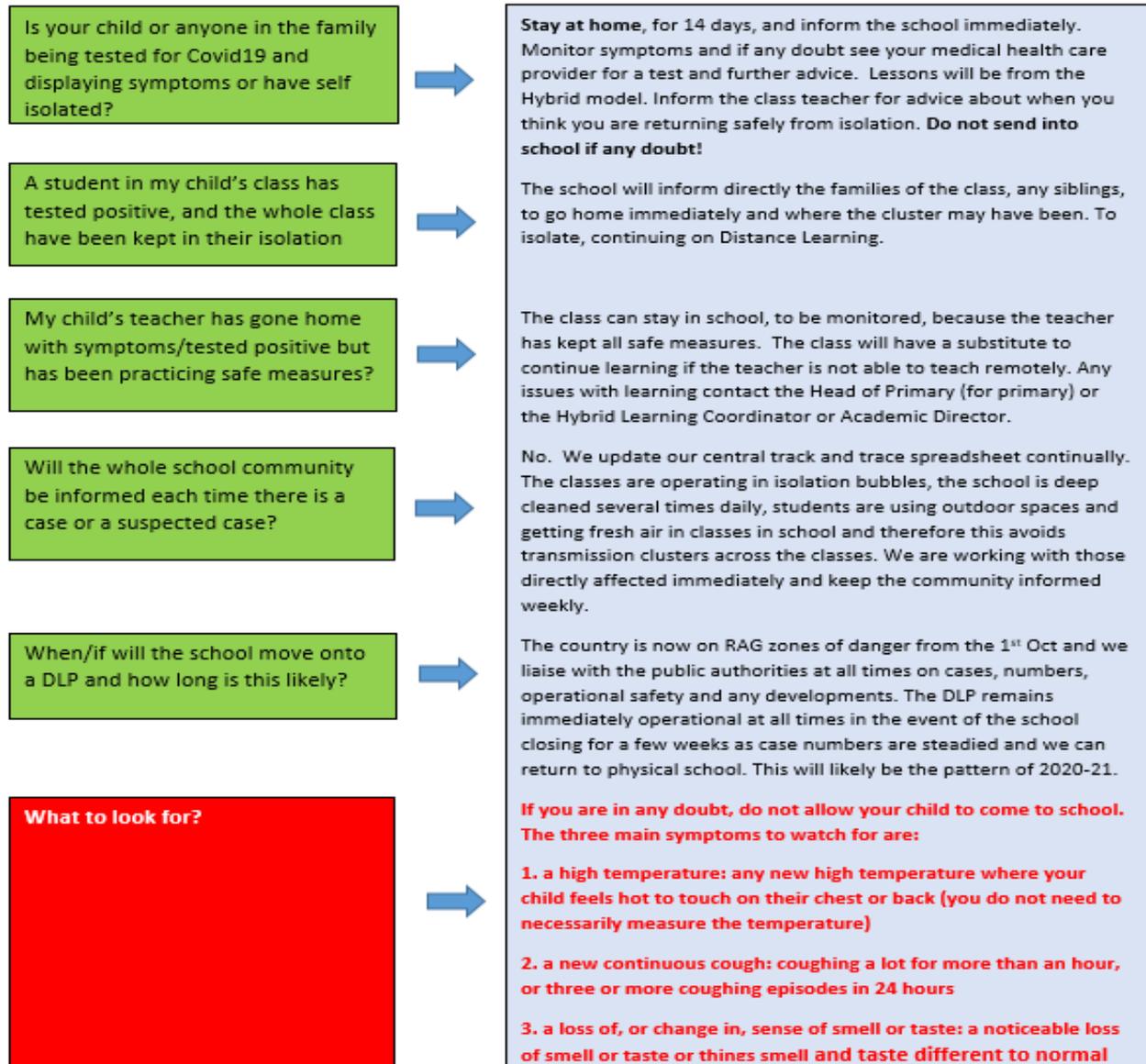
- It is a promise, never broken.
- It is love, never spoken.
- It is the calm of knowing.
- It is the fierce wind blowing.
- It is warmth to dissolve in.
- It is softness to enfold in.
- It is hilarity.
- It is clarity.
- It is warm brown eyes.
- It is never disguised.

