

**“CHANGE AND CHALLENGE”: A journey, in which challenges to changes and innovation by communities of educators have been partly overcome.**

In this session we will try to take you through a journey, in which challenges to changes and innovation in a school, consequently in Turkey have been partly overcome.

The order of the session is IBDP by Sema Özkaya – IBMYP by Selcen Seçil – and IBPYP by Tuna Mengü. This is also the chronological order of the programs introduced and authorized.

### **Part One – The Background**

First I will give you a brief background of the school we will be talking about.

**1.1** The school was founded in 1985. Now it has a secondary, two primary, two kindergardens, one science high school with 2050 students, it is in the ivy league of the Turkish private schools and very prestigious, Çamlıca primary and secondary have been accredited by CIS.

**1.2** The move towards change or a shift in the routinized paradigms started in 1994. In 1994, 9 years had passed since the secondary school was opened. The sections were the middle school grades Prep + 6 – 8 and the secondary school grades 9 – 11 then. Enrolment was very good, there was great interest in the school, 2 classes had already graduated with good university entrance results:

1992	133	130	3	97,74
1993	90	88	2	97,78
1994	52	52	0	100,00

**1.3** However, in the school there had begun a motif to look for a change, not knowing where and why or how. The feeling or the culture settled in the school for “Innovation” was taking over the routinized perfectionist philosophy of Eyüboğlu and shifting us towards a different model. We did not know then, but this was the beginning of a paradigm shift in our instructional model, which was going to have a tremendous impact on the whole school community, even on the educational model of Turkey.

### **Part Two – The Situation**

First let us have a look at the then current situation to identify the reasons for this innovation:

**2.1** School staff: top quality teachers, good foreign language skills

**2.2** School philosophy: Our vision is to educate all our students, academically and socially, to become foremost members of both their national and international communities, and in so doing, become an institution that can serve as an educational role model in the world.

### **MISSION**

As Eyüboğlu Schools, with a coherent K - 12 educational program that considers individual differences, we aim to raise multilingual, innovative and life-long learning citizens with high ethical and academic standards, who are equipped with social, international and multicultural awareness. In this respect, we never compromise on Atatürk’s principles and revolutions.

**2.3** Teacher training: very much valued as a principle in the school, many international conferences were being attended, and many local ones organized at the school. This characteristic of the school led to open-mindedness and to awareness of international education models

**2.4** The School was reputable for: excellent education – especially in foreign languages, very good discipline, excellent organizations, extra-curricular activities

**2.5** Among the private schools in Turkey there was, and still is, big competition, especially for reputation in international standards

**2.6** All these factors were enforcing us to move towards a change. Consequently we decided to look into International Baccalaureate, which was referenced almost only with the DP then. The IBDP seemed to be fulfilling what was behind the motive for change: it was international, challenging and prestigious. One Turkish school, with whom we were in great competition, had already started it. The executive administration of the school came to the sudden decision: Let's do it!

As every change needs a change agent, I was assigned for the implementation of the IBDP in the school. I already knew that this was a challenging and demanding program, however, neither the administration nor me myself were aware of the fact that by implementing the IBDP, we would have a major paradigm shift in our educational model.

**2.7** We started with collecting information about the IBO and the DP. Certainly sufficient information to implement a change is a necessary factor, however, it is also true that "a paradigm shift occurs, not when we acquire more information about something, but when we change our perspective and come up with a new way of looking at it." (van de Lagemaat 2005:182) In a short time we came to the discovery that we ought to change not only part of the curriculum, but implement a new and structured educational policy for this innovation, as we needed to alter our behavior in educational understanding. Achieving this awareness led us to focus on the challenges and mismatches between the priorities of the change and our so far accepted paradigms.

