



HERITAGE  
International School



# THE INTERNATIONAL HERITAGE HERALD

15 October, 2021



## GENERAL

**Thought for the week:**

*"You will either step forward into growth, or you will step backwards into safety." - Abraham Maslow*

## *Director's weekly notes- "The view from Dacia Boulevard"*

*It was the week the weather turned and it looked more like a typical wet October day in my home city of Bristol than the recent glorious sunshine we have enjoyed in my adopted city of Chisinau. The rain this week certainly didn't stop the Primary School from celebrating our city's 585<sup>th</sup> birthday and with Thursday as a public holiday. We all realised just how far we have come in semester 1, needing the rest as we come to the end of a busy Week 7 with one more week to go before the October break. This week in school, we marked the WHO's Mental Health 2021 campaign for World Mental Health Day; "Mental health care for all: let's make it a reality". The*



*Gymnasium assembly I gave on Thursday looked at the importance of recognising our dual aspect of our mental and physical health, what causes us to have good and bad mental health and how we find effective coping strategies. Our children and young people are under an inordinate amount of pressure, a lot to do with the age we live in now but this is also a resilient generation who are not a "Lost Generation" to the pandemic. I took heart from an article in the New York Times and the quote I have used here from Allan Bran of Harvard, that we need to get into the mindset of a "Covid era, not a covid crisis" as a key part of our coping strategy with the ongoing impact this has on daily life for so long now. The new changes from the Ministry of Health reflected the way we have vaccines to allow us to get through the covid era with more normality and as far as schools are concerned that is extremely welcome. With only one class on quarantine currently, I am really proud of the way our school community has worked together in this new academic year to have a better normal.*

*I was asked this week, finally someone asked me this question after two years, why we call the IHH newsletter, The International Heritage Herald. Well, it's a tribute to one of the very first, but sadly no longer in existence, international, global newspapers, The International Herald Tribune, which ceased circulation in 2013, having brought global news stories to globally minded citizens since 1877. It was a New York based weekly newspaper I read since I can remember and I was very sad when it closed. This week, in my Varkey/Unicef group of global school leaders, and they are from every corner of the World, we have been discussing the vision and mission of our schools. It's no surprise in this group that all of them share the same approach towards developing international mindedness, global citizenship, preparing future leaders, celebrating our diversity, championing values such as fairness, respect and equality as well as actively making a stand against racism, prejudice and hate. I am very proud that this is the basis of our school and we share these values for all our students so we really do prepare them for the challenges of the future, with confidence. I have even found myself ensuring that new prospective families wanting to join us, explicitly join us for these reasons and for what they wish for their children. This is what Heritage stands for in Moldova as an international school. I would hope all schools and families share these values for their students.*

*I had the fantastic honour of being in a special webinar with some of my colleagues from the Varkey/Unicef group that met with sporting superstars such as the Argentinian footballer (it's not "soccer", I am not compromising my Britishness on this hill) Sebastian Veron, as they spoke of the challenges faced in sport and how that related to schools and students around the World. I felt very proud to fly the flag here for Heritage and Moldova in these global arenas. The global society and the*

outward facing school. The IHH for Week 7 is packed full of wonderful moments of global learning and international mindedness as students are given incredible opportunities. One such moment was the 2nd Founders' Lecture on Wednesday, given by Professor Viorel Bostan, Chancellor and Rector of the Technical University of Moldova. It was a very inspirational talk and I was extremely pleased that again Mrs. Tatiana is bringing state schools and students from across Moldova to join with us to share these innovative and inspiring lectures. I came across Maslow's quote this week and wanted it as my thought for the week, especially as we reflect back over the last couple of months of this academic year. What I continue to see daily is exactly this; we are stepping forward into growth as a school community, as a wider society. For me, if we genuinely & confidently want the future to be a better place for our children, then there is no other way. There is a lot of hope in our Heritage International School growing forwards and always accompanied with such fantastic moments in our daily school life.

Have a good weekend,  
Rob Ford



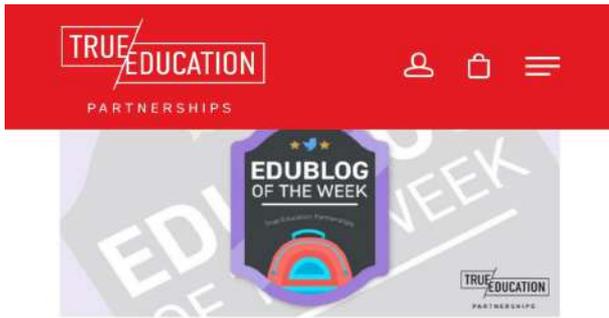
**“We are living in the Covid-19 era, not the Covid-19 crisis.”**

— Allan Bran  
Science and medicine historian  
at Harvard University



**Heritage in the Wider World:**

Rob Ford's latest blog; <https://mailfrommoldova.home.blog/blog/>



**Mail from Moldova**

- Reflections as a Global Educator -

**EDUBLOG OF THE WEEK**

The Edublog of the Week category is designed to bring attention to some of the best educational bloggers that share experiences and expertise with the online teaching community.

From insider tips and tricks to offer unique insight on educational trends, our Edublogs of the Week will be helpful, friendly and fascinating.

**THIS WEEK'S WINNER IS...**

Rob Ford, Director at Heritage International School-Moldova, Europe (@HIS\_Moldova) has shared an intriguing blog, entailing the challenges that educators can face daily and speaking about students returning classroom, an interesting read!



2021

Why leaders need the “shouty people out of our heads”. Moving on from labels and back to children and education.

October 3, 2021 Rob Ford

**Rob Ford's article in IS Magazine Varkey Global Leadership**



# When international school leadership needs to break with the legacy and context of the past

By Rob Ford

In January 2019, I stood with a group of school leaders in a very wintry and cold Moldova, talking about how we approached school leadership in England compared to Eastern Europe. So, education is generally dysfunctional and chaotic in England? The nodding heads of teachers and school leaders in Chisinau, all agreeing with the question their Eastern European colleague had just put to me once I had finished speaking. My reply was 'not exactly' and I certainly hadn't set out to convey that impression when I spoke then about the systems, changes and reforms in England over the last decade. I had in fact set out to illustrate the dynamism, innovation, energy and leadership of the English education system, which we were leading on in my own UK-based school of Wyedean. We had this in abundance, and in many inspirational examples is an education system to be admired globally – especially compared to post-Soviet societies where the pull away from authoritarianism, particularly in the public services, still had a way to go.

I had felt very confident in fact when comparing the approaches taken in countries like England to Eastern European countries in areas of leadership, school

improvement, teaching and learning, safeguarding, curriculum, diversity and well-being to name but a few. My mind quickly did a reflective spin on its rolodex-like recall over the last 30 or so minutes as I blustered a very poor Hugh Grantesque Englishman abroad impression. I was sure that what I had said was not how the questioner had described back to me but I soon realised that the systems, processes, practices, culture, direction and vision of education in England must seem very alien to group of educators where a centralised ministry of education still has so much sway; a system where leadership is often summed up by one word, 'Soviet', where public workers can be seen as more akin to civil servants, and public buildings and infrastructure are still in urgent need of capital investment. On the plane home, I reflected on making sense of what has been happening to education in England for so many years, in almost a permanent revolution of constant new ideas and innovation, all against the very real backdrop of severe underfunding and a chronic lack of investment across the board. One of the reasons I am a passionate advocate as a global educator is that there are so many ideas and innovations to be gained through cooperation and collaboration between systems around the world. The dedication and professionalism of teachers is also something that

is always inspirational to have the privilege to see if I am invited into a classroom in the UK or abroad. This left such an impression on me as a career challenge that when the opportunity came to take up the role of Director of Heritage International School, the first international school in Moldova and a potential game changer, I took the very difficult decision to leave the wonderful community of Wyedean as principal to start a new chapter in my career as a school leader.