...all of these things  
and a thousand more.

Annabel Wilson



## Can/Should my child go to school today?



If one of the students is tested positive with Covid-19, the whole class will be quarantined for 14 days. **Siblings** do need to be in isolation as well.

For all the children who are in quarantine parents should fill in the **epidemiological form**:  
<https://forms.gle/Ok1DBdfa4BykX8Gq9> All the information provided will be sent to the Public Health Center.

### **Necessary documentation for returning to school:**

Before returning to school after the quarantine period, parents should present to classroom teacher the **Declaration**

[https://drive.google.com/drive/u/0/folders/1J0WBrE37gjfOOHJAXY3UR0DG\\_klSi7wc?q=owner:iute%40mail.ru](https://drive.google.com/drive/u/0/folders/1J0WBrE37gjfOOHJAXY3UR0DG_klSi7wc?q=owner:iute%40mail.ru)

For children who have been tested positive with Covid-19 and in case of any disease, for return to school it is mandatory to present the **medical certificate** with the 3 stamps, as a confirmation that the child can attend groups of children.



**Poetry Competition**  
Competition theme: 'Connections'  
Deadline: Wednesday 3 February 2021  
[cobis.org.uk/poetry](http://cobis.org.uk/poetry)



- COBIS Poetry Competition is now open - see link for further details

<https://www.cobis.org.uk/students/forthcoming-events-activities/poetry-competition-2021>

COBIS Art Competition is a fantastic opportunity for young artists to compete internationally and showcase their talents. The competition is open to all COBIS schools, including Applicant schools

<https://www.cobis.org.uk/students/forthcoming-events-activities/art-competition-2021>



**Art Competition**  
Competition theme: 'Connections'  
Deadline: Wednesday 24 February 2021  
[cobis.org.uk/art](http://cobis.org.uk/art)




### Black Sea Schools Creative Writing Competition 2020-21

#### "The Imposter"

Write a short story or the opening to a novel connected to the theme 'The Imposter'

Schools can submit up to 3 pieces of work for each age category.

Under 11 (UK KS2)  
11-14 (UK KS3)  
14-19 (UK KS4&5)

500 words or less

The competition will run from 9th November 2020 to 29th January 2021  
Submission Date: Friday 29th January 2021

Winner to be announced and awarded: Thursday 26th February 2021

Criteria for assessing the pieces will be shared with schools before the opening date. Schools should assess their school's entries and submit up to 3 "best-in-school" pieces per age category. The organisers will then share the submitted entries with all participating schools who will rank all entries in each category. The piece with the best average ranking in each category will be the overall winner.

**Organisers:**  
Rachel MacPherson (Head of English, BIST)  
Joanne Gow (Key Stage 2 Coordinator and Primary Literacy Coordinator, BIST)  
Please email [r.macpherson@bist.ge](mailto:r.macpherson@bist.ge) for further details.



### Black Sea Schools Creative Writing Competition 2020-21 Criteria and rubric for assessment

Write a short story or the opening to a novel connected to the theme  
'The Imposter'

**Age Categories**  
Under 11's (UK KS2)  
11-14 (UK KS3)  
14-19 (UK KS4&5)

#### Procedures

1. Schools should run a competition locally (in their own school) using the theme above, the age categories and assess entries using the criteria below.
2. Schools select their own local 1st, 2nd and 3rd place in each age category.
3. Schools send a pdf copy of each 1st, 2nd and 3rd placed entry separately (one entry per pdf) to [r.macpherson@bist.ge](mailto:r.macpherson@bist.ge). There will be a total of up to 9 pieces on 9 pdfs. This should be done by the 29th January 2021.
4. BIST will then place all the entries from all schools into a google folder for each age category. These will be shared with each school.
5. Each participating school will rank all entries 1st to nth place per age category (excluding their own school's entries from the ranking). The rankings should be sent to [r.macpherson@bist.ge](mailto:r.macpherson@bist.ge).
6. BIST will calculate the best average rankings in each age category and a winner will be declared for each age group on 26th February.