### **Part Three - What were the challenges?**

#### **3.1 The national curriculum approach (NOT the content)**

In the 1990s the impact of the winds of change in education in the world came to Turkey too. However, the focus of many important studies to revise and develop the secondary school curriculum was mostly on content and assessment. Teaching methodology, cross-cultural awareness, critical and analytical thinking, research-oriented learning, learning styles and strategies were not given priorities. Rote-learning was still the most common learning type, encouraged by the very heavy content of the curriculum. Extensive reading was non-existent. Writing was in traditional composition writing form, for which the students were usually given sayings or proverbs to explain.

#### **3.2 The University Entrance Examination**

The behavioristic system of education in Turkey had its reason, and this was the second major obstacle, or challenge, for the IBDP: University Entrance System / Examination.

In the education culture of Turkey there was, and still is, an obsession to attend higher education. Almost all secondary school students are under a pressure aiming to win a place at "a" university, sometimes not even mattering which branch and less mattering which university.

A place in the Turkish universities can only be gained through a very challenging examination called the ÖSS. It is a multiple – choice type exam, taken at the end of the secondary school, lasting for three hours. It covers the curriculum of grades 4 – 12. There are no oral and writing components of the exam. Last year 1.500.000 students took the exam for 353.150 state university places, and 35.271 private university places. It is an extremely stressful examination, where only about 25 % of the students can get a place, and 75 % will be eliminated. Some of the questions do require analytical thinking, however, there no authentic student production and no research required. From this description you can guess why the ÖSS is still one of the biggest challenges for the IBDP.

## **Part Four - Who Were Challenging the Change?**

### **4.1 The Ministry of Education**

In 1994 the MoE was almost completely unaware of the IB programs. Since all schools functioning in Turkey must act within the Ministry regulations, offering the new syllabus without receiving their support and approval could not be expected. There was certainly the risk that the authorities would resist this "macro level" innovation.

### **4.2 The School Administration**

The administration mentioned here is the actual school administration that handles the day-to- day running of the school, and not the Board. The decision to offer the IB program was imposed by the executives of the institution, without having reflected on what changes and innovations it would necessitate in the overall management of the school. A new international program for them was kind of scary as this would mean new conflicts and additional work load. The administration was no exception to the "fear of the unknown."

### **4.3 The Teachers**

The teachers' were also challenging the DP with the similar reason to that of the administration. There were a few IB - committed teachers, but the rest were in the ÖSS – IB conflict and more important than that, it was the necessary change in the behavior that was pushing them away from the innovation. There was a question of a whole mentality change.

## **Part Five – Overcoming the Changes and Results**

### **5.1 The National Curriculum**

In fact, this should be called "matching" rather than "overcoming" as, content-wise, the national curriculum and IBDP material to be covered were almost 90 % the same. However, the outstanding difference was in the aims of both programs.

There were mismatches in the aims in that the IB values of educating the whole person, emphasizing intellectual growth through all domains of knowledge, international-mindedness did not exist in the national

curriculum. We have overcome this by matching both programs' aims and principles. This resulted, unfortunately, in putting more load on the shoulders of the students than all the other IBDP students in the world. It goes without saying that not all our students would be able to carry this load and so, this fact led to the unavoidable selectiveness of the IBDP classes in the school. The biggest difficulties we faced were with the Social Sciences. According to the NC, all students have to study History, Geography, Rev. History, Philosophy, Military Science at least for one year, in addition to that, if they are not in the Science – track, they have to study Ottoman History, Turkish Physical and Human Geography, Psychology, Seminars for Rev. History, Tourism, Democracy and Human Rights. More than that, acc. to the law, Social Sciences cannot be taught in another language than Turkish. This meant, a) our IBDP students could only take Business, or Economics or ITGS as a Group 3 subject. b) they had to have at least 6 additional weekly periods. The result was the cooperation of the Turkish IB schools to prepare a SBS covering Geography, History, Philosophy and Religious Studies, which was approved both by the Ministry of Education and the IBO.

I do not want to go into more details, but the important thing here is to say that the challenges made us look for ways to overcome them and this led to more innovations. I will tell more about them now.