I want to return to the idea of 'Soviet' leadership (management) which seemed to crop up in so many discussions. There is a legacy of the Soviet Bloc that still lingers understandably in this part of the world. I remember having a similar conversation with the eminent academic Professor Maria Mendel, in Jagiellonian University, Krakow in the autumn of 2017. Professor Mendel, a fellow of both the University of Gdansk and Johns Hopkins University, is well placed to comment on this model still pervading education in Eastern Europe. Where her research has been particularly prominent recently though, is in offering a different lens to view the neoliberal model of education in the UK and the USA. It was supposed to release greater freedoms and leadership based on schools and their communities 10-15 years ago but, in

reality, this has not always happened. One of the strengths of the English system was how school improvement had been given back to schools and school communities to lead in the system. The article I Used to Preach the Gospel of Education Reform. Then I Became the Mayor of Education Obama's former chief of staff and later mayor of Chicago, Rahm Emanuel on how he reformed the Chicago school system is worth a read. He believed in the power of school leadership as one of the main drivers of reform in schools. He highlighted the need for principals to be autonomous and have flexibility which would then establish the right culture and team within an institution. In the current pandemic, where local communities and schools have been given the autonomy of a degree of decision-making in a clear, unambiguous national framework, as we had in Moldova from the ministry, it is illustrated a self-evident truth about where the transformative power of positive change and educational gains in our local community schools come from. The Canadian education writer and leadership guru, Michael Fullan, in

his book *Naisance*, also advocates the need for the type of leadership that is genuinely leading self-improving schools. Fullan argues that, as we enter the 2020s, education is becoming less effective in its central role of producing the better citizens we need and want, especially when schooling seems no longer to be up to the challenges faced by learners in the 21st century. New leaders, or 'nuanced leaders' as he describes, will be characterised he says by those who can get beneath the surface in what he proposes will 'leverage deep change for the better' (Fullan, 2018). These leaders are able to motivate and mobilise as they have the best knowledge for solving complex problems. 'The world is becoming more demanding at the very time that regular schooling is standing still – actually going backwards as fewer and fewer students and teachers lay into what they are required to do'.

I believe strongly as a school leader that a self-improving school-led system allows the development of leadership that writers like Fullan call for, and the system of education is developing which tackles the problems and purpose of education in the 21st century. The disengagement of young people from curriculums and schools could be reversed if they were listened to more carefully regarding some of the issues that are at the forefront of their minds. These include the uncertainties

The world is becoming more demanding at the very time that regular schooling is standing still – actually going backwards as fewer and fewer students and teachers buy into what they are required to do.



of Climate Change, university places, job insecurity and better mental health issues that should be prioritised and supported. If the relentless focus of schools stopped being about competitiveness, or living on an outdated failed dogma and a fearful obsession with narrow data targets, and instead a more holistic collaborative approach was allowed, a self-improving school could then lead on this for wider benefit.

Teachers would want to stay and new teachers would join in the system, instead of leaving in droves, if they felt they were respected, listened to and allowed to practice teaching for the very reasons they came into the profession: to make a transformative learning and life difference in the lives of young people. In addition, before someone cries 'standards', the best examples of self-improving school systems led by nuanced leaders show that accountability is much stronger because of personal integrity, professionalism, trust, respect and a common sense of shared purpose in the school and its community. Too many 'surface' leaders provide short-term false clarity and allow these problems to keep manifesting. This style of leadership would perhaps have been more fitting for the Soviet management system back in the heyday of the USSR.

I have been fascinated with Eastern Europe, thank to inspiring teachers, since I stood on the Berlin Wall in front of the Brandenburg Tor as a student on a history trip just weeks after the Wall opened on 9 November 1989. Leading the first international school in the post-Soviet republic of Moldova, thirty years after those momentous events of 1989-1991, I was more than the challenge I had been seeking after leaving Wyedean, in the UK. I have spent a lot of time in Russia and Eastern Europe through international education work over the years. I therefore took the advice of a colleague in the field and avidly watched the HBO series 'Chernobyl' based on Serhiy Plokhy's brilliant book (see Jack, 2019). Plokhy traces the Brezhnev stagnation across the whole of society in the USSR in a system unable to allow any form of impact leadership except failed dirigisme management. This is at the heart of why such a human disaster occurred in 1986. As post-Soviet countries like Moldova develop, even 30 years on, that Soviet legacy still has a strong pull. Therefore, in March 2020, as the Covid crisis hit and schools were forced into lockdown, the need for true leadership and innovative thinking was never greater. In Moldova, we proudly demonstrated in our innovative response to the crisis that the actual paradigm shift was not necessarily a 'digital revolution', but a powerful agency in schools to adapt and find solutions – even to something as existentially threatening as the pandemic – and still navigate the organisation and



community through this crisis with hope, optimism and vaccinations.

Anyone in education in 2021 knows how important hope for a better future is as a fundamental tenet of schools. The lessons are there to be learned for those societies in which schools and communities have been let down by ambiguous and conflicting directions from central ministries in a legacy of fragmentation and competition between schools; fragmentation and competition that weakened the ability to find a wider response and trust in leadership. For Moldova, 2020-21, and all education systems, questioning which bits of the original 'normality' we should ditch and which we should keep when we are through the pandemic, could represent a real breakthrough from legacies of the past, providing a more hopeful future for young people going into the new decade. Our leadership in schools will need to be less saddled with failed systems and labels of the past, 'east and west', and be able to embrace the opportunities of a rapidly changing global educational landscape. ♦

**Rob Ford** is Director of Heritage International School in Chisinau, Moldova, a long-term British Council Schools Ambassador and previously Principal of Wyedean School, Gloucestershire, UK. [rob@heritage.mold](mailto:rob@heritage.mold)

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- Fullan M (2018), *Naisance: Why Some Leaders Succeed and Others Fail*. New York: Corwin Press.
- Jack A. (2019) *Reactor of Chernobyl* by Andrew Jack of Serhiy Plokhy's about his book 'Chernobyl: History of a Tragedy'. <https://www.pukhiv.com/origin-of-cherobyls-history-of-a-tragedy>

The October edition of the [Heritage Globe](https://sites.google.com/heritage.md/heritage-globe/home) is out. We have a new layout, in addition to a variety of articles from students covering topics from student life to international events.

