



HERITAGE
International School

January 31, 2025

THE INTERNATIONAL HERITAGE HERALD



THOUGHT FOR THE WEEK

*/// May the road rise to meet you, May the wind be always at your back. May the sun //
shine warm upon your face, The rains fall soft upon your fields. And until we meet
again, May God hold you in the palm of his hand.*

The Irish Blessing



WHAT'S NEW?

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The View from Dacia Boulevard, Director's notes

I want to start by being very British, by mentioning the weather. The fog of Chisinau, looking out onto Dacia Boulevard on daily duty, has resembled more Sherlock Holmes & Victorian London, than the cold Chisinau winters I have experienced for the last 6 years. As many have made the same comment to me these days, it is probably preparing me for the final return home to the UK. I am pleased to write that these are not the only comments made in these January weeks and days and it has been a unique privilege to have had so many good conversations about Heritage, my time here, my family and the school going forward. In these moments, I realise how much we stop the day to day routines, reflect and recognise time together. In August, as I stood before my colleagues, ready to launch our 8th year as an international school, I quoted a John C Maxwell quote, 'that change is inevitable, growth is optional.' So true for all of us, both professionally and personally.



As I step down officially as Director and return back to my family in the UK after nearly 6 years, to support them in the challenges we now face as a family, it has been an absolute pleasure and privilege to serve the students, colleagues and community of Heritage. I am very proud of what we have achieved here in this corner of Europe and the Globe. No one, no one, asks me where Moldova is, now! We have all really built something unique and special here as an international school. We are always better united and not divided as a community. We all could work on this from time to time.

I would also like to thank everyone for the support, friendship, advice and shoulder to lean on from time to time, given to me here. I have always appreciated the value of partnerships, networks and collaborations to keep striving to give the very best in educational opportunities and transformational learning is never underestimated or taken for granted. You only have to look in the IHH to see the level of international education we operate at from Heritage. I am really looking forward to continuing all these associations from being on the Board of Heritage as well as from the next chapter of my career back in the UK.

There are fantastic educators, students and communities at Heritage that want to keep working towards engaged global citizens, proud of their identities and wanting to use education in a positive, ambitious way to help solve the problems of the 21st century. The vision and support our two co-Founders, Mrs. Natalia and Mr. Sinan, give the school, is like none I have experienced as a school leader. The school organisation and community are very fortunate to have such Founders.

I had one of my very own educational articles quoted back at me this week, illustrating, I hope, what we have all built at Heritage; "The greatest legacy of any departing school leader is always going to be a good succession plan. When they leave their role the new leader inherits an effective structure, that the team continues and the organisation continues, to develop further as a successful school." I know all of you will support Inga, the Founders, the Board, the team as we get through the remaining 14 weeks of the academic year and the search for the new Director, to take the school successfully further forward, is already underway. He or She is going to be extremely fortunate to lead such an organisation and continue to prepare for the challenges and opportunities that lie ahead. Heritage celebrates its 10th birthday in just 2 years time. We will have a lot to celebrate especially if we keep the drive on standards, consistency and professionalism befitting an international school with the ambition of being one of the best in Europe.

I will be back to Moldova to take part in school events and support where and when needed, and certainly before the end of the academic year. I will miss the view from Dacia Boulevard. It has been my career privilege to be a part of and to lead this remarkable school and vision.

"How lucky I am to have something that makes saying goodbye so hard." A.A. Milne

The Future starts here.

Rob Ford
CEO & Director.

Leadership Updates

A Legacy of Leadership: Heritage CEO Robert Ford Steps Down After Six Years

Heritage CEO and Director Robert Ford has stepped down from his position as Director after nearly six years of exceptional leadership. Mr. Ford's tenure at Heritage has been transformative. His international experience, strategic vision, and outstanding leadership have profoundly influenced the school's development, laying a strong foundation for its growth and establishing new benchmarks for excellence in education in Moldova. Under his guidance, Heritage has blossomed into a vibrant and globally recognized institution.