#### Judges should consider pieces of writing that:

- Offer original interpretations of the theme that may be literal, metaphorical or ironic.
- Are engaging, thought provoking and cause the reader to think deeply about the theme and may cause the reader to experience a variety of emotions or to contemplate issues raised by the theme.
- Relate experience that is real or imagined with insight and sensitivity.
- Present characters that are authentic and well developed.
- Present settings that are believable and support the structure and content of the piece of writing.
- Demonstrate an understanding of the craft of writing through confident manipulation of language that is well selected and chosen for specific effect.
- Use vocabulary that is powerful and evocative. This may be achieved through the use of metaphor and other literary techniques.
- Demonstrate a unique style that indicates creativity and flair.

Please note that any submission could be used in the Black Sea Schools magazine and on social media.

## FORTHCOMING EVENTS

16th-20th November 2020  
23rd-27th November 2020  
23rd-27th November 2020  
30th November 2020 - 4th December 2020  
30th November 2020 5pm online

International Education Week  
Lower Secondary Checkpoint - Mock exams I  
English Language Olympiad  
IGCSE 2 Mock exams I  
**Lyceum Open Evening** for Grade 10 Parents and Students  
for starting Cambridge A Levels September 2021

# HOW TO SUPPORT YOUR CHILD'S MENTAL HEALTH

 @BELIEVEPHQ

[www.BelievePerform.com](http://www.BelievePerform.com)



## LOVE

Be there for your child and show care and love



## EXERCISE

Encourage play, exercise and sport



## BEHAVIOUR

Keep an eye out for any changes in behaviour



## SUPPORT

Regularly support, encourage and praise your child



## REST TIME

Help your child to manage stress by building in some rest time



## BE PROUD

Tell your child that you are proud of them



## PATIENCE

Be patient. Don't pressure your child



## HELP

Don't be afraid to seek help from professionals



## FEELING

Get to know how your child is feeling



## EDUCATE

Educate yourself about mental health problems



## PROBLEM SOLVING

Help your child to effectively problem solve



## LISTEN

Make sure you take time to listen to what your child has to say



## COPING

Help your child to learn some simple coping skills such as relaxation



## SYMPTOMS

Be aware of signs and symptoms



## CONVERSATION

Encourage your child to engage in conversation



## ENVIRONMENT

Provide a positive environment for your child where they can thrive





World Health Organization

REGIONAL OFFICE FOR Europe

We don't have time for influenza this year. Stop flu with vaccination, hygiene and physical distancing