**Articles of interest:**

**From the WHO: In support of this week's Gymnasium Assembly theme and connected to the WHO Mental Health campaign 2021**

World Mental Health Day 2021. Mental health care for all: let's make it a reality  
 "The COVID-19 pandemic has had a major impact on people's mental health. Some groups, including health and other frontline workers, students, people living alone, and those with pre-existing mental health conditions, have been particularly affected. And services for mental, neurological and substance use disorders have been significantly disrupted. Yet there is cause for optimism. During the World Health Assembly in May 2021, governments from around the world recognized the need to scale up quality

mental health services at all levels. And some countries have found new ways of providing mental health care to their populations. During this year's World Mental Health Day campaign, we will showcase the efforts made in some of these countries and encourage you to highlight positive stories as part of your own activities, as an inspiration to others. We will also provide new materials, in easy-to-read formats, of how to take care of your own mental health and provide support to others too. We hope you will find them useful"

- WHO 2021 Mental Health campaign; <https://www.who.int/campaigns/world-mental-health-day/2021#>
- We all have Mental Health; <https://youtu.be/DxIDKZHW3-E>
- You are not your thoughts; <https://youtu.be/0QXmmP4psbA>
- How to look after your mental health; <https://www.mentalhealth.org.uk/publications/how-to-mental-health>
- Tips for young people. Good mental health and wellbeing allows you to live your life in a positive and meaningful way and cope with life's changes and challenges; <https://headspace.org.au/young-people/tips-for-a-healthy-headspace/>

And one from our partner charity, Child Aid, that we support here in Moldova as a key part of developing our commitment to the values of social responsibility and citizenship: "No-one ever has ever become poor from giving." Anne Frank

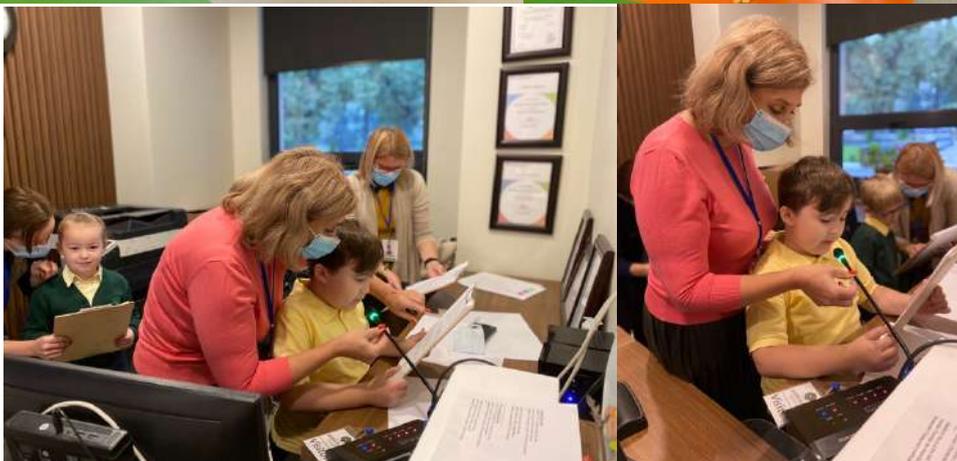
The children at Esther House ,Moldova are helping the elderly. They distributed food and helped with house chores. Find out more about the amazing work of our partner with children at risk: <https://www.childaidee.org.uk/esther-house-moldova-resources>



**Heritage Primary:**

Heritage Primary young learners from stage 1A,1B and 1E, actively engaged in City Day by drawing pictures of a view from their own window which were then put together to make Chisinau City Gates- The architectural monument, considered to be the „Eastern visit card" of Chişinău.

Vlad Rusu from 1A, Olga Bilivskaia from 1B and Joshua Innes from 1E announced On School radio 5 'Do you Know.... Facts about Chisinau to the whole body of students.



The Primary Book Club had their first meeting today. Young bookworms from Grade 1 and 2 were eager to improve their reading, writing and speaking skills. Every Book we read provides a wonderful opportunity for our students to bond and make them more empathetic thus building good communication skills and confidence.

Young Learners gave Their Book Club Pledge promising to do their best and have lots of fun reading. The book we read today “ Carlos’s first Halloween” helped us explore traditions and autumn holidays. Students were encouraged to ask questions, practice their reading skills, creativity and critical thinking.





*The second Book Club, Grades 3-4 met on Friday.*

*'Reading gives us someplace to go when we have to stay where we are.' Mason Cooley*

*The book club blasted off for Grade 3 and 4! With Halloween fast approaching, the participants enjoyed reading the History of Halloween and sharing their own experiences as well as opinions about the 'fun and scary' holiday.*

*Beside developing their critical analytical skills, the children have a great chance to improve their English vocabulary, ask and answer comprehension (including inference) questions and to identify personal connections with the content of the book.*

*We look forward to exploring a wide variety of genres and preferred books throughout the year, as well as blending reading with drama and other fun activities to really appreciate the wonderful world of reading.*



*5E students had a different learning experience today at Cambridge Science lesson. We went outside and collected flowers of different colours and sizes from the school grounds. Their next task was to classify them into different groups according to their size, colour and scent. As an extension exercise learners drew Venn diagrams-link with Maths, to show the common features of different flowers. Little did they know that each flower they picked would be put into such a masterpiece- a colourful butterfly!*





3 A students inaugurated a tradition in the classroom. During a month, they read a book, then we run a quiz with questions to check the understanding of the book's content. The first book read by the students was "Isprăvile lui Guguță", written by Spiridon Vangheli. The questions were in line with the students' expectations. The second round of the contest was a Convince Me to Read speech, where students argued for reading this book. The joint poster created by the students was a surprise, because only the best readers who showed dedication and perseverance, became friends of Guguță.



After talking about the holiday coming this Thursday (City of Chisinau Day), 3E students wanted to show how beautiful our city is and how many fun places we can visit. As a final project, students collected all their pictures into a Jam board.

## My Favourite Place in Chishinau

Abby - My favourite place in Chishinau is PandaKids because it is very nice to play there. There are monkey bars and you can skate.



Alex - I like Heritage School because you can learn there. You learn words that help you become smart and get a better job.



Antonia - I like going to this hotel in Chishinau because it is a new place.



Evie - My favourite place in Chishinau is the beach. I like this place because there is a boat and I like riding it.



Lara - This park is my favourite place in Chishinau because I play there with my brother and my dad.



Kerem - This park is my favourite because I spend time with my family and friends there. We often ride bicycles.

*In the 2nd grade, the leaves of Autumn do magic: they make us friends, they unite us!*



*School Starter students explored the Magic of Autumn*





*Heritage Lyceum:*

**HERITAGE**  
International School

**Recommended  
Cambridge International  
A Level subjects for the  
most popular careers**

*Heritage Lyceum is the only one in Moldova  
providing the Cambridge curriculum and globally  
recognized AS and A Level qualifications.*

**Heritage Lyceum  
learners become:**

**confident**    
 **responsible**    
 **reflective**

**innovative**    
 **engaged**

**HERITAGE**  
International School

**Within the Cambridge  
International AS & A  
Level Program**

*Heritage Lyceum is the only one in Moldova  
providing the Cambridge curriculum and globally  
recognized AS and A Level qualifications.*

*This week our Lyceum students have begun their ‘Cognitive Tests’ from GL Education; a series of tests that will provide teachers, students and parents with information on learning biases which will help us better support our students in their learning, as well as helping us set ambitious and achievable goals together.*

*Our students have also been busy working on their Digital Portfolios. Students will build on these portfolios over the next 18 months with all that they do outside of their lessons: volunteering,*

reading buddies, duties around school, school initiatives, projects they are part of outside of school - all sorts! These portfolios can be attached to university applications to allow potential institutions to see that the student is about more than good grades.