This decision comes as Mr. Ford needs to return permanently to the UK to be with his family. However, we are pleased to share that he will remain closely connected to Heritage as a valued member of the school's Board, where his guidance and expertise will continue to shape our future.

Over these remarkable six years, Mr. Ford has spearheaded countless initiatives that have elevated Heritage to new heights. His contributions include groundbreaking projects, fruitful collaborations, and prestigious international recognition.

Sinan Bora and Natalia Ciornaia, Founders of Heritage International School: *“On behalf of the entire Heritage community, we extend our heartfelt thanks to Mr. Robert Ford for his unwavering dedication, visionary leadership, and the extraordinary legacy he leaves behind. His impact will forever be a cornerstone of Heritage's story, and we wish him all the best as he embarks on this next chapter.”*

Mr. Ford's vision and commitment have profoundly influenced our community and will inspire us for years to come, therefore we express our admiration and gratitude openly.



Heritage in the Wider World



Holocaust Education @UCL_Holocau... · 1m ...
 Centre's Nic Wetherall is proud to contribute to this
 @GSchoolAlliance #HMD2025 online session, alongside @HIS_Moldova @holocaustnorth @hmd_uk colleagues.
 Register & join session:
globalschoolalliance.com/events/holocaust...
 Thanks @yorkshirejohn for the the invite.

Global School Alliance · 15/01/2025
 We have partnered with @HMD_UK, @holocaustnorth, @RWBAHolocaust and @HIS_Moldova to commemorate the 80th anniversary of Holocaust Memorial Day. 🕯️

Join us on Monday 27th January at 4pm as we bring together a wide range of speakers and resources to highlight the ongoing impact of Show more



@UCL_HOLOCAUST

Thankyou @yorkshirejohn for invitation to speak alongside @BritishUkraine @HIS_Moldova @holocaustnorth colleagues & opportunity to showcase our work & that of @HMD_UK @RWBAHolocaust & #HtFMeUs at today's #HMD2025 online session.

holocausteducation.org.uk/lessons/open-a...

htfmeus.co.uk



19:53 · 27/01/2025 · 644 Views

inspirational @HIS_Moldova for all your fantastic support and commitment to impactful and outstanding global communication and collaboration...very best wishes to @fern_horineUK and to all the great educators across @moldova @Tatianapopab



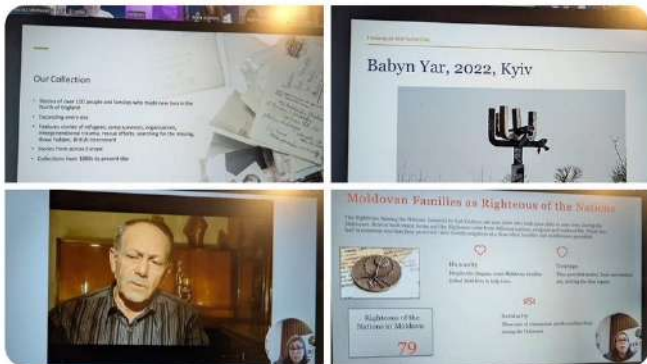
Fern Horine @fern_horineUK · 3d

Today, we proudly mark 33 years of diplomatic relations between the UK & Moldova. Over these years, we have built a strong partnership based on shared values and mutual respect. Grateful to my predecessors! Here's to the next chapter of our partnership! 🇬🇧 🇲🇩



@RWBAHolocaust

Grateful to @GSchoolAlliance @yorkshirejohn for invitation to speak at #HMD2025 online session.
 Such incredible, deeply personal contributions from @BritishUkraine @HIS_Moldova, + contributions @holocaustnorth, & signposting work of @HMD_UK @UCL_Holocaust & #HtFMeUs project. 1/2