## **5.2 The ÖSS**

As getting rid of the ÖSS is outside our domain of authority, there was only one way to overcome it and this was to come to terms with it. The rule is that if a student does not want to study in Turkey, s/he does not have to take the exam. One result was more IBDP students going abroad for universities because for them there is almost no problem. They focus on the DP, usually get very good results and acceptances and attend higher education. Of course, one question we have been asking ourselves is whether we are causing a brain – drain.

For those that want to study in Turkey, the study load is immense. We organize extra study hours for these students, and they also attend weekend cramming courses. Their two-fold aim, to get the IB Diploma and to get good points on the ÖSS conflict except for the courses Turkish lit. (Group 1), English, German, French (Group 2). Overcoming this challenge is only through the IBDP students' dedication to the program.

## **5.3 Resistance to Change by the Teachers and the Administration**

All syllabuses are carried on by the teacher in the classroom. The outcomes of the program to be judged by the exams depend on the performance of the learners, who will be taught, oriented and led by the teacher. It is the teacher only who comes face to face with the learners during the learning and experiencing stages. Thus, unless the teacher himself feels part of the program, unless he feels responsible for the outcomes and shares the feeling of success or failure, there seems to be no other factor likely to influence the success of the program. The teacher's awareness, interest, support and commitment, in short, his attitude to the newly-introduced, however imposed, program, will decide whether the innovation will be accepted or rejected.

In our case, we involved the Teachers and the administrators in almost all the relevant decisions to have them accept the change feeling a part of it, and to contribute to it by adhering to the requirements of the new program. Also, a lot of training both in Turkey and at the IB seminars was given and coming together with other DP teachers was very motivating and encouraging. The sharing that took place at those seminars was, most of the time, more motivating than all the meetings at the school.

The results were:

- Impact of the program on non – IB classes and courses
- Excellent diploma results
- An open – minded group of teachers and administrators
- Big support for the program leading to promotion of it everywhere
- Excellent student – teacher – admin relations
- However, still not complete dedication

#### **5.4 The Ministry of Education**

The Ministry of Education was the hardest challenge, but the results achieved were the best. We overcame the resistance to a foreign program with many conflicting points to the national curriculum in a national ministry and their Executive Council of Education by

- IB Schools cooperating strongly, forgetting the competition among them
- Intense information flow to the Ministry and the universities
- Using connections
- Having the IBO contact the Ministry
- Organizing IB Days alternatively at a school each year and inviting IBO and Ministry officials.

#### **Results:**

- IBDP approved to be offered but not authorized for exemption of the ÖSS
- IBO and the Ministry are in close cooperation now
- Strong impact on the national curriculum and the recent education reform in Turkey
- School number and candidates increase every year
- A state school is starting to implement the DP
- Paved the way for MYP and PYP

#### **Overall results:**

98 DP graduates in Eyüboğlu since 1998

1056 DP graduates in Turkey since 1996

% 95 university entrance success

High awareness of the IB programs

High profile of the IB programs in Turkey

MYP and PYP established, 2 Turkish schools authorized for PYP (Eyüboğlu & Enka) and 2 Turkish schools authorized for MYP (Eyüboğlu & Kültür)

Many aspects of all three programs were included in the National Curriculum such as:

Structured community service

Epistemology, Entrepreneurship, Project, Economy, Globalization and similar courses as electives in the secondary

Similar yearly projects as Personal Project and the Extended Essay

Final examinations.

Thus, it can be concluded that all efforts and stability in them are worthwhile while attempting to change paradigms.

## **MYP: A new target for a school**

Above it is summarized the long period of the very first stages of the change of our school from the national perspective to the international framework. The DP was the first program of IBO which started to be implemented in the school. After several milestones were turned in the way of DP, the school defined a new goal for itself: MYP.

