



HERITAGE
International School

March 1, 2024

THE INTERNATIONAL HERITAGE HERALD



THOUGHT FOR THE WEEK

“Spring will come and so will happiness. Hold on. Life will get warmer.”

Anita Krizzan



WHAT'S NEW?

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The View from Dacia Boulevard, Director's notes



Spring has finally arrived this week and we finished a very difficult week in our schools with the hope of welcoming the new season with martisors and celebrating warmer days ahead. Thanks to everyone who has supported our school local charity, Hospices of Hope, with the sale of martisors this week. Our IGCSE students are preparing for their summer exams with mocks until the 6th March and I would like to ask all parents of students in IGCSE to understand and support the school's legal position that IGCSE students do not leave during the school day. This is a contractual requirement of study at Heritage but also a legal safeguarding issue. We need your support from home here to get a mindset established in IGCSE about their commitment to their studies. We have had most option choice forms for Lyceum applications but we will not be taking students into the Lyceum for A Levels with a poor track record of attendance, attitude and grades onto a global qualification pathway to university. I am pleased to announce that Mrs. Melek and Mr. David will be the new IGCSE coordinators to support and lead students and the IGCSE team.

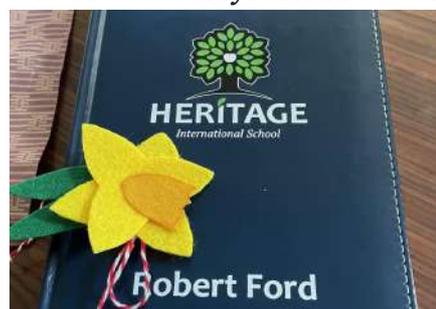
They will be introducing themselves to parents, working closely with home, teachers and students over the next few weeks and months. We have Parent/Teacher conferences across the schools next week as well. Information has been sent how to book appointments.

The conversations on the school gate and around the campus this week makes it clear that the short break coming at the end of next week, cannot come soon enough. This is a very operational time of the academic year and with the final third and home stretch of the academic year, we need plenty of rest and reflection to get us through to the finishing line at the end of May. I would ask parents to make sure there are good habits at home around reducing screen time in the evening, not staying up late and the importance of getting to school on time. 8:30am at the very latest, earlier preferably, not 8:40am. There have also been some complaints from users of the road in front of the school and I would ask that people be mindful at drop off and pick up peak times to park responsibly and not to block the road for other road users especially public transport.

At the end of a week that has shaken our entire school community with the loss of Mr. Anjum, I have been reflecting on a number of comments people have made to me about how the extraordinary challenge has brought out the very best of our schools as well. The Book of Condolence in our Eminescu Library for Mr. Anjum will be given to his wife Azra and their children, when they return from Pakistan. The comments written in the book, the messages on social media, all illustrate the respect and high regard for Mr. Anjum that people held him in. Azra is aware of all of this and wants to pass on acknowledgement of this support from the Heritage community in these most difficult of times for her and her family.

From me, thank you everyone for being the incredible school community we are, especially in such weeks as this one. There will be better days ahead to come.

Rob Ford
CEO & Director



Tes Awards for International Schools 2024

Shortlisted

Principal/Headteacher of the Year



Heritage in the Wider World

1. National Institute for Education and Leadership launch event (INEL)



2. National Contest MoldSef 2024



Liked by [mariancik_cojocar](#) and 33 others

[alinatrofim8](#) Totuși știința e foarte interesantă și când privesc la elevii sau studenții care au crescut datorită unui concurs de inovații înțeleg că fac corect că... more

[mailfrommoldova](#) Bravo staff and students of [@heritagemoldova](#) 🙌 [@ingachiosa](#) [@tatianapopab](#) ❤️

Heritage in the Wider World

3. International partnerships



Home > International Schools

Ukraine: 'Learning, along with hope, is very much kept alive'

Rob Ford reflects on two years of war in Ukraine and the global education partnerships that have emerged during the conflict

by Rob Ford — February 22, 2024

Reading Time: 4 mins read

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International School Magazine
@IntSchoolMag

'A brutal war has brought out the very best of our international education community.'
Rob Ford from @HIS_Moldova writes about the international partnerships that have sprung up since the Russian invasion of #Ukraine buff.ly/3I4UCY1



4. Digital learning

BRITISH COUNCIL
British Council Partner Schools

Digital learning

'Will AI replace teachers? No, it won't. As all educators know, teaching involves the social-emotional aspect of teaching and learning. As education evolves as well, educators should keep pace with the novelty so that they raise future-proof young professionals.'