### Upcoming events:

- A fantastic opportunity for students to study visit University College London for an immersive career experience: [Summer career experiences](#)
- Opportunities for parent to support career interests: InvestIN's parent event series is designed to give parents the essential tools they'll need to support their child on their career journey. [Events are run by leading experts and are free to attend.](#)
- On 20th October Students and parents are invited to take part in the [Virtual University Fair](#) hosted by COBIS
- On 25th October we will be visited by the University Roadshow from the UK, representing various universities and courses

## Virtual University Fair

Wednesday 20 October 2021

8-11am BST and 3-6pm BST



### Gymnasium/Cambridge Secondary:

Priority Action for all Families to return asap: Leaving school early on a regular basis; We have some new software installed and we are going to send out to all Gymnasium families a standardised permission form that allows you to request permission for your child to leave school early at the end of the day for reasons such as an outside club or activity. It needs the reason and your valid request to be agreed jointly by the Home Room teacher and Mrs. Inga as academic director. It doesn't matter if you have arrangements in place with the school already, all families will need to use this new form so we can keep our records upto date, valid and all children safe. For one afternoon, for example, it's not needed but the school being informed is still needed before we can release any student early as they are in our legal care.

If students in Gymnasium are not taking a club or do not have a homework prep' session, students should not be on the campus unsupervised after 3:15pm and need to leave to go home.

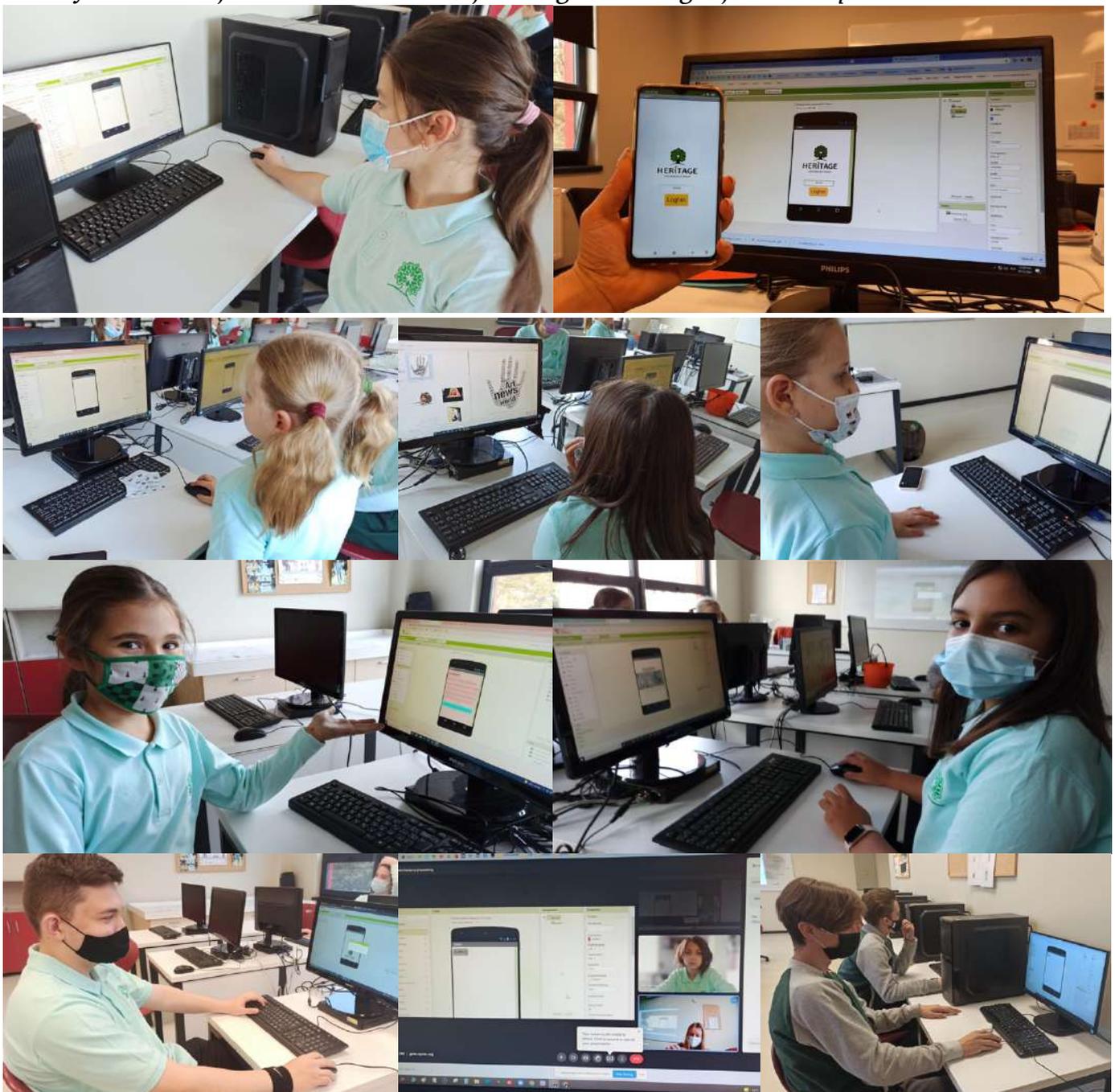
We need parents' support in getting the message across to all our students about respecting their school and in particular their classrooms. A number of classrooms were left in such a poor state by students this week in Gymnasium, beyond the normal daily use. Professor Bostan quoted in his lecture how we become successful as we develop and grow and it starts off with the simple daily tasks for children. We

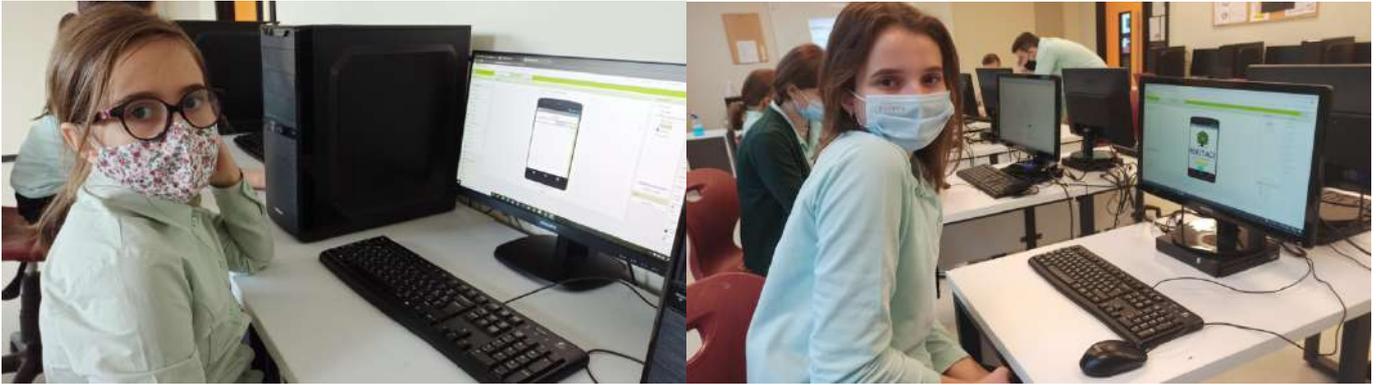
are not teaching children good lessons here if we don't all address this. Keeping rooms tidy and being responsible and a member of the school community by ensuring we change outside wet/muddy shoes, not bringing into school too many unnecessary materials, being responsible for our own items, putting recyclable paper in the collection bin and not on the floor and generally having some pride and ownership of our school.

A reminder to all students that being able to bring a mobile/cell phone or similar device to school is a privilege, not a right, and one that can easily be lost through mis-use

### Heritage mobile apps

Lower secondary students learned how to develop applications for Android and IOS. It made them think computationally, while making mobile apps. The lesson engaged students, is project-based, and encouraged collaboration and creativity. The final results were prototypes of applications that can be used by students to follow the latest news of Heritage school right from their phones.