When we put MYP as a target, we faced a new difficulty in terms of the number of students and teachers that MYP would cover. MYP had five levels and contrary to "voluntary" enrolling manner of DP, all the students at grades 6-10 should take part in MYP. Therefore, MYP should bring new educational dynamics to school in terms of educational philosophy, curriculum, methods, and assessment.

Ali Nesin, who is a famous contemporary Turkish mathematician, claimed in one of his articles that I recently read that anybody who intended to comment on education should ask and answer the following four questions:

- 1.) What is education?
- 2.) Why is education?
- 3.) What should we expect our students to achieve at the end of the educational process?
- 4.) Which methods should be used to achieve these educational goals?

So, I want to follow the footprints of Prof. Nesin and tell the story of change and challenges we faced with under the light of these questions.

### **What is education?**

The very first words of any educational or instructional theory start with the definition of the education. I can easily say that our national curriculum put its very early roots to the behaviorist approach –like most of the programs of other countries. In other words, education meant to lead to changes in student's or learner's behaviors. It was not bad, in fact, if it could have been open to the changes and renewed itself according to the changing manner of the requirements of today. But it could not. The curriculum remained its very structured and centralized body.

Therefore, the new and flexible approach of MYP to education was a difficult term for the school to be adopted. We had broadened our definition of education and this need helped us to improve our vision and mission statements:

"Our vision is to educate all our students, academically and socially, to become foremost members of both their national and international communities..."

"As Eyuboglu Schools, with a coherent K-12 educational program that considers individual differences, we aim to raise multilingual, innovative and life-long learning citizens with high ethical and academic standards..."

As you can see in these very short sections, the fundamental principles of MYP are the central points of our vision and mission statements. However, putting these principles in the hearts and minds of people was not as easy as to put them in the sentences. Teachers were used to planning their syllabus with respect to the structured objectives defined by the ministry of education, they never planned their subjects with the participation of the other disciplines and they perceived oral or written communication as the property of language lessons only.

Therefore, after putting the fundamental principles of MYP in our vision and mission statements, we aimed to make them "observable". First, we brought the language A, language B, and second foreign language courses together and tried to make the aims, methods, and assessment criteria of all three courses as common as possible. This started to become a unique picture of *communication* skills in the minds of the students. Afterwards, we spread the elements of these skills to the other courses such as humanities, science, and arts, etc. to more effectively share and reflect the knowledge. As a last step, we started to conduct *interdisciplinary* projects, the aims of which were to change the idea in the students' minds that the knowledge was separated into different parts-the courses- and each part could be obtained through these separate courses.

When we were running to the target of *holistic* learning, one important component of MYP was with us, which I will talk about in the next section.

### **Why Education?**

Defining the aims of education is another key point to realize the philosophy of one system's educational dynamics. Beforehand, I mean before MYP, our curriculum was mostly "content-directed". As I mentioned above, our curriculum is so centralized that every objective of each course are defined by the Ministry of Education. Although these objectives are threefold in theory, that is, cognitive, affective, and psychomotor objectives are defined for every course, in practice, the teachers are mostly interested in the cognitive ones, and among these cognitive objectives, the ones directly related to the content of the course.

Therefore, the first thing to do was to try to see the "life" beyond the content. This life is opened in front of us with the help of the Areas of Interaction (AoI). AoI were both the way of getting the separate courses together and also they had students realize that they have responsibilities more than gathering the information required in the courses. But, it was difficult for us -the teachers and the administration- to get the foci of the AoI and to integrate them into the lessons. We decided to define several themes and thematic days to grasp the important points of AoI. It worked somehow. World Health Day, World Environment Day, Adolescence, or Leonardo da Vinci and more were all our themes, or thematic days we had chosen according to the AoI. After defining these themes for the whole year, each department put some tasks to its program related to these themes and corresponding AoI. For example, science department decided to have students write an essay on AIDS for December 1, World AIDS Day. Turkish and Arts departments created masks for March 27, World Theaters Day.