Tatiana Popa
Deputy Academic Director
Heritage International School, Moldova

Outstanding Schools
in partnership with the Global School Alliance

Empowering Ethical AI Usage in International Schools

Matt Lovegrove
Digital Learning Advisor
Cognita Schools

Tomas Duckling
Deputy Head
Aiglon College,
Switzerland

Tatiana Popa
Head of Global Education
Heritage International School, Moldova

PLUS...
the Global School Alliance Secondary School President and student at Heritage International School, Moldova shares their unique perspective

Heritage in the Wider World

5. Happy St David's Day & Happy Martisor Day

Happy St David's Day - honoured guest at the U.K. Embassy Chisinau to raise the flag of Wales with the Ambassador on the 1st March



Articles/Stories of Interest:

1

Ukraine: 'Learning, along with hope, is very much kept alive'. Rob Ford reflects on two years of war in Ukraine and the global education partnerships that have emerged during the conflict;

[link](#)

2

The Holdovers and the best films about teachers | Film | The Guardian;

[link](#)

3

Helping Students Understand and Appreciate Their Differences. To promote substantial and lasting change, consider these diversity and inclusion initiatives for high school students;

[link](#)

4

National Library Events. Expoziție tematică. Războiul de pe Nistru. Nu vrem să se repete în casa noastră;

[link](#)

5

Spotlight on a School: The British International School Ukraine. Founder and chair Olga Zastavna tells the story of how her school - incredibly - remained open and has been providing education through two years of war;

[link](#)

6

Time Magazine. What Teenage Girls Taught Me About Friendship;

[link](#)

7

Martisor – a beautiful tradition in Moldova and Romania;

[link](#)

8

Who was St David? The history of St David's Day and its traditions for Wales;

[link](#)

9

The side of Chisinau not even locals know. While many European capitals proudly show their history, Chisinau's stories remain largely unknown;

[link](#)

The Heritage 10 Golden Rules

We want everyone to enjoy Heritage International School and have a successful, fulfilling, and rewarding academic year. To all those joining us for the first time and those who come to regular school at Heritage, we are all members of Heritage for the time we are here and we all follow the same code of respect to ensure everyone is kept safe and we enjoy our school.

- 1) We listen to & respect those looking after us, and teaching us, and always follow their instructions.*
- 2) We respect and look after each other as students of Heritage. We are a caring community.*
- 3) If unsure, we ask one of our teachers or support staff.*
- 4) We are always aware of being safe, especially around physical & practical activities.*
- 5) The way we speak to each other and the words we use are the right ones.*
- 6) If someone is not well or unhappy, we let one of the adults looking after us know.*
- 7) We make sure we have the right clothes and equipment for each day.*
- 8) We make sure we are on time and if we are late we make sure people looking after us know.*
- 9) We are responsible for our behaviour as a student of Heritage.*
- 10) We make sure we engage in our learning, grow in our knowledge and understanding, achieve our best and potential, be contributing and valued members of our community, and get the most out of our school opportunities.*

News from Primary

Heritage Spring Fest



News from Primary

Heritage Spring Fest



The First Day of Spring in 1A



News from Primary

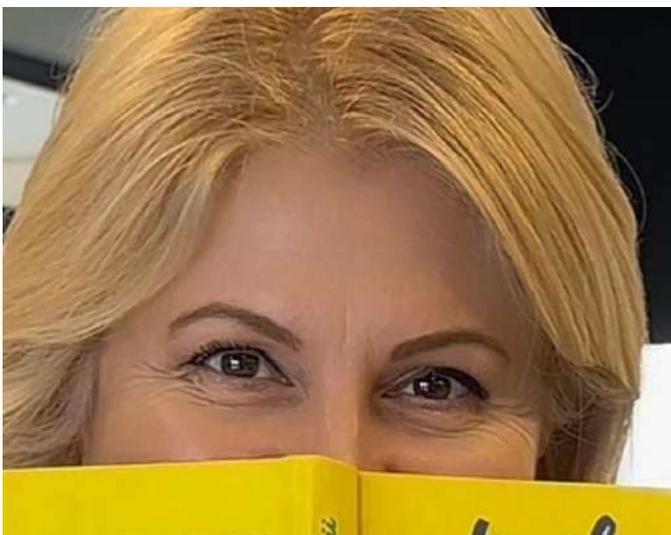
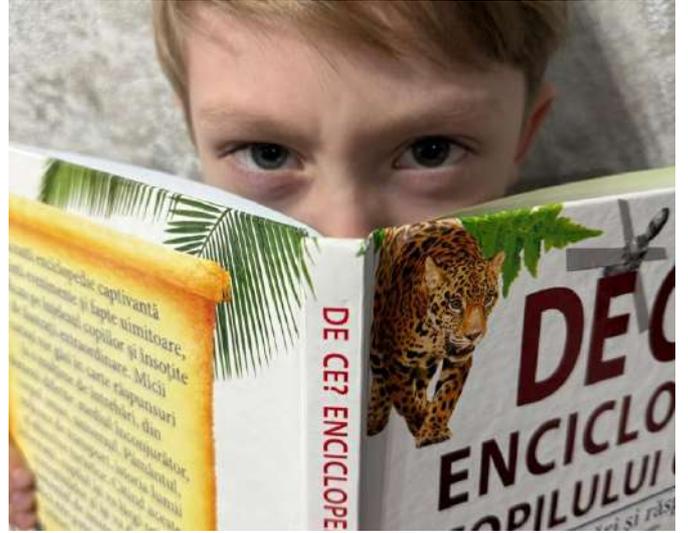
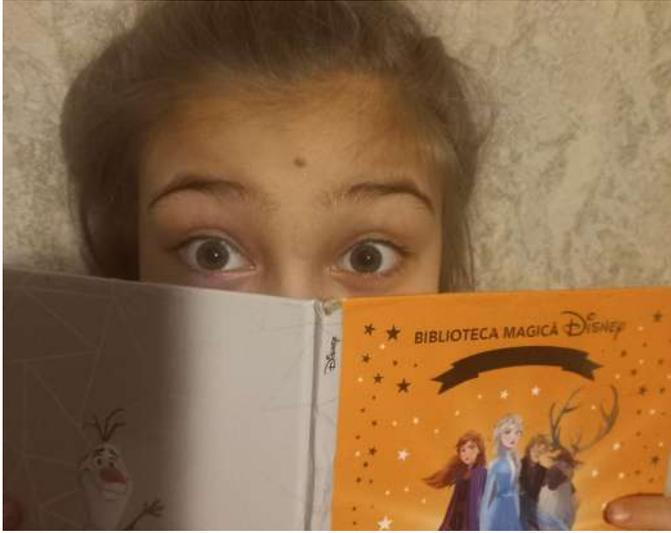
3B students happy to welcome Spring



