

A light blue graphic of a globe with a grid of latitude and longitude lines. The globe is surrounded by several sun rays of varying lengths, all pointing outwards. The text is centered over the globe.

**What we are trying
to do at BESA**

Fill the gaps:

BESA should be a **HAPPY**
place in which everyone is
SAFE, is treated with
RESPECT and is enabled to
LEARN.

How we can make BESA better:

- as an organisation
- as teams
- as individuals

The Aims of BESA (official)

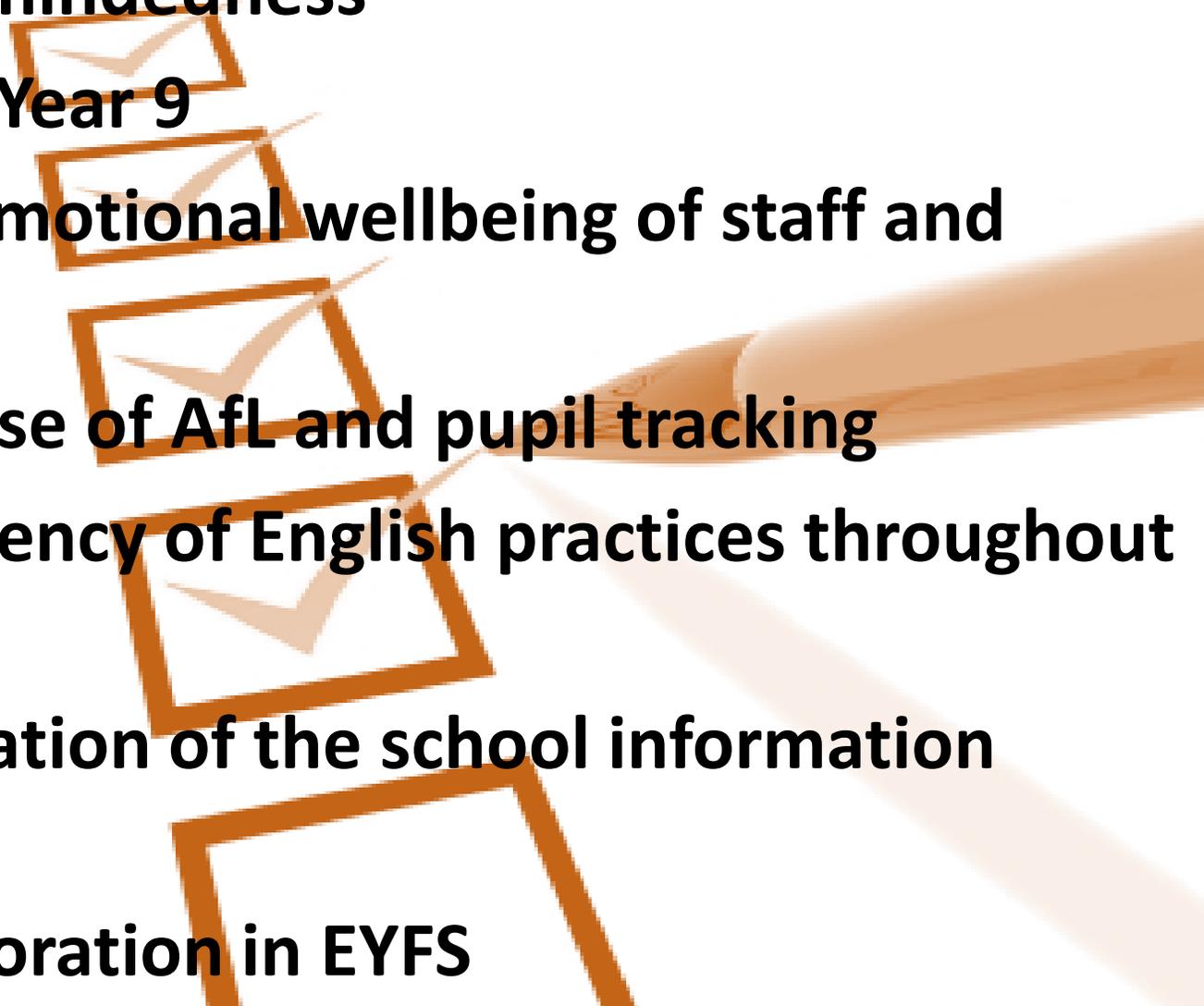
To be a happy school in which everyone is safe, treated with respect and encouraged to learn.