### **What should we expect our students to achieve at the end of the educational process?**

When our aims, procedures, and method of education were changed in a great amount, there remained another great change: Our assessment. As I mentioned before, we started to expect our students not only give answers to the questions but also share and reflect on the knowledge they had gathered from diverse sources. Or, they should have written an essay on a subject in mathematics or on an experiment in chemistry. Therefore, through our expectations, our assessment methods and criteria should have been changed.

We started with the exit criteria. First, we had to adopt that these are the final points that every student had to reach at the end of his/her MYP experience. Then, every department studied on manipulating its subject criteria through levels 1-4. Turning the assessment procedures into such a criterion-referenced manner was a great change for students, teachers, administration and parents. To overcome these difficulties, teachers were trained to assess their students against specified levels. Students were given detailed rubrics for clarifying the expectations. Parents were informed about the assessment procedures and their benefits for their children.

These studies brought us to a point to broaden this "assessment activity" to the whole school. We had a long-term training on assessment and evaluation from three university professors. During one and a half year, once in a month, at the weekends, we came together with them, and studied on constructing items relevant to each level of the criteria, developing appropriate tasks for each criterion, evaluating the monitoring tasks and reports, and using different qualitative and quantitative methods to evaluating the assessment results. So, as a result, I can say that, MYP led to an enlightenment to see the requirements of contemporary educational issues.

### **Which methods should be used to achieve these educational goals?**

When the methods of instruction are the matter, as you know, MYP does not prescribe any methods for the classroom learning. It does not oblige the schools to use any instructional method. However, it is obvious that lecture method is not enough to have the students reach the objectives of critical thinking or controlling the validity and reliability of results. For such higher thinking skills, the classrooms should change from the places of listening students to the places of doing students.

To show you a picture of situations we met in terms of classroom strategies, I want to put the ATL in the centre. On a very broad base, MYP defines the needs and requirements related to the instruction in classroom through the skills of ATL. Although the skills are diverse from subject-specific ones to the more general abilities, most important ones can be listed as:

Problem solving

Researching and information gathering

Collaborative / cooperative skills

Drawing conclusion

Reflecting, evaluating, and critical thinking

Oral and written presentation

Listening, note-taking, and summarizing

Academic honesty

Resource analysis

etc.

As a teacher, most of the staff in the school was aware of – more or less- the importance of some of these skills for the school and future life of the students, however, most of those were really unfamiliar to the teachers, too. They were new, because some of the teachers could have gathered or internalized these skills maybe in their higher or university education, while most of them had never been aware of and felt the need of these skills. Besides the theoretical novelty of them, the real challenge was: How to implement these into the classroom?

As all of you know, the classroom is the field of the teacher. The teacher is the actor / actress of the class. They want to continue to teach as the way that they believe to be the correct way, as they always do, and as the way they feel confident. They do mostly not want anyone to comment on their teaching. Therefore, we had to struggle with the adaptation of the teachers to these new appearance and atmosphere of the classroom.

The in-service training is the most effective method for this. However, the acquisitions of these trainings should have been relied on the practical benefits. Teachers from different disciplines were sent to IBO workshops. They shared their experience with the other teachers. We invited instructors and specialists from the universities to give seminars and conduct workshops on instructional methods, instructional technologies, and measurement and assessment techniques. At the end of each training, we expected feedback from the teachers, and also, we always tried to assess the effectiveness of the training. As a result of these assessments, we observed that we still needed to show progress in:

Using diverse ways of technology in the classroom,

Using group work activities integrated with the discovery based learning tasks,

Using in-text referencing,

Evaluating the process of any task

As you see, this is a very long way from the start and we still continue to walk.

Hello everybody. My name is Tuna Mengü and I am the PYP coordinator of Eyüboğlu Primary School.

