

"TEACHERS ARE THE ONLY PEOPLE WHO SAVE NATIONS" *N. Ataturk*



GKV celebrated the Teachers' Day with a special dinner given in honor of the teachers at the Tuğcan Hotel on 23 November, 2013.



It was an especially momentous commemoration due to the fact that we are also celebrating our 50th year as a respected institution in Turkey. The Head of GKV Trustees, education volunteer Nüket Ersoy made the opening speech in which she expressed her gratitude to the teachers, and also she underlined the leading role of teachers in the development of the country. Subsequently, the Chairman of Board Celal Ersoy and the Head of Trustees Nüket Ersoy presented service awards to the teachers and staff who have been working in GKV more than fifteen years, as a sign of appreciation in the memory of 50th anniversary of the school. The program came to an end after a feast of food and music and a group photograph of the big GKV family.

VOICE OF

GKV

2013
WINTER



The 50th year of Gaziantep College Foundation Private Schools was celebrated in great grandeur

HAPPY 50th ANNIVERSARY



We would like to extend a big thank you to our dear GKV community for supporting us during the past 50 years. It is largely because of you that we are able to reach this special milestone. We believe that this unity and support will continue into the future and become even stronger.

The celebration programme was successfully held on 4 October, 2013 in the Şehitkamil Congress Centre. With the participation of nationally well-known academicians, journalists, business people, and the Mayors and Governor of Gaziantep, the celebration turned into a symbol of elegance and grandeur. The elegance in the ballet show of the

primary school was exceptional. The whole GKV family was highly proud while the recent graduate Deniz Özcelik, who has proved herself in engineering but mainly in music, currently a scholarship student of Berklee Jazz Academy, was performing on the stage. All in all it was beyond any words.



10th NOVEMBER, THE SADDEST DAY OF TURKEY

It has been 75 years since the founder of Turkish Republic Atatürk passed away



Thus, on 10 November, 2013, GKV presented a commemoration ceremony program at SKM in the presence of Gaziantep governor Erdal Ata, Gaziantep representatives Derya Bakbak and Mehmet Şeker, General Kahraman

Güneş and other notable guests. The Head of Trustees Nüket Ersoy, the Chairman of the Board Celal Ersoy, and the General Manager Atanur Vergili, represented the school in that program. Atanur Vergili made the opening speech in which he underlined the gratitude of the Turkish people to Atatürk and he said '10 November is not the day of mourning. It is the day when we all remember Atatürk's principles and revolutions continuously. General Manager Vergili finished his speech with one of the Atatürk's sayings: 'How happy is

he who can say I am a Turk'.



29 October is one of the most significant dates in Turkish Republic history: The National Day. As a strong believer and a loyal follower of Atatürk's principles and revolutions, GKV celebrated the day with enthusiasm.

THE NATIONAL DAY



Several celebrating ceremonies were made in different school departments. 3rd grades represented the Primary Section regarding the celebration. Some of the 3rd graders presented a folklore show; the choir sang the national songs while the others appeared on the stage to perform the 'National Oratorio'. On the other hand, the Secondary Department started the celebration by the exhibition entitled 'Atatürk in Pictures' and continued with the slides and short videos which were



created by the teachers and the students. The aim of them was to remind everybody



of what Atatürk and the Turkish people in those days had been through to be able to gain independence and to declare the Republic of Turkey.

AIESEC

I first came to Gaziantep to visit GKV in March, and it took only a week for me to decide that this is the place where I want to spend the next year of my life.



The most important factor influencing this decision were, of course, our precious students. I've been working in GKV as an English teacher since the beginning of this school year and, although this is also a very short period of time, I can sincerely say that I'm having the best teaching and learning experience so far. The students' aptitude and desire to learn English, but also to teach Turkish to their teacher, only made

my love for my job and my desire to teach and learn languages grow stronger every day. The more I get to know my students, the school, Antep, I feel more at home, and words can hardly describe how grateful I am to everyone who has made this experience possible for me. The biggest "thank you" goes out, of course, to our students!