**Student leadership:**

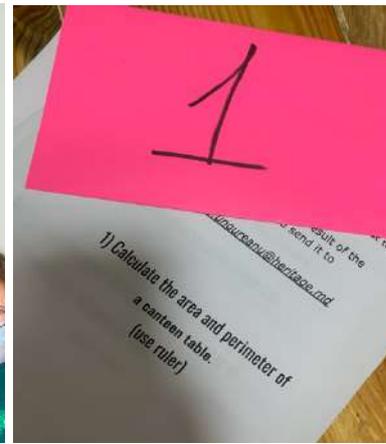
On October 15, the **Primary Student Council** had another meeting where they elected their Chairperson, Deputy Chairperson, and Secretary. The candidates all gave their speeches while all the other students actively listened, and then they each cast their votes. The elected chairperson is Pia Gullette from 5E, the Deputy Chairperson is Madalina Ulianovski from 6E, and the secretary is Mina Wieers From 5E class. The leaders of the sub-committees were also chosen today, and a google form will be sent out for members to choose the committee they would like to be part of.



On the 15<sup>th</sup> of October, Heritage celebrated Math Day  
 On this day, **Secondary Student Council** organized:

- a treasure hunt for grades 5-7
- the students had to find 36 letters and had solve the problems hidden inside them.
- the students received various tasks, such as having to perform geometric shapes using their bodies.
- the students had to resolve some Math problems given on work sheets.
- some classes from Primary had to resolve math tasks posted on each door.
- radio Heritage have shared interesting and fun Math facts
- the teachers have taught the students about the history of Fibonacci and how to use them.

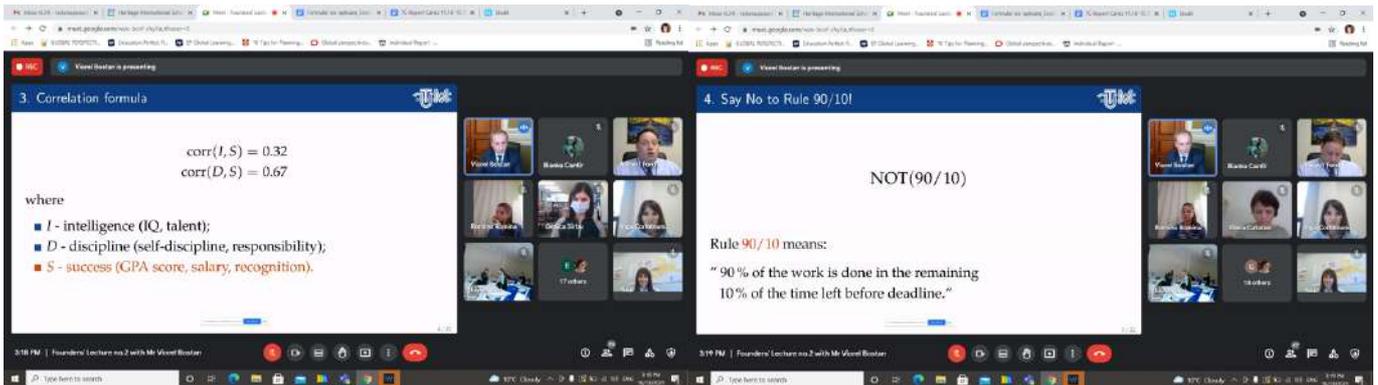
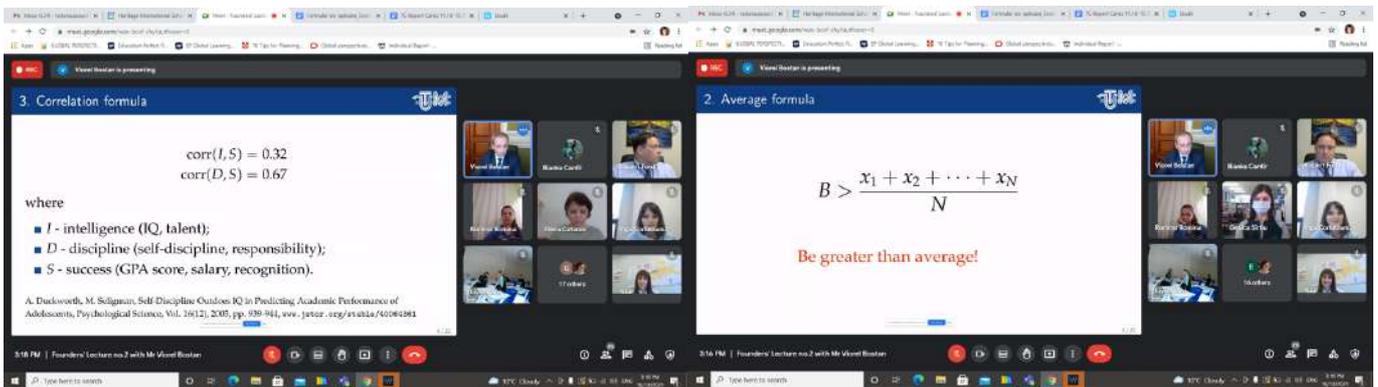
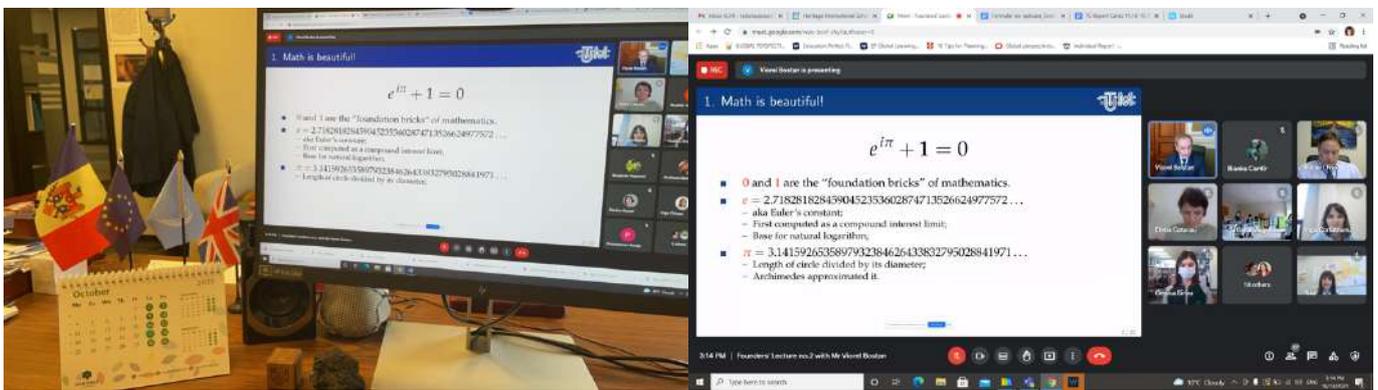
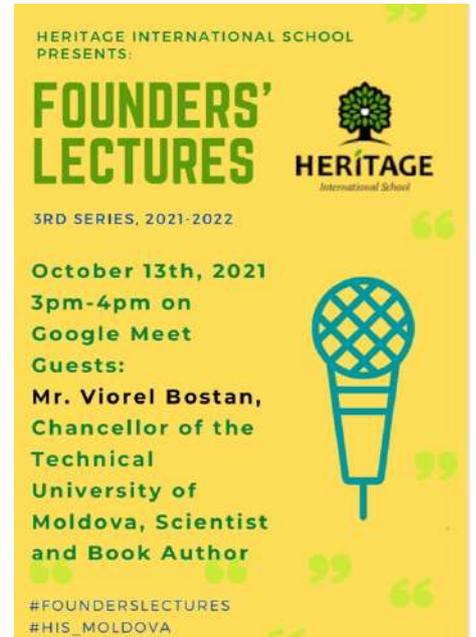