[See more pictures here](#)

News from Primary

An exciting activity for Year 1 A students about emotions and seeing them in the eyes. What emotions do our eyes hide?



[See more pictures here](#)

News from Primary

School Starter project : "Welcome to the country, lovely Spring!"



[See more pictures here](#)

Integrated activities and Project-based learning “Mathematics and environmental exploration” in 2A



[See more pictures here](#)

“An unforgettable memory” after Gheorghe Sântimbreanu

Interdisciplinary lesson in 3 A:

*Romanian Language and Literature, Music, Art
Unit 6 And they were children...*

Literary text „An unforgettable memory” after Gheorge Sântimbreanu

The students learned about the great composer, who composed his first work „Plai românesc” at the age of 5 and a half. The children explored the text through games and practical activities, made musical instruments and played them.



News from Primary

5E Empathy Assembly



Primary School Weekly Assembly

The Assembly brings Primary school students together to discuss the important topics, share experience and celebrate their success



[See more pictures here](#)

" They were children once "

Interdisciplinary lessons, the topic of the unit entitled " They have been children too"- about a very well-known celebrity, Romanian painter Nicolae Grigorescu.



[See more pictures here](#)

News from Primary

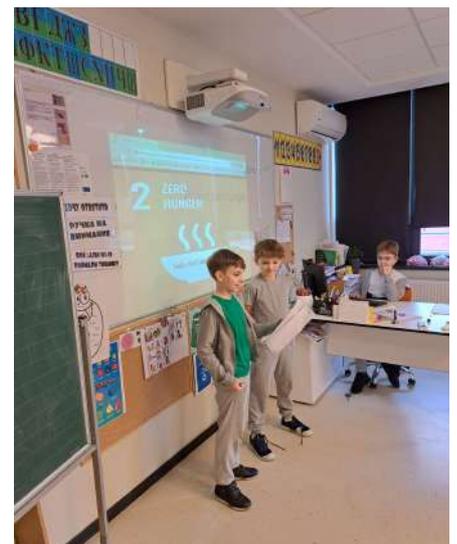
Exploring chemical reactions and the process of volcanic eruption

This week in Grade 4E we learned about the Earth structure and volcanoes. We summed this concept with a volcano project where each student got to make a volcano and a volcanic eruption.



SDG Goal 2 in 3 AB lessons

The 3rd graders are participating in the SDG project. Their goal is Zero Hunger. The whole class prepared presentations to teach the young ones how to take care of food. They visited the 1A, 1B, 2A and 2B and presented their hard work.



[See more pictures here](#)

News from Primary

The Year 1 A students learned about the SDGs from the Year 3 students. So well they explained, argued, created a game with questions. It's a necessary and successful engagement of the students in our school.



1E Science projects

Write-up for the Sounds Unit: the students explored the Sound travel through hands-on activities. They learned that sounds are created by vibrations. These vibrations travel through air, liquids and even solids.



The sound exploration through hands-on activities.



[See video here](#)

News from Primary

“Mărțișor - a spring talisman”



[See more pictures here](#)

News from Primary

When little hearts can make big things happen, kindness knows no bounds...



News from Primary

As part of Transdisciplinary Week, one of the personal development activities in 4A was focused on boosting the confidence and building self esteem. The girls spent an hour at Mone' Models modelling agency. Here, Mrs. Nadejda Mazur , mother of their classmate Gabriel Mazur, shared her own experience, how to have a beautiful, graceful walk, what is the impact of walking on the formation of a woman's personality, how to become a confident person in her own strengths.