Željka LESKOVAC

Last summer I went to the USA to attend an academic program for young people.



GKV STUDENT @ "Youth Activism"

I spent two weeks at this special program. It was awesome! The topic of the program was "Youth Activism". We had lots of talks and conferences with university professors and some US authorities. I believe that attending the program helped me to improve my English. I learned a lot of things there. Also I met people from every country in the world. I made

some amazing friendships! I really want to thank my school for giving me the information so that I could find out about this awesome program.



Student Council Elections



Firstly, I would like to congratulate Onur Deng Alagöz, who was elected as the president of the Student Council.

It was a challenging process, and I believed I would win this year. My class has provided the greatest support. My misfortune was we had two candidates for the 10th classes. Still, I got good results.

I am Vice President now with a difference of 11 votes. Our school has got democratic order. Thanks to those who helped the democratic order and supported me. My special thanks go to my class because they always encourage me.

Deniz ÖZKUYUCU FL10/A



Hi, My name is Oğulcan Cenkmenoğlu. I am in Cemil Alevli 9/A class. It is my eleventh year at GKV. Cemil Alevli IB Candidate School has two classes this year. All my friends from Cemil Alevli College asked me to represent them as their president for the Students Council before the elections of 2013-2014.

After I became the president of the Students Council for Cemil Alevli College, I started working in collaboration with the other two presidents and the members of Student Council at school, We

decided to organize more activities which would help all GKV students get closer and improve the friendship among them.

I think we were very successful in our first organization. We worked as a disciplined team and everything went well with no problems during the meeting party at Royal Hotel. Most GKV students attended and we had an excellent meeting party with DJ Hakan Hepcan. As one of the presidents of Student Council, I felt great and proud of myself. It was really fantastic to realize the feeling "We did it."

Oğulcan CENKCIMENOĞLU C9/A

TONY GURR - Creative Learning & Teaching



On 9 September, 2013, Tony Gurr, a teacher trainer and an educational consultant, gave an inspirational workshop entitled, 'Creative Learning & Teaching' for GKV English Teachers.

Creativity shouldn't be expected from students. It's bilateral. The more creative teachers are the more creative students will be,' asserted Tony Gurr. In his session, he presented practical ideas about bringing creativity into the lessons. Moreover, he introduced inspirational Web 2.0 tools, websites and resource books which teachers can draw more ideas and activities from. The session created a huge awareness about the 'teachability' of creativity, which has been neglected in the error-free education system for ages.

AIESEC



Euginia
ANKUDINOVA
RUSSIA

Coming to Turkey to work as an English assistant teacher has meant for me, first of all, coming back to teaching which I had been into for 5 years and which – trying to develop my potential and searching for a new experience – I "replaced" with interpretation and translation free-lancing.

The fact that my previous teaching experience was related to university and had nothing to do with school is mostly beneficial. At the same time, this lack of experience motivates me to work really hard, to get ready for the classes properly and thoroughly.

The main difference between university and school students is that the latter need to be encouraged, motivated and even entertained (!!) through their study course; if we are talking about language lessons, along with presenting grammatical patterns, vocabulary, phrases, sayings etc. the teacher is supposed to fuel the students' confidence in their ability to communicate despite all the mistakes and initial self-distrust.

Working as an assistant teacher I do hope to learn how to turn this into practice. Now the path seems quite challenging and not clear at all. Fortunately, I've met some great teachers here who, along with all their experience and knowledge, are still thrilled and excited about what they are doing.

STORYTELLING @ GKV

Story-telling is universally acknowledged as one of the most effective ways of aiding to children's social and cognitive development, especially in modern media-soaked environment.