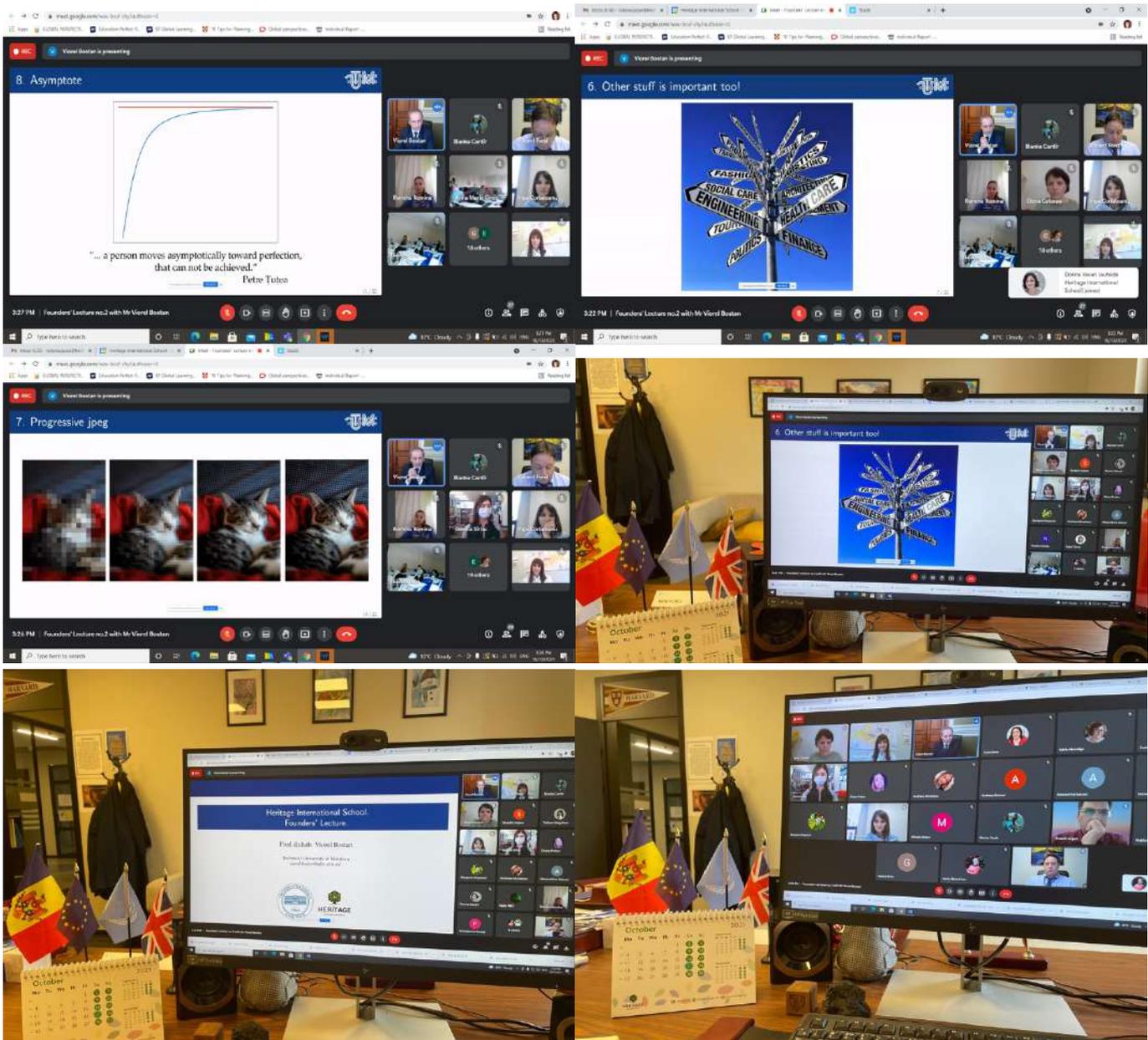


### *Global education:*

*On October 13th, we held our second session of Founders Lectures of this academic year. Our guest speaker was Dr. Viorel Bostan, Chancellor of the Technical University, Scientist and Book Author.*

In his presentation, Mr Viorel Bostan told the audience about his love for Math and his educational journey from Moldova State University to Romania and then to the United States. Luckily, he decided to come back and fulfill his academic dream here, in his country, in order to do great things for the next generations here. The Professor talked about the necessary skills of future professions, or what a 21st century student needs to learn in order to be successful in the future. His mathematically-illustrated pieces of advice for the audience made us all think about priorities and steps we take/need to take daily. We not only learned about the satellite created by the TUM that will be launched into space with the ISS, but also got an invite to visit the Observatory that was recently opened at the Technical University. Precious wisdom shared with us on that day! For the students who missed the opportunity, we promise to bring Mr Bostan back for other occasions, too.





*The World Edu Week is over, but it is still echoing in the international community. Our partnership with animal shelters, orphanages, embassies, or other organisations has a huge impact on our students. Our brave students spoke about their favourite collaborations and why these activities are life-changing for them.*