In the meantime, the boys also had other interactive activities at school. They discussed the ways we grow strong and confident, and learnt more about the harmonious development of a personality, growing the values, skills and character traits central to education of young people. The boys managed to prepare surprises for the girls as well.

It was a useful and exciting experience for Primary school graduates!



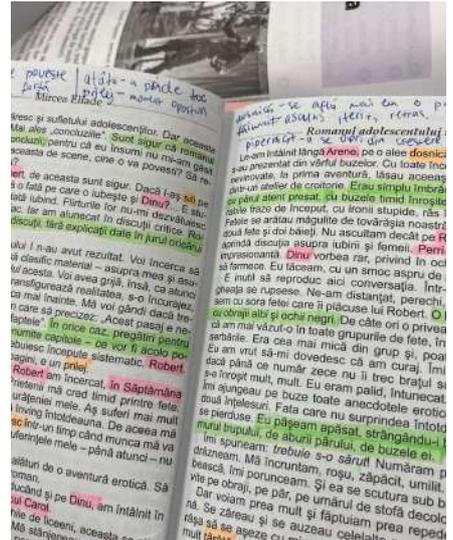
[See more pictures here](#)

School Starter project "Farm Birds"



News from Secondary:

Year 7 students are passionate about reading. They decided to read "The novel of the short-sighted adolescent" by Mircea Eliade together, completing a reading diary.



News from Secondary:

German Language Week

The German Language Week took place at our school last week. The students from Primary, Secondary, as well from Lyceum were involved in a variety of activities. Firstly, the students were welcomed to school by Teodor from 9A and Helen from 7E1, who had a box with German vocabulary for everyone to practice. Secondly, we visited some classes from Primary in order to promote the love for Languages. Thirdly, we had a poem recital in German in our school library. Also, our 9 grade students, Teodor and Valeriu, played the role of German teachers. Bogdana and Alexandra from 11E2, were German teachers in grade 7E1. What a memorable German Week it was!



News from Secondary:

The students of the 6th A class, guided by the Romanian language and literature teacher, Mrs. Svetlana Nastas, responded to the reading challenge by their 4th A classmates and read the book "The Wishing Tree" by Katherine Applegate. On the first day of spring, they organised a surprise visit to the 4th A students. They travelled together through the pages of the book, discovering all its mysteries. They asked questions and got answers, decorated the tree with ribbons and gave out martisoare - the symbol of spring. The next challenge is "The Lying Tree". See you on April 1st!



[See more pictures here](#)

Cambridge Mock Exams & Checkpoints

IGCSE MOCK EXAMS 2 for IGCSE 2-1 and IGCSE 2-2 CLASSES

Mock Exams for IGCSE 2 (IGCSE 2-1 and IGCSE 2-2 Classes) will be started from Monday 19 February 2024 and end on 6th March 2024.

Here is the link of timetable

https://docs.google.com/spreadsheets/d/1Ptag-N7QfZf-R_fmhYbcfndjC5Fo6sBoLlh5eojrfQ/edit?usp=sharing

IGCSE 2 Mock Exams 2 Timetable - for the June 2024 Exams Series

Fri-01-Mar	AM	1+2+3	14:00	0417/12	Information and Communication Technology	Theory 12	1h 30m	16	L 105
Fri-01-Mar	PM	6 + 7	13:15	0520/21	Foreign Language French	Reading 21	1h	8	L 104
Fri-01-Mar	PM	6 + 7	13:15	0525/22	Foreign Language German	Reading 22	1h	8	L 104
Mon-04-Mar	AM	1+2+3	8:30	0580/11	Mathematics (Without Coursework)	Paper 12 (Core)	1h	11+1	L 105/ L104
Mon-04-Mar	AM	1+2+3	8:30	0580/22	Mathematics (Without Coursework)	Paper 22 (Extended)	1h 30m	35	L 105/ L104
Mon-04-Mar	PM	5+6+7	12:15	0580/32	Mathematics (Without Coursework)	Paper 32 (Core)	2h	11+1	L 105/ L104
Mon-04-Mar	PM	5+6+7	13:05	0580/42	Mathematics (Without Coursework)	Paper 42 (Extended)	2h 30m	1	L 105/ L104
Tue-05-Mar	AM	1 + 2	8:30	0455/11	Economics	Multiple Choice 11	45m	27	L 105
Tue-05-Mar	PM	5 + 6 + 7	12:15	0455/21	Economics	Structured Questions 21	2h 15m	27	L 105
Tue-05-Mar	PM	8+9	15:00	0400/02	Art and Design	Externally Set Assignment	2h out of 8h	9	L 205
Wed-06-Mar	AM	1+2+3	12:15	0417/21	Information and Communication Technology	Practical Test 21	2h 15m	16	209
Wed-06-Mar	PM	5+6+7	11:20	0417/31	Information and Communication Technology	Practical Test 31	2h 15m	16	209

Timetable of General Qualifications of IGCSE/ GCE AS & A Level:

Please find below the link of Cambridge International General Qualifications of IGCSE Exams Timetable for the June 2024 series.