In our kindergarten, with 6-year old children we've started such project based on the story "The Very Hungry Caterpillar" by Eric Claire. The project includes pre-learning steps, story-telling itself (with all possible extra activities) and will result in a staged performance at the end of the school year with the children being the main and only participants. General aim of this project is quite broad, challenging and embraces a wide range of smaller tasks: through story-telling children will be able to master such crucial skills as listening, retelling, interpretation of events etc.; they will receive an insight about certain social values; their world view will get expanded.

In terms of language acquisition, telling the stories is highly beneficial as well: if children's curiosity and interest towards the story are provoked, their immersion into the language is very natural, and they will willingly engage themselves into the process of speaking and understanding a foreign language.



THOUGHTS OF AN EXCHANGE STUDENT IN TURKEY



Meyra ÇOBAN
AFS Student from
Germany

Almost three months have passed since I got off the plane at the Gaziantep Airport and my "Adventure Turkey" began. On the one hand, it feels like more has happened than could ever fit into these few months, but on the other hand the time seems to slip through my fingers like the lentils piled in the drums at the weekly bazaars.

Not everything in Turkey was new to me because I knew its culture a lot from vacations and my almost entirely Turkish family. However, I had almost forgotten the Turkish language when I came here, so the first visit was still full of excitement and surprises. First, the school system was completely new to me. Works like dersane and etüt I heard here for the first time. There are no direct translations in German because in Germany students do all their homework at home, and extra lessons like in dersane are only rarely taken. It was also strange having no choice what to wear in the morning because I have to wear a school uniform. This was new to me, as well as word battles with the teachers and laughing so much with them during the lessons.

I noticed early that—even more than education—family has a huge importance in the Turkish society, where relatives spend much more time together than in my country. I have to say that because of this I have a much smaller private sphere here. I was, for example, surprised in the beginning about never closing the rooms' doors, even when one goes to sleep. However, having less space also means automatically being closer to each other.

As someone living in a country which had never dealt with idols in a healthy way, I was at first shocked about the love and admiration Turks feel for Mustafa Kemal Atatürk. In Germany there is no person whose picture is printed on money and fan T-shirts at the same time, and whose signature people choose as a tattoo motif. After this time of observing and becoming familiar with the new surroundings and getting to know people, my new everyday life has begun for me and I feel really comfortable in the community of school and family. As my Turkish gets better every day, I also feel more and more Turkish. Experiencing one's roots, and at the same time feeling at home in a foreign country, feels great. Because of all the new things I have seen, heard, tasted and felt, I am enriched. I also feel that I understand some things better since I see them from the viewpoint of two different cultures. I want to recommend the AFS exchange program or any other possibility to go abroad, because it is really worth it.

Gaziantep College Foundation Private Schools won the Asia Europe Foundation ClassNet Gold Award for the project 'i-Magz, Making Myself Heard' with the coordination of St. Mark's Senior Secondary Public School, Meera Bagh campus, New Delhi, India.

ASEF CLASSNET PROJECT GOLD AWARD 2013

The object of the project i-Magz was to create a truly collaborative global magazine both online as well as in print. It saw participation of 24 schools from 18 countries from all across the globe such as Greece, Finland, Denmark, Ireland, Malaysia, Turkey, Italy, Philippines, Hungary. The magazine can be found at anax1em.pressmart.com/StMarksSchool

The award is in recognition of the excellent global collaboration and innovative idea and the exemplary use of ICT skills. It was presented at the 11th ASEF ClassNet Conference held in Bali, Indonesia. On behalf of the project partners from all across the globe, the award was collected at the conference by Ms. Geeta Rajan, the Global Coordinator of the schools.



OUR NEW SISTER SCHOOL,



ÄLVKULLGYMNASIET
KARLSTAD, SWEDEN

Gaziantep College Foundation Private Schools has a policy of adopting sister schools. During the planning session of IB Diploma Program for Cemil Alevli College in 2013. The two schools, Älvkullgymnasiet Karlstad and GKV found each other and became sister schools. As both schools are striving to carry out the IBDP curriculum, they liked the idea of working in collaboration on IB subjects and the CAS.