So :

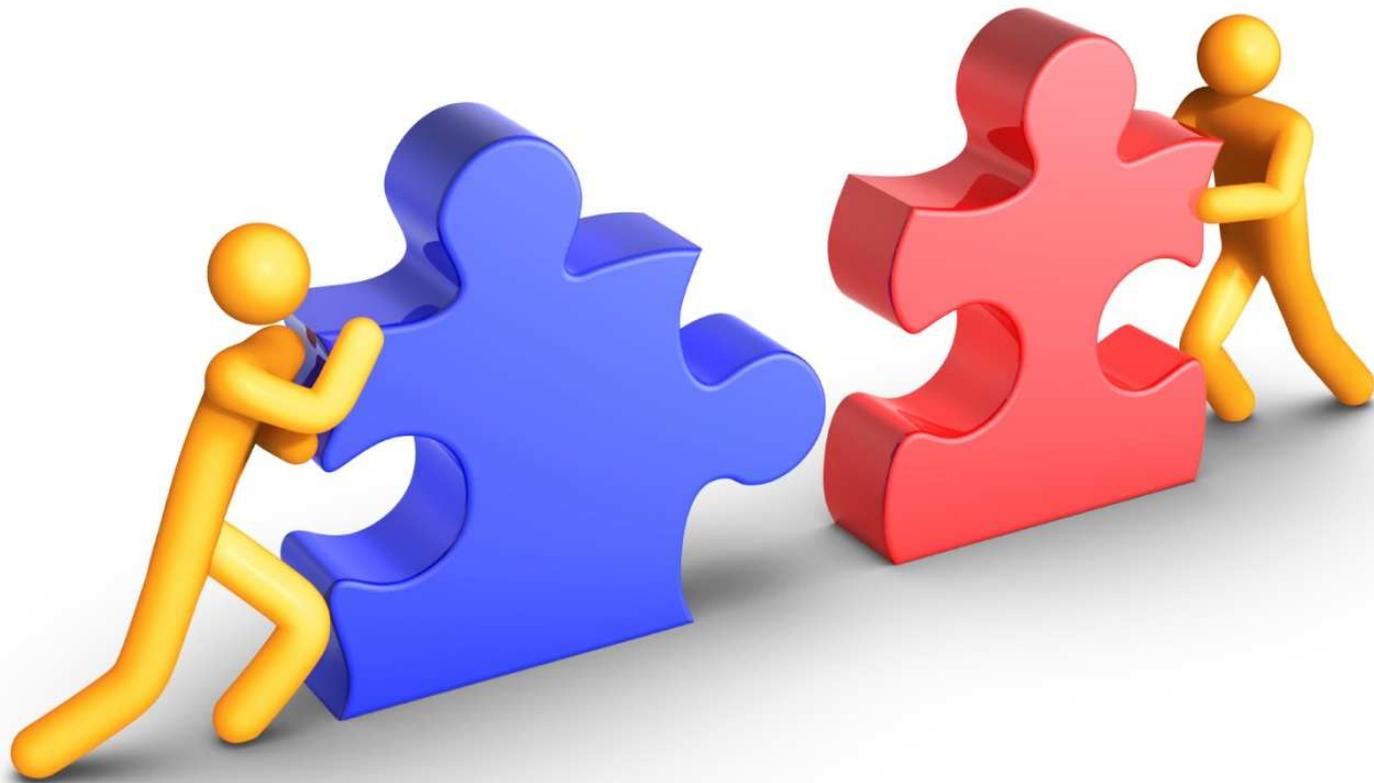
- We provide a stable, sensitive and welcoming atmosphere in which we feel happy and secure,
- We promote a healthy lifestyle,
- We commit to safeguarding and promoting the welfare of all children, staff and volunteers,
- We encourage independence, responsibility and consideration for others,
- We promote the development of the IPC / IMYC Personal Goals: Adaptability, Communication, Co-operation, Enquiry, Morality, Resilience, Respect, Thoughtfulness and Creativity,
- We value everyone for what they can achieve academically, physically, socially and emotionally so that they are able to fulfill their potential,
- We offer a quality education based on the English National Curriculum, the International Primary Curriculum and the International Middle Years Curriculum,
- We provide a broad and stimulating educational environment which encourages each child to fulfill their potential and become life-long learners,
- We utilise Turkey's distinctive geography and rich history as a resource for learning.