Link: [2024_MayJune_GQ_IGCSE_GCE AS and A Level Exam Timetable](https://www.cambridgeinternational.org/Images/638137-june-2024-zone-3-time-table.pdf)

Full Link: <https://www.cambridgeinternational.org/Images/638137-june-2024-zone-3-time-table.pdf>

Exam Timetable of Cambridge International Primary Checkpoint - Year: 6E

Tests Series: May 2024

Cambridge Mock Exams & Checkpoints

Date	Session	Start Time	Cambridge Primary (Y6E)	Duration
9 April (Tue)	AM	9:00 AM	Cambridge Primary English (1958) Paper 1: Written test (non-fiction)	60 minutes
	PM	12:00 PM	Cambridge Primary English (1958) Paper 2: Written test (fiction)	60 minutes
10 April (Wed)	AM	9:00 AM	Cambridge Primary Maths (1996) Paper 1: Written test (Non-calculator)	45 minutes
	PM	12:00 PM	Cambridge Primary Maths (1996) Paper 2: Written test (with calculator)	45 minutes
11 April (Thu)	AM	9:00 AM	Cambridge Primary Science (1997) Paper 1	35 minutes
	PM	12:00 PM	Cambridge Primary Science (1997) Paper 2	35 minutes

Exam Timetable

Cambridge International Lower Secondary Checkpoint - Years: 8A and 8B

Tests Series: May 2024

Date	Session	Start Time	Cambridge Lower Secondary Checkpoint (Y8A/B)	Duration
8 April (Mon)	AM	9:00 AM	Cambridge Lower Secondary English as a Second Language (0876) Paper 2: Listening	approx. 35 minutes
9 April (Tue)	AM	9:00 AM	Cambridge Lower Secondary English as a Second Language (0876) Paper 1: Reading and Usage	45 minutes
	PM	12:00 PM	Cambridge Lower Secondary English as a Second Language (0876) Paper 3: Writing	40 minutes
10 April (Wed)	AM	9:00 AM	Cambridge Lower Secondary Mathematics (0862) Paper 1: Written test (Non-calculator)	60 minutes
	PM	12:00 PM	Cambridge Lower Secondary Mathematics (0862) Paper 2: Written test (with calculator)	60 minutes
11 April (Thu)	AM	9:00 AM	Cambridge Lower Secondary Science (0893) Paper 1	45 minutes
	PM	12:00 PM	Cambridge Lower Secondary Science (0893) Paper 2	45 minutes

Cambridge Mock Exams & Checkpoints

Exam Timetable

Cambridge International Lower Secondary Checkpoint Test - Year 9E

Tests Series: May 2024

Date	Session	Start Time	Cambridge Lower Secondary (Y9E)	Duration
9 April (Tue)	AM	9:00 AM	Cambridge Lower Secondary English (0861) Paper 1: Written test (non-fiction)	1 hour and 10 minutes
	PM	12:00 PM	Cambridge Lower Secondary English (0861) Paper 2: Written test (fiction)	1 hour and 10 minutes
10 April (Wed)	AM	9:00 AM	Cambridge Lower Secondary Mathematics (0862) Paper 1: Written test (Non-calculator)	60 minutes
	PM	12:00 PM	Cambridge Lower Secondary Mathematics (0862) Paper 2: Written test (with calculator)	60 minutes
11 April (Thu)	AM	9:00 AM	Cambridge Lower Secondary Science (0893) Paper 1	45 minutes
	PM	12:00 PM	Cambridge Lower Secondary Science (0893) Paper 2	45 minutes

Cambridge Mock Exams & Checkpoints

Facts and figures About Cambridge International Qualifications:

Here are the the facts why the Cambridge International is famous for

- Cambridge Assessment International Education is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds.
- Over 10,000 schools in more than 160 countries offer Cambridge programmes and qualifications.
- Every year, nearly a million Cambridge learners prepare for their future with an education from Cambridge International.
- We are part of Cambridge University Press & Assessment, a not-for-profit organisation and part of the world-renowned University of Cambridge.
- The first Cambridge international exams were taken in Trinidad in 1864 by six candidates.

Programmes and qualifications offer at Cambridge International:

Here are the facts why Heritage International School offers the qualifications of Cambridge Primary, Cambridge Secondary Checkpoint, IGCSE and GCE AS and A Level at the campus.

- Cambridge Primary is taught in more than 2300 schools in over 120 countries. There are over 96,000 entries for Cambridge Primary Checkpoint each year.
- Cambridge Lower Secondary is taught in more than 3800 schools in nearly 140 countries. Every year we receive over 110,000 entries for Cambridge Lower Secondary Checkpoint, our tests for 11 to 14 year olds.
- Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It is taken in over 150 countries and in more than 5000 schools around the world.
- 2018 marked the 30th anniversary of the first Cambridge IGCSE exam.
- More than 250,000 students worldwide took Cambridge IGCSE and O Level exams in our June 2022 series.
- We are the world's biggest provider of O Level qualifications. Cambridge O Level is taught in over 50 countries.
- Cambridge International AS & A Levels are taught in over 130 countries. Over 220,000 students around the world took Cambridge International AS & A Level exams in our June 2022 series.
- More than 2200 universities in 90 countries formally recognise Cambridge qualifications, including all UK universities and over 850 in the US.