Firstly, we started a forum where the students could write to each other and share their cultures online. After a while, both schools CAS Coordinators of both schools decided to start a mutual project by creating a group blog where GKV Cemil Alevli College and Älvkullgymnasiet High School students could write about their CAS projects, share activities and their

reflections as well.

Älvkullgymnasiet High School is a state-funded public upper secondary school which focuses mainly on the natural sciences, and they also have an IB programme. They have been an IB school for nearly 15 years now, and at present they have about 65 students studying in the Diploma Programme in Karlstad, Sweden.

Currently students have been sharing not only their profiles and interests, but also new CAS ideas on their blog pages and trying to get to know each other better. In addition, they are planning to start an International CAS project together. It will be a positive experience for the students involved and we are very interested in developing our partnership well into the future.

On Saturday, 9 November, five GKV students and two adult chaperones went to Çağ University in Adana to participate in the first step of AFS eligibility.

AFS (American Field Service) Exchange Program

The American Field Service (AFS) is a student exchange program which places students in many countries around the world. Five GKV students, Yağmur Aşar, Müjgan Okan, Osman Gül, Erdem Ersoy, and Oğulcan Cenkmenoğlu, took a test and questionnaire to determine their readiness for an exchange year abroad.

On Tuesday, 26 November, the results were broadcast, and all five students had passed the exam. They will travel again to Adana

on Sunday, 8 December, for the second step consisting of interviews. If they pass this step, they will be able to name their top five choices of countries and wait while AFS tries to match them with the perfect school and host family in the perfect country for the next academic year.



Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, please visit <http://www.ibo.org>



International Baccalaureate
Baccalauréat International
Bachillerato Internacional



Lisa Ann SHANNON

The International Baccalaureate Diploma Programme is a two-year high school diploma which is internationally recognized for its rigorous curriculum.

THE IB DIPLOMA PROGRAMME AT CEMIL ALEVLI COLLEGE

Universities around the world understand that an IB Diploma is not just about exam scores. This diploma guarantees that students embody the academic and personal qualities of a certain learner profile which includes critical thinking, open-mindedness and integrity. When universities admit new students they are looking for more than good grades; they want students who will make a positive contribution to their institutions in the areas of research, leadership and social consciousness. These qualities are fundamental to the mission of Cemil Alevli College as well, and they are the basis for our decision to implement the IB Diploma Programme.

Cemil Alevli College is currently in the candidate phase of IB authorization. If our inspection goes as expected, IB classes will officially begin in the second semester of 2014 after the winter break. Students will take exams in November of 2015, except for their Group 3 exam (Turkey in the 21st Century), which will be in May of 2016, the first graduation year. In addition to the usual academic subjects (Turkish, English, Social Studies, Sciences, Maths, German), which are mostly literature and project-based, the IB DP also requires a course called Theory of Knowledge. This is a study in assessing the quality and truth-value of various sources of knowledge and

the means by which we receive it. In addition, students must complete a 4000-word Extended Essay based on personal research and analysis. Finally, they must complete 150 hours of CAS (Creativity-Action-Service) activities. Once completed, the IB student will have gained not only a wide variety and depth of knowledge and experience, but the skills to evaluate information and apply it to real-world situations. An IB Diploma does not just assist in getting into a good university at home or abroad. It enables students to thrive in an academic environment while providing practical and social skills that will help them the rest of their lives.



When I first came to GKV Cemil Alevli College, I was quite nervous to see how the people, or my friends, were going to be. This didn't last long because when I met them, everybody was friendly and nice to me. I did not feel apart or separate at all. It's a school where they accept, and are, a very international and diverse group.

The teachers from my school were all helpful for everything; for example, when I had difficulties in class learning a particular subject they would explain the subject to me or help me out with the question. I think this is a great school for all kind of students.