The Primary section at Eyüboğlu Lower School comprises Years Reception to grade 5. We have 990 students and approximately 8 classes at each level. The vast majority of the students (more than 98%) are Turkish.

Our school addresses the aims and requirements of not one but two programmes, that is to say the National Curriculum as well as the Primary Years Programme. Even though the first language of our pupils, and the main working language of the school, is Turkish, we have a very intensive EFL program.

While meeting all the requirements of the local education authority (the Turkish Ministry of Education), the school has worked hard for 8 years to implement the IB Primary Years Programme. It is an enormous undertaking, not made easier by the fact that we have a total of fifty primary classes. Furthermore, all our class teachers work in Turkish, which is not an official IBO language.

In 1998 there were major changes made to the Turkish education system, which resulted in lower schools having to offer education up to the end of Grade 8. As a result of this , a new lower school ( Eyüboğlu Primary School ) was opened .When we opened the school we were quite experienced at Diploma program and it was our second year in MYP. We knew that PYP, was an international benchmark of quality, was a powerful agent of reform.

We started our first year with 55 homeroom teachers who used to work at public schools. Most of them did not have any private school experience and they did not have any experience in an International program. Most of them worked in test oriented programs for a long time. There were only two teachers who could understand a little English but it was not possible for them to understand the IBO documents.

In our first year the school discussed at length with IBO Managers the special challenges that faced us and other Turkish primary schools. These problems included questions of balance between Turkish and English , between an international curriculum and compulsory topics for study stipulated by the Turkish national education authorities. and ,authorized translation of IBPYP materials.

Despite the difficulties and uncertainties in the wider context, the school went ahead and endeavoured to bring about the sorts of changes and development necessary for good practice .

### **Our instructional approach in 1999:**

Because of their backgrounds most of the teachers were in favor of using the " stand-and-deliver" model. It was text book dominated and only the teacher was in charge. Students were memorizing specific facts and contents. They were listening to lectures, reading text books, giving "right" answers in teacher led discussions. Students were taking tests about facts, dates and events.

When we asked the students to research they copied information from encyclopaedias into " nice" booklet for the teacher because most of the students were also from public schools.

For the teachers the main aim was to cover the topics.

In 1998 our National program had only **one essential** element which was :

## **KNOWLEDGE**

The curriculum had again three components which can be expressed in the form of the following questions :

1. WHAT DO I WANT TO TEACH / COVER ? ( Name of the topic)
2. HOW BEST WILL I TEACH ?
3. HOW WILL I KNOW WHAT THEY HAVE LEARNED ? ( Test results )

So the administration realized that they needed to work on the following issues while implementing the program:

1. INQUIRY BASED LEARNING AND TEACHING- STUDENTS MAKING SENSE OF THEIR EXPERIENCES AND CONSTRUCTING MEANING
2. LEARNING AND APPLYING SKILLS IN MEANINGFUL CONTEXT.
3. USING KEY CONCEPTS TO LIBERATE THE THINKING OF TEACHERS AND STUDENTS ( Most of the teachers' questions were form and function questions which could open an inquiry in the classroom.)
4. STRIVING TOWARDS DEVELOPING AN INTERNATIONAL PERSON ( A PERSON WITH THE ATTRIBUTES AND DISPOSITIONS DESCRIBED IN THE LEARNER PROFILE)
5. FOCUSING ON THE DEVELOPMENT OF POSITIVE ATTITUDES
6. OFFERING ALL LEARNERS THE OPPORTUNITY AND THE POWER TO CHOOSE THEIR ACTIONS.
7. HAVING A CLEAR UNDERSTANDING OF THE REASON FOR THE ASSESSMENT
8. CHANGING THE PHYSICAL CONDITIONS OF THE CLASSROOMS.

For the teachers these issues meant to reflect on their quite traditional teaching methods so that they could move towards a more constructivist, inquiry-based pedagogy.

We all were aware of the fact that although the ultimate goal of the change was improved student learning, important intermediate steps on the way to that goal involved **teacher learning**.