*For those who missed the event , you can watch it here:*

<http://worldeduweek.org/event/heritage-international-school/>



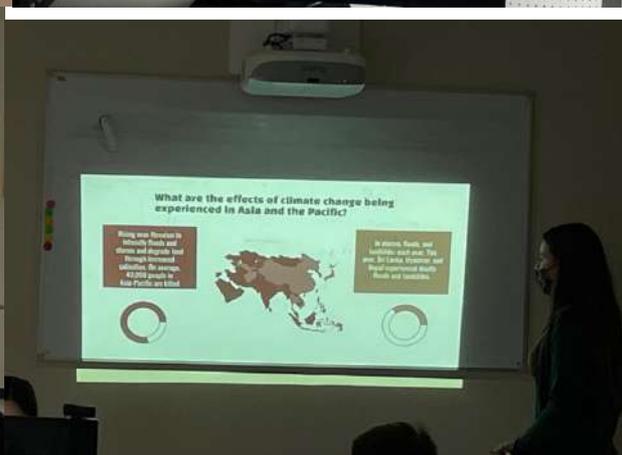
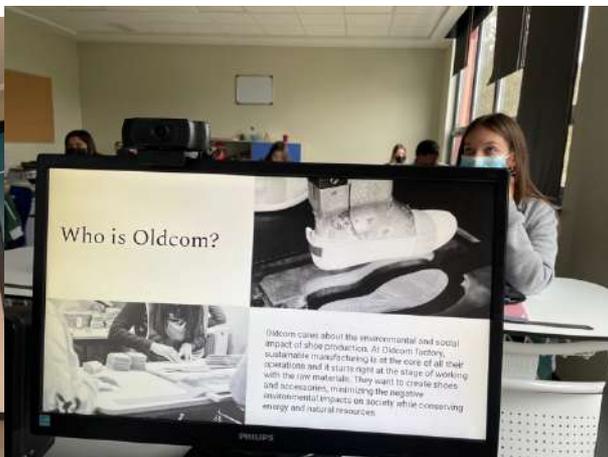
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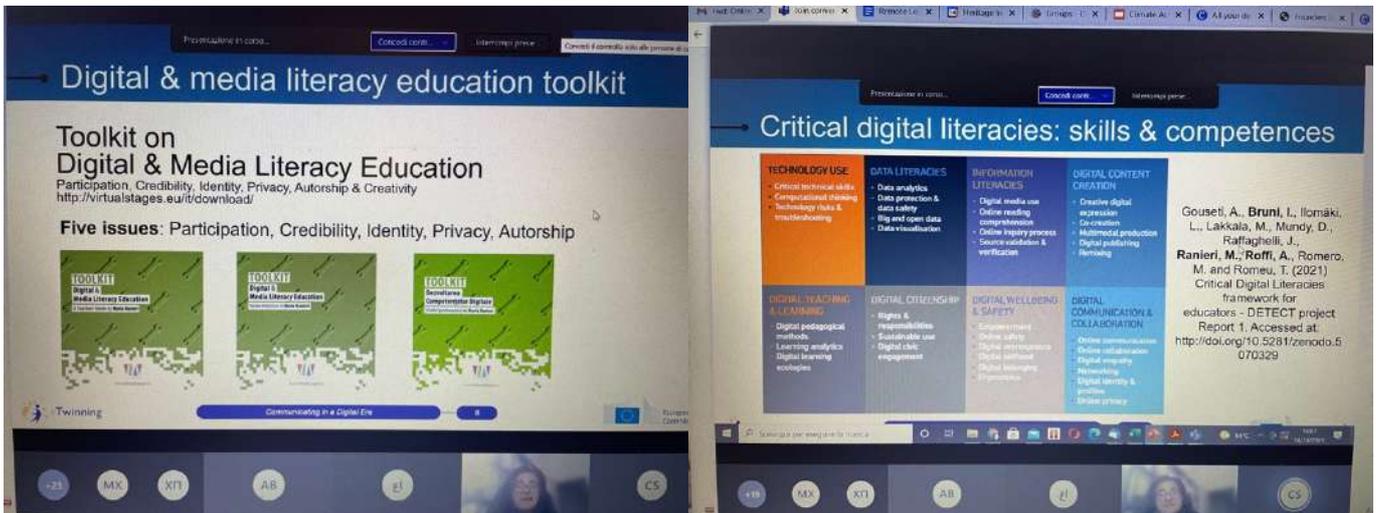
**Heritage International School**



*Heritage school finished week 3 of Climate Action Project 2021. Our brilliant students have done research and can tell about the situation with climate change in different regions of the world. Some explored local businesses that harm the environment, others found organisations and businesses that try to find green solutions and to be eco-friendly. Food industry, clothing industry or any other - all have a carbon footprint, but the impact is different and it all depends on the vision of the managers. Some classes got in touch with people from the wider community to find out how compost is made, or how their business is run so that they do not harm but help instead. All these findings will be shared next week when they establish connections with other classrooms in the project, from different parts of the world. Also, Heritage has applied for the title of Climate Action School of Excellence. The schools will be announced on November 4, at Climate Action Day Conference.*

*More projects on sustainability to be announced soon.*





We are still in the eTwinning Media Literacy campaign. As part of this, Tatiana Popa attended a Professional Development Workshop for eTwinning Ambassadors. Our school is planning a media literacy campaign for our school next week. More details next week.



The Climate Action project is amazing. Third graders mobilized, understood many causes and effects of climate change. We are glad that the parents in the class also support the students' activity. Dominic Paladi's mother, Mrs. Ludmila, requested an online meeting with the students of the class. She is the ambassador of the association "Moldova fără deșeuri". Here, Mrs. Paladi explained the importance of recycling, where she brought examples from her personal life.



## Heritage Creativity:

Collins komodo

**COBIS**  
Council of British  
International Schools

### Poetry Competition

'Looking Ahead'  
Submission Deadline:  
2 February 2022

[cobis.org.uk/poetry](http://cobis.org.uk/poetry)



**COBIS**  
Council of British  
International Schools

### Art Competition

'Looking Ahead'  
Submission Deadline:  
23 February 2022

[cobis.org.uk/art](http://cobis.org.uk/art)

ARTS UNIVERSITY BOURNEMOUTH



DK For the curious

**COBIS**  
Council of British  
International Schools

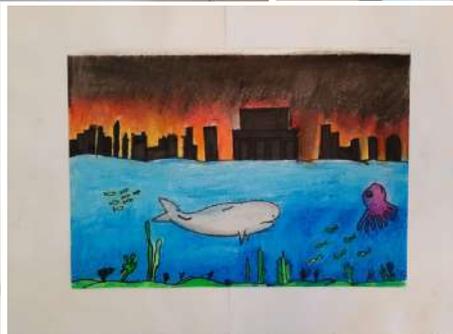
### Eco Film Awards

Submission Deadline:  
10 March 2022

[cobis.org.uk/ecofilm](http://cobis.org.uk/ecofilm)

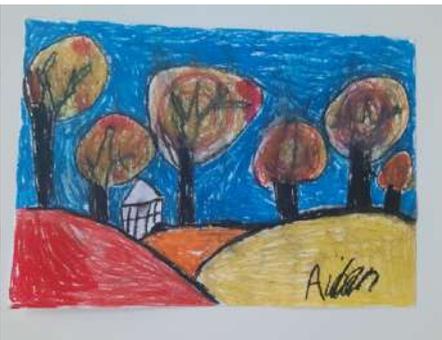


6E students designed incredible projects! In our 3 consecutive ART lessons we discussed and worked in small groups on a very interesting and actual project, about Climate Change and Global Warming. What are the major causes, what are the consequences, and what would be the solutions to change the global warming situation? The students found out about an artist and environmentalist Olafur Eliasson that moved 100 tonnes of ice to Copenhagen to visualize climate change ([https://www.youtube.com/watch?v=Tpe4o9\\_n8AM](https://www.youtube.com/watch?v=Tpe4o9_n8AM)). This generation of children, called Climate Kids, has brought a lot of examples, many, many ideas, and drawings that will help to solve the situation. As an example, you can see and admire these projects, which can make us think about what we need to do to keep and pass on a clean planet to future generations.





*Autumn has many colors that inspires us to draw and paint fall trees and leaves.*



How do the little artist from grade 1E see the leaves falling?



**Access to school for parents:**

Parents can go to the Administration through the administration entrance and must wear a face mask that will cover the mouth and nose.