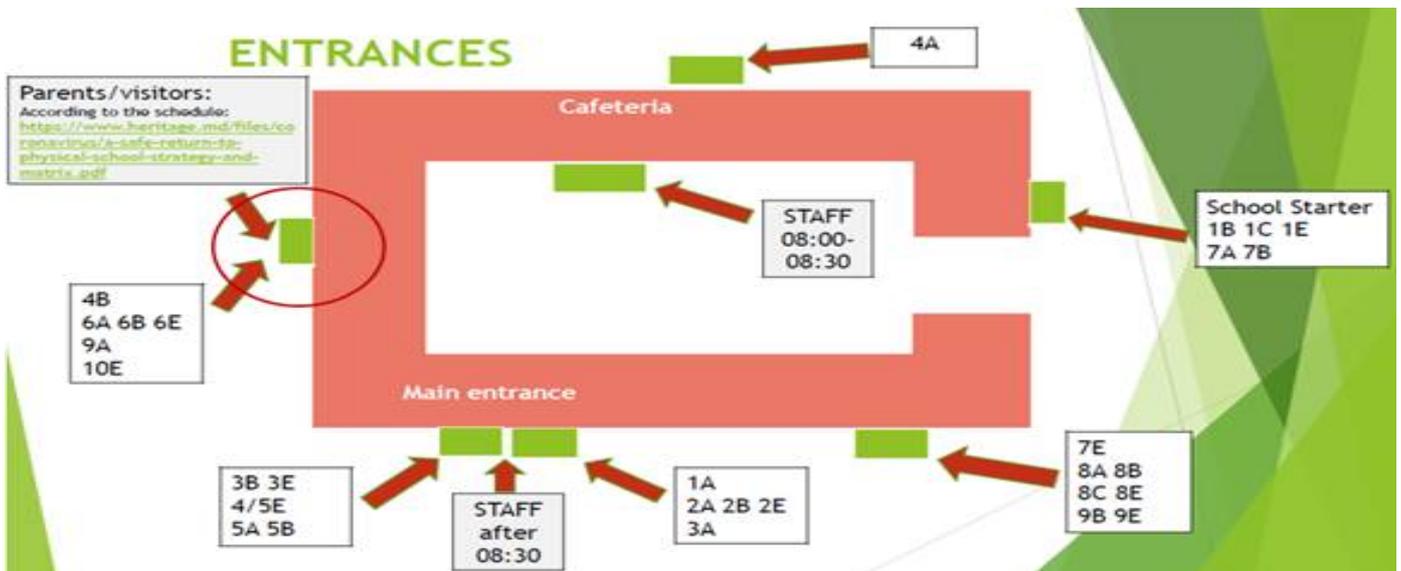


Six things NOT to do when wearing a face covering



- DO NOT use if damaged or damp
- DO NOT wear it around chin
- DO NOT wear loose-fitting mask

- DO NOT pull away from face to speak
- DO NOT touch front of mask
- DO NOT share your mask



## A Smart School Life to Prevent COVID-19



### Open windows often to let fresh air in and clean your desk regularly.

- Occasionally open the windows for your health and that of your friends. Especially, do so right after arriving at school and during break, lunchtime, and clean-up time!
- Clean your own desk regularly.

### This is how your school life should be:

- Always wear a mask during classes and breaks.
- Wash your hands often.
- When coughing or sneezing, cover your mouth and nose with your sleeve.
- Avoid physical contact, such as holding hands.
- Do not let others use your personal belongings.



### Be considerate to your friends during lunchtime.

- In the school cafeteria, line up at double arm's length apart from each other.
- Do not talk while eating.
- Take off your face mask right before eating your meal and put it back on immediately after.

### If you are feeling ill, tell your teacher.

- If you have fever, sore throat, cough, or runny nose, tell your teacher right away.
- If your friend becomes a confirmed case, do not panic; just follow your teacher's instructions.



## CORONAVIRUS SOCIAL DISTANCING



PLEASE KEEP APART

## Protect yourself and loved ones from coronavirus.

Wash your hands regularly with soap and water.

Cover your mouth and nose while sneezing or coughing.



Avoid close contact with anyone who has a cold or flu-like symptoms.

If you have fever, cough and difficulty breathing, seek medical care early.



unicef  | for every child

## MAIN CONTACTS

Director: [director@heritage.md](mailto:director@heritage.md)  
 Academic/Secondary School [inga.chiosa@heritage.md](mailto:inga.chiosa@heritage.md)  
 Primary School: [elize.morin@heritage.md](mailto:elize.morin@heritage.md)  
 International: [international@heritage.md](mailto:international@heritage.md)  
 Family Liaison Officer: [diana.pulbere@heritage.md](mailto:diana.pulbere@heritage.md)  
 Hybrid Learning Coordinator: [tatiana.popa@heritage.md](mailto:tatiana.popa@heritage.md)

School psychologist: [olesea.pletniiov@heritage.md](mailto:olesea.pletniiov@heritage.md)  
 Head of English Department: [liliana.pulbere@heritage.md](mailto:liliana.pulbere@heritage.md)  
 ESL Cambridge primary: [larisa.mirza@heritage.md](mailto:larisa.mirza@heritage.md)  
 Absences: [school.absences@heritage.md](mailto:school.absences@heritage.md)  
 Buses/meals: [tatiana.arnautu@heritage.md](mailto:tatiana.arnautu@heritage.md)

Follow Heritage on social media: FB (@heritage.moldova) Webpage ([www.heritage.md](http://www.heritage.md)) Twitter (@HIS\_Moldova)