For further information about Cambridge International Programmes and Qualifications, please visit the website

[link](#)

Global Education



The Reader's Cup Book Review Competition last week was another successful edition of one of the most popular events at Heritage!

Regarding the results, it has been tough to choose only 3 winners for each section. Our students have become so good at presenting their books that they no longer read from paper! They interact with the audience and make their book come to life. **Congratulations to all our readers!** They are all winners by reading books!

Winners:

Primary:

1st place - Lebedev Olivia 3A
2nd place - Strelet Dominica 5A
3rd place - Palancean Eva 4B

Mentions:

Spatari Anastasia 4A
Al Ekhtiar Elice 2E
Calin Gurau 5A
Efimov Anna-Eliza 5A
Candeba Cornelia 2A
Pirau alisa 3A
Azfer Anum 5E

Winners:

Secondary:

1st place - Zaporojan Teodor 9A
2nd place - Gutu Ariadna 7A
3rd place - Mehlab Baloch 7E1

Mentions:

Bogdan Gorencu - 7E1
Hachaturean Arsen 9B
Curdov Ivan 9B
Popa Romina-Bianca
Wieers Mina 7E1
Sirbu Eric 7E1
Cuzyova Daria Emilia 7E1



Student Leadership

Spring Fest Colour Day

On the 1st of March we have **Color Day** when each class chooses **one spring color** to wear (t-shirts, sweaters, scarves, part of the outfit to be of the same class color). We build the team and color the day!



Student Leadership

Basketball team results' celebration



 KOALA 2024

The Heritage International School ESL students have achieved excellent results in the local stage of the Koala International Competition in English language!

Five of the school's students have qualified for the National phase of the competition, which will take place on March 17th in Bucharest.

Thus, Anastasia Spatari, Gabriel Ciobanu, and Ștefania Gobjilă will test their knowledge at the A1 level, Ilinca Radu at the B1 level, and Teodor Zaporojan at the B2 level.

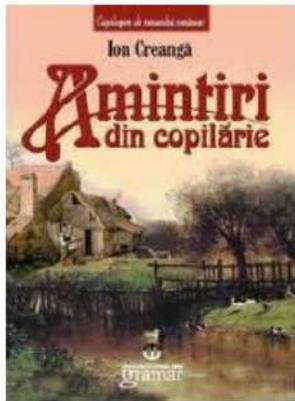
Koala originates from Ireland (www.kglcontest.org), and 31 countries participate in the global stage.

Congratulations to the Heritage students, and we wish them good luck in the next round

BOOKS RECOMMENDATION

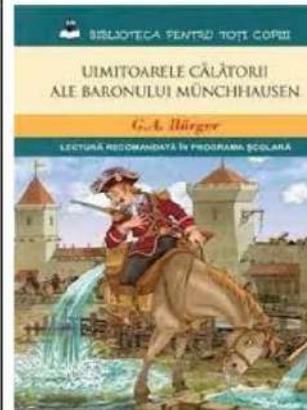


born: March 1, 1837, Humulești
died: December 31, 1889
Creangă was a Moldovan, later Romanian writer, reconteur and schoolteacher.



Ion Creangă
Amintiri din copilărie
Un roman al vieții rurale moldovenești.

-Iaca poznă, c-am scăpat-o! Pupăza, zbrnr!pe-o dugheană și, după ce se mai odihnește puțin, își ie apoi drumul în zbor spre Humulești și mă lasă mare și devreme cu lacrămile pe obraz, uitându-mă după dânsa! Eu atunci haț! de sumanul moșneagului, să-mi plătească pasărea...

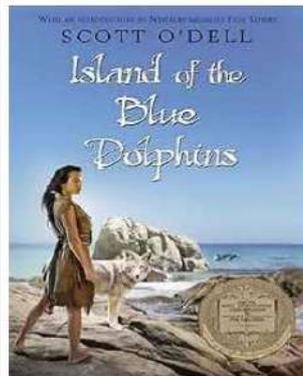


G.A. Burger
Uimitoarele călătorii ale baronului Munchhausen

Uimitor, neobișnuit, fantastic... acesta este universul baronului Munchhausen. Pofita sa de viață, imaginația sa fără limite, generozitatea și curajul său, atrage pe cititor într-un șir de aventuri.