Parents can come to administration and buffet from Monday to Friday – after 15:00

**Useful contacts:**

- Reception 062022210
- Accountant Office 062022213
- Uniform shop 069500062
- Meals 079900171

**COVID-19 measures:**

Below are presented legal requirements in conditions of epidemiological safety for the prevention of the disease with the virus SARS-CoV-2:

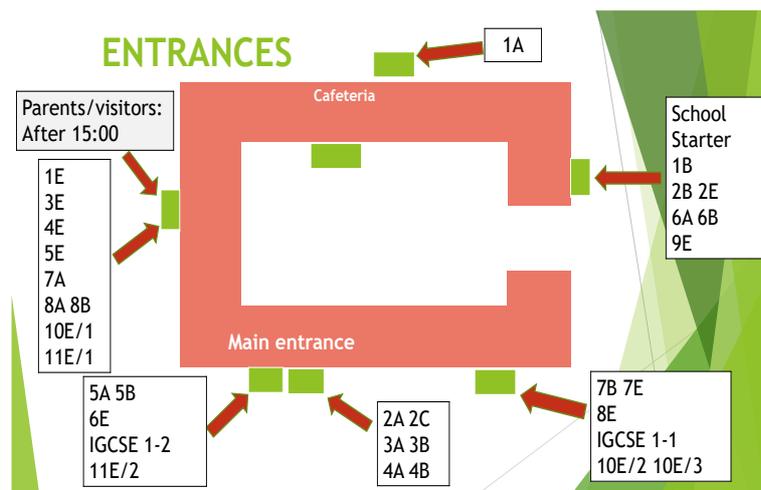
- **Order no. 1070 of 22.09.2021** "On the intensification of precautionary measures, prevention and epidemiological control in primary and secondary education institutions, cycle I and II" <https://chisinauedu.md/ordinul-nr-1070-din-22-04-2021/>
- Instructions regarding the measures for organizing the activity of the primary, gymnasium, high school educational institutions for the 2021-2022 academic year, in conditions of epidemiological safety for the prevention of the disease with the virus SARS-CoV-2, approved by **Decision Nr. 60 from 23.08.2021** [https://gov.md/sites/default/files/hotarare\\_cnesp\\_nr.60-redactat-ro.pdf](https://gov.md/sites/default/files/hotarare_cnesp_nr.60-redactat-ro.pdf)
- **Decision** of the Extraordinary Public Health Commission of Chisinau **No 42 from 25.08.2021** <https://chisinauedu.md/hotararea-cespmc-nr-42-din-25-08-2021/>
- **Decision** of the Extraordinary Public Health Commission of Chisinau **Nº 63 from 08.10.2021** [https://gov.md/sites/default/files/hotarirea\\_cnesp\\_nr.63\\_08.10.2021.pdf](https://gov.md/sites/default/files/hotarirea_cnesp_nr.63_08.10.2021.pdf)

Due to Covid restrictions this academic year our school follows the rules according to the "**A safe return to physical school strategy and matrix 2021-2022**": <https://www.heritage.md/en/school/coronavirus-updates>

**IMPORTANT UPDATE:** according to the **Decision** of the Extraordinary Public Health Commission of Chisinau N° 63 from 08.10.2021, in case of a class quarantine for 14 days, the return to classes with a physical presence can be resumed after the 7th day from the date of confirmation of the positive case for those pupils who present a negative test result for the SARS-CoV-2 virus, performed in the last 24 hours. Negatively tested pupils may end the quarantine period after 7 days if in this period no symptoms of COVID-19 have been reported. For pupils who end the quarantine period after 7 days based on a negative test, daily monitoring of symptoms is mandatory until the 14th day.

If your child has **any symptoms** of acute viral respiratory disease, including temperature higher than 37.0°C, parents should not send the child to school and ask for a medical assistant. 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.

Distribution of the **entrances** for each grade is presented below



### **School days in September:**

Starting 15th of September the school day is as follows:

- 1st grades 08:30-16:30
- 2-11 grades 08:30-17:00
- on Fridays, the school day for the whole school is until 16:00

School buses leave: Monday-Thursday at 17:10, on Fridays at 16:10

### **Uniform:**

We remind you that wearing uniform is mandatory for all the students grade 1-10. Following the link below, you can find the [School Uniform Presentation](#)  
Lyceum students' dress code will be black and white smart casual to 'office wear'.



# 20 REASONS WHY IT IS IMPORTANT TO LOOK AFTER YOUR MENTAL HEALTH EVERY DAY

@BELIEVEPHQ

- REDUCES ANXIETY
- IMPROVES MOOD
- REDUCES PRESSURE
- IMPROVES COPING SKILLS
- YOU WILL START TO BUILD RESILIENCE
- CAN IMPROVE ENGAGEMENT
- REDUCES STRESS
- BOOSTS SELF ESTEEM
- HELPS TO IMPROVE SLEEP
- HELP YOU BE MORE PRODUCTIVE
- ALLOWS YOU TO RELAX
- IMPROVES CONFIDENCE
- BOOST WELLBEING
- INCREASES YOUR AWARENESS
- IMPROVES SELF FOCUS
- INCREASES YOUR AWARENESS
- GIVES YOU TIME TO RELAX
- REDUCES BURNOUT
- IMPROVE QUALITY OF LIFE
- GIVES YOU TIME FOR YOURSELF



# UPCOMING EVENTS

21-22 October, 2021	Parent-Teacher Conferences
22 October, 2021	Golden Autumn Festival
25-31 October, 2021	Autumn Break
4 November, 2021	Spelling Bee
13th November 2021	World Kindness Day
15-19 November, 2021	Outdoor Classroom Day
15-19 November, 2021	Global Education Week



  
**October 22 2021**

**Primary students:**  
Heritage Autumn Conkers Championship

**Primary and Lower Secondary Students:**  
Works/compositions made of natural materials  
Fruits/vegetables compositions  
3D posters "The Magic of Autumn"

**Photo/drawing/painting:**  
autumnal landscape  
autumnal portrait

**Upper Secondary students**  
**Autumn Fest**

The students can wear autumn colors, autumn related costumes or school uniform

Made with PosterMyWai.com



- \* TO ESCAPE \* TO IMAGINE \*
- \* TO TRAVEL \* TO UNDERSTAND \*
- \* TO CONNECT \* TO DREAM \*
- \* TO LAUGH \* TO LEARN \* TO CRY \*
- \* TO KNOW \* TO COMPARE \*
- \* TO DISCOVER \* TO MEET \*
- \* TO EMPATHIZE \*
- \* TO BUILD VOCABULARY \*
- \* TO DEEPEN \* TO RELAX \*
- \* TO THINK \* TO ADVENTURE \*
- \* TO MOTIVATE \* TO GROW \*
- \* TO FOCUS \* TO WRITE \*

freemovelearning.com

# Optimistic October 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1 Write down three things you can look forward to this month	2 Find something to be optimistic about (even if it's a difficult time)	3 Take a small step towards a goal that really matters to you
4 Start your day with the most important thing on your to-do list.	5 Be a realistic optimist. See life as it is, but focus on what's good	6 Remind yourself that things can change for the better.	7 Look for the good in people around you today	8 Make some progress on a project or task you have been avoiding	9 Share an important goal with someone you trust	10 Take time to reflect on what you have accomplished this week
11 Avoid blaming yourself or others. Find a helpful way forward	12 Look out for positive news and reasons to be cheerful today	13 Ask for help to overcome an obstacle you are facing	14 Do something constructive to improve a difficult situation	15 Thank yourself for achieving the things you often take for granted	16 Put down your to-do list and do something fun or uplifting	17 Take a small step towards a positive change you want to see in society
18 Set hopeful but realistic goals for the week ahead	19 Identify one of your positive qualities that will be helpful in the future	20 Find joy in tackling a task you've put off for some time	21 Let go of the expectations of others and focus on what matters to you	22 Share a hopeful quote, picture or video with a friend or colleague	23 Recognise that you have a choice about what to prioritise	24 Write down three specific things that have gone well recently
25 You can't do everything! What are your three priorities this week?	26 Find a new perspective on a problem you face	27 Be kind to yourself today. Remember, progress takes time	28 Ask yourself, will this still matter a year from now?	29 Plan a fun or exciting activity to look forward to	30 Identify three things that give you hope for the future	31 Set a goal that brings a sense of purpose for the coming month

**ACTION FOR HAPPINESS** Happier · Kinder · Together

## MAIN CONTACTS

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