BESA SDP 2016-17

- **International mindedness**
 - **Integration of Year 9**
 - **Physical and emotional wellbeing of staff and pupils**
 - **Assessment: use of AfL and pupil tracking**
 - **ensure consistency of English practices throughout the school**
 - **Further integration of the school information system**
 - **Further collaboration in EYFS**
- 
- A decorative graphic on the right side of the slide features a large, light-brown pencil pointing towards the left. Overlaid on the pencil is a vertical list of five square checkboxes, each containing a checkmark. The checkboxes are arranged in a slightly staggered, descending pattern from top-left to bottom-right.

COLLABORATION



“The research has been clear and consistent for over 30 years—**collaborative cultures** in which teachers focus on improving their teaching practice, learn from each other, and are well led and supported by school principals **result in better learning** for students.”

Learning is the Work – Michael Fullen, May 2011

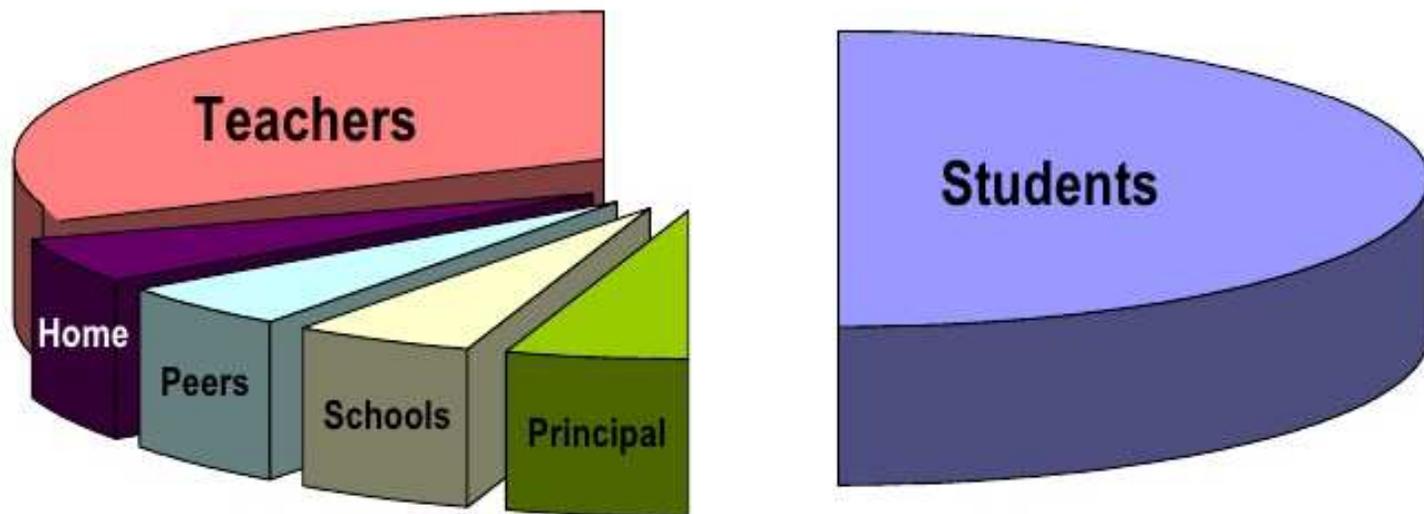
As an Expert Teacher, you meet with colleagues regularly to discuss:

- Evidence of progress of your and their students
- How to improve your teaching
- How to change your teaching
- How to do this in the light of evidence that what you are doing at present is not having the effect that you want.

Building Teacher Quality (The difference between experienced teachers & expert teachers) – John Hattie, University of Auckland 2003

IDENTIFYING WHAT MATTERS

Percentage of Achievement Variance



- <https://youtu.be/veYR3ZC9wMQ>

[Redacted]

Leaver 2000



[Redacted]



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