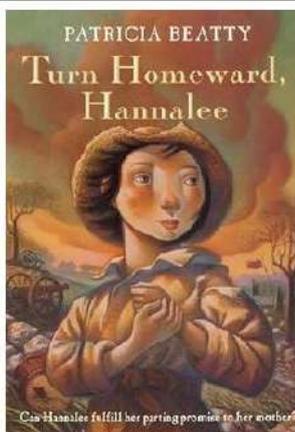
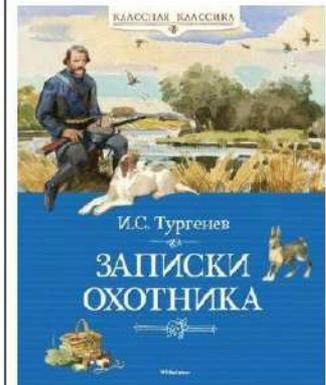
Scott O'Dell
Island of the blue dolphins

Scott O'Dell's Newbery Medal-winning classic is a gripping tale of survival, strength, and courage. Based on the true story of a Nicoleno Indian girl living alone on an island off the coast of California, Island of the Blue Dolphins has captivated readers for generations.



И. С. Тургенев
Записки охотника

Маленькие рассказы из народной жизни. Для детей среднего школьного возраста. "Записки охотника" принес писателю небывалый успех. Именно с "Записок" началась творческая биография Тургенева.



Patricia Beatty
Turn Homeward Hannalee

As the Civil War comes to a close, resourceful Hannalee must find her way home. In this classic historical fiction for young readers, plucky twelve-year-old Hannalee Reed, sent north to work in a Yankee mill, struggles to return to the family she left behind in war-torn Georgia. This powerful early-middle grade novel, based on historical events.



Фрэнсис Скотт Ф. Великий Гэтсби.
Рассказы

Жада жизни и волнующая погоня за богатством – мечта разбивается под звуки джаза, а вечный праздник оборачивается трагедией. Впервые блистательный роман Фрэнсиса Скотта «Великий Гэтсби» был экранизирован в Голливуде в 1926 году, в 2013 году вышла новая экранизация с Леонардо Ди Каприо в главной роли.

Architecture Club



NOS poster: Top tips for supporting children who are experiencing Bullying

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're 'angry', do they mean 'enraged' or 'frustrated'? This will help them to understand how they're feeling and why.

4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



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10 Top Tips on Supporting Children with **SELF-REGULATION**

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College

School Improvement Priorities Headlines 2023-24

Vision and Aims:

Sustaining our ambitious culture and vision for World Class education as a growing international school in Moldova to meet future challenges.

A belief in people as our best assets and a positive school culture - Cohesion, Community, Communication, Compassion, Care

A leading innovative school and World Class, professional educational organisation in Moldova, Europe & Globally

A World Class, nurturing, outward facing 21st Century curriculum & learning for all that prepares students confidently for the challenges of the future as global citizens, socially responsible & leaders in their communities.

Outstanding innovative teaching and learning – a professional learning community that is adaptable to face uncertainty with certainty for our community. A servant team leadership culture that prepares leaders..

Heritage International School School Improvement Plan

2023-2024



Student Progress, Personal Development, Attainment & Achievements

School Improvement Priorities for 2023-24

Key framing Questions for all staff

How do we measure our key outcomes?
Is safeguarding & Child Protection effective?
Are we preparing our young people for the challenges they face in a global society?
Are compelling learning and innovative opportunities at the heart of our education?
How are we responding to global challenges to ensure trust, confidence and responsiveness which allows quality meaningful education to continue?
How are we growing a responsive, sustainable and professional organisation?
How are we communicating effectively?
How are we supporting the development of wider education in Moldova, Europe & Globally?
What value do our partnerships & network bring?
Do we challenge ourselves enough? Who challenges us?
Do we know what outstanding international education looks like? Are all our people for "Heritage"? How do we grow them?

1 Leadership, Organisation & Governance

2 Quality of Teaching, Learning, Assessment and curriculum

3 Personal Development, Growth, Nurture, Wellbeing, effective & challenging learning environment

4 Successful Outcomes for Students as active citizens, fulfilled, balanced life long learners

Preparing students for the future; skills, qualifications & wellbeing

Qualifications & Skills through holistic, challenging & rigorous education

A World Class School that is outward facing

Supporting & sharing innovation with our education communities

Developing future leaders & global citizens linked to careers/Higher Ed

To link the wider curriculum to the formal, daily classroom for holistic education

A Professional Learning Community

Our ethos and values as an international school permeate everything we do in our school culture

To recruit and retain the best people and to invest in skills and leadership for the future

To have a clear focus on CPD & Appraisal that develops all staff in our schools

To have an organisation that wants ideas and individuals.

An effective quality assurance system.

Wider Community Partnership & Engagement

We are a school people want to align with & be part of our community

Our communities working with us for all students

To continue to find ways to engage and bring all our communities together

Recognising that there is no "typical Heritage student" in our communities, remaining responsive to all Heritage families

To ensure any partnership is reciprocal & benefits our education model, ethos & values

Towards a sustainable, global & digital future

Our education is about substance not gimmicks

We continue to develop as a unique, innovative international school in Moldova

We build on our legacy but we look outward and forward for our education, not backwards.