We all know that from the teacher's perspective, the need to come to terms with new ideas and practice new behaviors seems to be practically critical when the change in question is related to instruction.

When we compared the two programs we realized that we needed to change our mental models of learning and teaching.

As Alfie Kohn points out, every educator has a theory of learning. But a profound difference often exists between what people profess and what people actually believe, and this difference also applies to learning and teaching.

Our mental models shape our day-to-day decisions and interactions. They constitute real beliefs about how children learn and fundamental assumptions about what teaching and schools should look like.

If you travel all over the world and ask the following questions to many teachers :

What is learning ?

What is teaching ?

Where is school ?

You will hear: " Learning is change in thinking and behavior due to new understanding; Teaching is guiding learners to do their own ,best learning; and School is anywhere where this can happen and it doesn't have to be a classroom"

But if you ask these teachers, " If you really believe this, to what extend does your own school and your teaching reflect it?" this will turn out to be a provocative exercise.

### **HOW DID OUR TEACHERS FEEL ABOUT THE CHANGE ?**

## **Farcus**

by David Waisglass  
Gordon Coulthart



### **"I trusted him more when he had a whip!"**

Most humans will not change their beliefs, habits, or behaviors unless they are motivated to do so. Most will not change, even if change is for the better, unless there is some compelling reason. As long as the perceived rewards of staying as we are remain greater than the rewards of changing, we will likely stay as we are. Or, conversely, as long as the perceived risks of changing are greater than the risks for staying the same, we will be unlikely to change.

As you see in the slide not only does the slave master have difficulty changing, but the slaves are also feeling some discomfort, even when the change is beneficial to them! Our desire to hold on to things that are familiar and, hence, comfortable is strong.

In our situation many teachers did not initially have confidence in or commitment to the validity of the change. They needed time to understand the purposes of the change ,to read the research literature on the student outcomes that might be expected if the new program is implemented , to discuss the proposed new strategies with other teachers, to observe the strategies in action, and to practice using the new approach themselves in a risk-free environment

## **HOW TO CREATE A SUCCESSFUL CHANGE**

1. STARTING WITH A SMALL GROUP OF TEACHERS
2. WORKING VERY CLOSELY WITH THE ENGLISH DEPARTMENT
3. SENDING KEY PEOPLE TO IBO WORKSHOPS( with translation)
4. TRANSLATION OF THE MAKING IT HAPPEN AT SCHOOL AND IN THE CLASSROOM DOCUMENTS
5. WORKING WITH AN IBO TRAINER FOR A YEAR ( ON PLANNING AND INQUIRY)
6. ORGANIZING IN-SERVICE TRAINING WORKSHOPS AT SCHOOL
7. MEETING WITH THE OTHER PYP CANDIDATE SCHOOLS IN ISTANBUL AND SHARING OUR EXPERIENCES.
8. SHARING GOOD PRACTICES AT SCHOOL
9. CLASSROOM VISITS
10. VISITS TO INTERNATIONAL SCHOOLS

The large number of teachers, and the large number of teachers who cannot speak English was required the seeking creative solutions for teacher training. Using resources within the school as well as IBO recommended trainers, long evenings, Saturdays, months and years have been spent by the school on this slow process . The school has improved considerably in terms of its ethos and curriculum and it was authorized by IBO in 2005.

Since 2001 our school has been working very closely with the Min. of Ed. and with the state schools. People from Min. Ed. visited our school many times and observed how PYP was being implemented in the classrooms and we organized many workshops to the teachers of state schools and shared our experiences with them.

In 2004 the Ministry of Education decided to change the whole primary school curriculum in Turkey and they invited our teachers to their workshops and asked for consultation. In 2005 the new program which is based on inquiry learning and teaching was published.

This is the short story of PYP at Eyüboğlu Primary school. Of course this is my version and our teachers might have different and interesting versions.