Firat ETEM C/9A

One of the many reasons why I chose Cemil Alevli College was that most of the lessons were going to be given in English. Another reason is that they were going to offer the IB Diploma Programme.

In the IB Diploma Programme we are expected to work hard because IB will be really challenging. We will have to read a lot and do many projects. We will start officially in February, 2014, our second semester of 10th grade, and we'll take the exams in November of 2016. In this curriculum there is a lesson called TOK, Theory of Knowledge, which I'm especially interested in because it is a course that is about knowledge itself and how we know what we know. There are topics like language and philosophy and ethics, and all are discussed in English.



Erdem ERSOY C9/A

Being an international student at Cemil Alevli College

My name is Abdullah, and I study at Cemil Alevli College, which is an IB candidate school with a mostly English curriculum. For international students they should study hard because there is also a Turkish education system. It is a little bit hard for me because my Turkish language ability is weak, but I'm trying to do my best.



Abdullah TARAKJI C/9A

CEMİL ALEVLİ COLLEGE CAS PROJECTS

Our school is an IB Candidate School. Firstly I will define IB. IB is an international diploma program. In Turkey almost 32 schools use the IB system. If you get an IB diploma then you can go to many world universities. IB is not a simple program; you should study very hard. IB has some requirements. One of these is CAS (Creativity-Action-Service) projects. After CAS you should be a social, helpful and healthy person because it is the aim of CAS. In 11th and 12th grade you must do 150 hours for CAS. In Creativity you show creative things; for instance, painting walls, talent shows, etc. In Action you should do body exercises. For example you can go trekking or you can go a gym center. Finally, in Service you should help somebody who needs help. For instance you can go to a nursing home or you can help disabled people. Our CAS projects are coaching in the secondary schools for drama (Creativity and Service) and helping public school students read Turkish books (Service). Under the article you can see some pictures of our CAS activities.



Helin
MANDOLLU C/9B

CAS ACTIVITIES

What is CAS ?

CAS stand for the activities which are made up of Creativity, Action and Service. To be CAS, the activities need to include at least one of them. For example, helping people in Syria might be a CAS Project because it is a creative project, it is giving service and it is an active project.

What is the opinion of the people who are doing the CAS activities?

Most of the people who do CAS projects are very grateful that they did it. In my opinion it is a wonderful thing to help little kids, and my friends think that it is a great opportunity to help people.

What is Cemil Alevli College doing for CAS?

Cemil Alevli College is doing CAS activities like reading books to little kids, or teaching kids basketball, or helping kids do English theatre. We are planning to help kids learn English and to help the people in Syria.

What self-improvement does people get from CAS Projects?

People who do CAS activities are improving their social skills and their communication skills.



Mustafa ERBAĞCI C/9B

In our Cemil Alevli College, we use an intensive English program to prepare us for the IB system. We only started two months ago but I think I have improved my English. We study all lessons (except history and geography) in English, and if we don't know some words or meanings, we ask the teacher every time. Also the CAS program, which is a program of IB system, is a really good help for all the students. C is for 'creativity', A is for 'action' and S is for 'service'. It has everything to make you more social and active. Now, for the CAS project, we are helping the 7th grade to do their Harry Potter play. By doing this we become close with the middle school kids. From next week, we are going to go to one of the primary school and help 5th or 6th grade kids to read books.

First when I heard about this IB system and a lot of projects like CAS, I felt a little frightened because my English wasn't good enough and this kind of system was new for me. But when I started this, it was so enjoyable and fun so I started to be brave and I believed in myself. Also, since we have been helping the 7th grade for the play, it has been so enjoyable and I got more adapted to this system, especially because there are a lot of activities and projects that can make us do well in our futures. The IB system is a good opportunity and good chance to take steps for our futures.