We embrace these aspects as part of our mission to prepare for the future

Systems and Strategies for Success

To continue to meet and adapt to the anticipated challenges of the 2020s with success

Our organisation is held against the highest standards of a World Class school delivering international education

Our duty of care is for a safe, happy and caring environment for all students

Our organisation operates effectively and efficiently based on structure, systems and policies

Compelling & Inclusive Learning for All

Diversity, equality, kindness, respect, global citizenship, trust, honour, leadership, social responsibility, are the hallmark of our education

Our teachers, staff and community uphold these values and we live them daily in our school culture

To continue our success in bringing the World into classrooms daily for all.

A focus on celebrating key moments in education & school life

Attendance Ladder



Upcoming Events



WE WILL GIVE YOU ALPACAS.

MARCH 30 *at* HERITAGE INTERNATIONAL SCHOOL

THE 2024 WORLD SCHOLAR'S CUP is uniting 50,000 students in 60+ countries and Ohio. For you, the journey begins here in Chisinau. Your team will write creative papers, debate obscure topics, answer inexplicable questions, and meet friends who understand you because no one understands them.

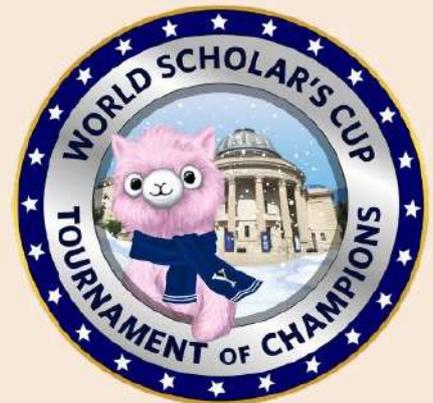
Join us for the alpacas.

Join us to qualify for the Global Rounds and for the Tournament of Champions at Yale.

Join us because someone told you it looks good on a university application.

But, mainly, join us because we only pretend to be a competition: we're really a community in which we can all be awkward together in 50,000 different ways.

There are also medals, trophies, and certificates. But the alpacas matter more.



MATURITY AGE DIVISIONS

Junior: 10-13. Senior: 14-old.

FOUR EVENTS

Debate. Writing. Challenge. Bowl.

COME AS A SCHOOL

Or, sign up on your own.

HOW TO PREPARE

Form a team, learn the theme, and ask ChatGPT "how do I feed an alpaca?"



SIGN UP AT **WWW.SCHOLARSCUP.ORG**



The World Scholar's Cup 2024



The World Scholar's Cup®

Chisinau Round 2024

HOSTED BY HERITAGE INTERNATIONAL SCHOOL

March 30, 2024



Paxi Space Gallery Competition 2024

SPACE GALLERY COMPETITION



Our Solar System

Action for Happiness Calendar

Mindful March 2024

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1 Set an intention to live with awareness and kindness	2 Notice three things you find beautiful in the outside world	3 Start today by appreciating your body and that you're alive
4 Notice how you speak to yourself and choose to use kind words	5 Bring to mind people you care about and send love to them	6 If you find yourself rushing, make an effort to slow down	7 Take three calm breaths at regular intervals during your day	8 Eat mindfully. Appreciate the taste, texture and smell of your food	9 Take a full breath in and out before you reply to others	10 Get outside and notice how the weather feels on your face
11 Stay fully present while drinking your cup of tea or coffee	12 Listen deeply to someone and really hear what they are saying	13 Pause to watch the sky or clouds for a few minutes today	14 Find ways to enjoy any chores or tasks that you do	15 Stop. Breathe. Notice. Repeat regularly	16 Get really absorbed with an interesting or creative activity	17 Look around and spot three things you find unusual or pleasant
18 Have a 'no plans' day and notice how that feels	19 Cultivate a feeling of loving-kindness towards others today	20 Focus on what makes you and others happy today <small>dayofhappiness.net</small>	21 Listen to a piece of music without doing anything else	22 Notice something that is going well, even if today feels difficult	23 Tune into your feelings, without judging or trying to change them	24 Appreciate your hands and all the things they enable you to do
25 Focus your attention on the good things you take for granted	26 Choose to spend less time looking at screens today	27 Appreciate nature around you, wherever you are	28 Notice when you're tired and take a break as soon as possible	29 Choose a different route today and see what you notice	30 Mentally scan your body and notice what it is feeling	31 Discover the joy in the simple things of life

ACTION FOR HAPPINESS Happier · Kinder · Together

Key Dates

5-6 March 2024	Teacher Parents Conferences	20 March 2024	International Day of Happiness
4-7 March 2024	Festival of Tales	21 March 2024	World Poetry Day
8-12 March 2024	Spring Break	18-24 March 2024	Global Money Week
13 March 2024	Movie Night Lower Secondary School	22 March 2024	World Water Day
15 March 2024	Movie Night Upper Secondary School	23 March 2024	World Maths Day
18-22 March 2024	French Language Week	30 March	World Scholar's Cup

[See the Academic Calendar here](#)

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