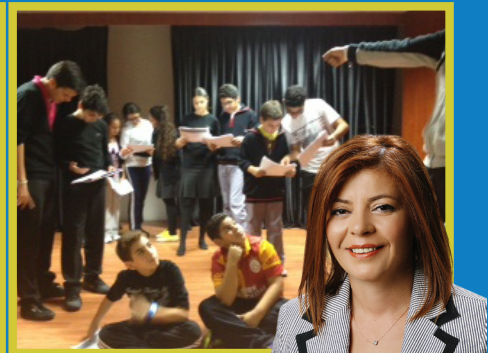


Jiwon SHIM C/9B



WHAT IS CAS?

The Creativity, action, service (CAS) requirement is a fundamental part of the IBDP programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.



Özlem KARA - CAS Coordinator



Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people. GKV Cemil Alevli College students, though

they are still in the IB candidate process, have been involved in a wide range of CAS activities since the 2012-2013 academic year. Creativity-Action-Service involves students in experiential learning through a range of artistic, sporting, physical and service activities alongside their academic studies. In the 2013-2014 academic year Cemil Alevli College's prospective IBDP students have developed a project at school. "Drama of Education Project" is for 9th grade students who have to complete creativity and service hours as part of the CAS core for their IB Diploma preparation. The project has been

developed with GKV senior students (Grade 6) at the beginning of 2013-2014 Education Year. During the CAS hours, Cemil Alevli 9th Grade students have been collaborating with the senior students in the staging of a drama called "Harry Potter." In addition, Cemil Alevli students can audition for the Tech Crew responsible for the lighting, sound, set production and the backstage management for the drama, with the coordination of CAS adviser and the supervisors of the students. The play is going to be performed at GKV in April of 2014.

CAMBRIDGE ESOL EXAMS CERTIFICATE CEREMONY



One of the main aims of GKV is to bring the students' English level up to the international standards. Since the Cambridge ESOL Exams follow the Common European Framework of Reference (CEFR), every year GKV becomes the center of the recognized exams mentioned above.

GKV did not break with tradition this year either. On 4 and 11 May, 2013 approximately 140 GKV students, aged between 9 – 16, took the series of the exams: Starters, Movers, Flyers, KET and PET and with their exam results they made their parents and teachers proud.

On 9 October, 2013 a ceremony, in which the benefits of the exams were reminded one more time, was organized in the GKV Theatre Hall. The students who took the exams were presented their certificates in the presence of the school administrators and their parents. It is promising to see that every year parents and students become more aware of the necessity and reliability of the tests.



e-Learning Technology – THE PROJECT UMBRELLA

One of the main aims of the GKV English Department is to keep up-to-date in terms of methodology and technology in the constantly changing world.

Aware of the new generations' being digital natives (Mark Prensky - 2001), GKV has been providing the students with e-Learning technology for about seven years. Recently, GKV students have been using "The Project Umbrella," which was created by the Young Digital Planet.

"The Project Umbrella brings students thousands of interactive resources to enhance their language skills including speaking, reading, listening and writing, as well as practicing their grammar, vocabulary, pronunciation and spelling." (YDP 2010)

It is great to see that the students who have been using the program feel privileged to be able to practice English online and receive instant feedback about what and how they have done, not only at the labs of the school but also in the comfort of their own home.

2013 GKV ENGLAND SUMMER CAMP

GKV Private Schools students had the chance of attending to the summer camp in England this summer. During the three-week camp, they stayed in two different schools, "Howell's School" and "Ellesmere College".

They had classes according to their age, level and interests that enabled them to practise English in a natural environment with the guidance of English teachers and native speakers. They had true motivation to speak English as a common language with other students from different countries such as France, Italy, Spain, Korea, and Ukraine. The students didn't only practise their

English, but also they participated in a variety of social, cultural and sport activities which made them enjoy their time. Thanks to this summer camp GKV students had the opportunity to meet different people and cultures, practise and improve their English, have fun in the afternoon and evening activities and receive certificates from Ellesmere College.

In addition, the excursions which included Chester, Shrewsbury, Manchester, Liverpool, Birmingham and London provided a great and unforgettable experience for the students.