Jane Coley and 9 others

19:35 · 27/01/2025 · 449 Views

Heritage in the Wider World

 **Sarah Kupke** · 1st
Head of School Relationships and Partnerships at ECI...
29m · 🌐

Calling all ECIS Member Schools
BE AN ECIS SCHOOL AMBASSADOR

...more



👤❤️ You and 2 others 1 comment

 Like  Comment  Repost  Share

Reactions



International Education Day Workshop

DESIGN YOUR DREAM SCHOOL

With *Ece Kahraman* and *Gabriela Lupacescu*,
American Spaces Volunteers



 **January 29**

 **6:00 PM**

 **27 Banulescu Bodoni St.**

Heritage in the Wider World

Motivating English Language Learning through Assessment for Learning Strategies

America House invites English language teachers to the Motivating English Language Learning through Assessment for Learning Strategies workshop. Our Head of ESL, Mrs Inga Corlateanu, will be facilitating this workshop on February 6th.

The workshop will elaborate on the Assessment for Learning (AfL) principles and their role in enhancing student motivation. Participants will explore practical strategies to implement AfL effectively, developing a supportive and engaging learning environment for English language learners.

Through collaborative activities, educators will work on innovative assessments designed to inspire and actively involve students in their language-learning journey.

The workshop aims to empower teachers with the necessary tools to create a more student-centered approach to assessment, promoting growth and achievement.



The graphic features a portrait of Mrs. Inga Corlateanu on the right side. On the left, there is a text box with the following information:

-  
- Training for EFL Teachers*
- Motivating English Language Learning through Assessment for Learning Strategies**
- With Inga Corlateanu - English Language Teacher*
-  **February 6**
-  **4:00 PM**
-  **27 Banulescu Bodoni St.**

Articles/Stories of Interest:

1

Word of the Year: Kindness wins children's 2024 vote;

[link](#)

2

"Does anybody really know you?" might be too narrow a question. Instead, "it may be more fruitful to ask whether we've arrived, in collaboration with people we care about, at a conception of ourselves that we recognize," Joshua Rothman writes. in the New Yorker;

[link](#)

3

Educational Aid & Life Skills for Children At Risk by ChildAid to Eastern Europe;

[link](#)

4

OECD. Trends shaping education, 2025;

[link](#)

5

How to Dress Warmly for Cold Weather, According to Science | TIME;

[link](#)

6

The Atlantic. The Anti-Social Century;

[link](#)

7

The future of work: 6 trends schools need to know. A new World Economic Forum report reveals a raft of insights into how careers may evolve and how schools can ensure pupils are ready for an ever-changing world;

[link](#)

8

Vin (Jin) de Casă - Moldovan House Wine;

[link](#)

9

Guardian. 20 best comfort food recipes;

[link](#)

The Heritage 10 Golden Rules

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

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

Informative Session on Cambridge Primary Checkpoint Exams: Empowering Parents for Student Success

We organized an informative session for parents focused on the Cambridge Primary Checkpoint exams. The event provided valuable insights into the assessment process and practical strategies to support students' academic success. We sincerely thank our engaged and supportive parents for their participation, insightful discussions, and meaningful networking!



4E Says Goodbye to Mr. Rob: A Heartfelt Farewell

The students of 4E recently said an emotional goodbye to Mr. Rob, who has been a valued member of our school community. Throughout his time with us, Mr. Rob has made a lasting impact on the students with his dedication, kindness, and inspiring teaching. As he embarks on a new chapter, the class gathered to express their gratitude for his hard work and the positive influence he's had on their academic and personal growth.



News from Primary

Handwriting Day, 5E

To celebrate International Handwriting Day, 5E showcased their finest handwriting by creating beautifully written pieces, which were then displayed for others to admire and vote on. We are incredibly proud of our winners and commend everyone in the class for their dedication and effort in making this activity a success!



Young scientists from 6E

Year 6 students participated in a hands-on science activity exploring mass and weight. Working in groups of four, they used force meters and scales to deepen their understanding of key scientific concepts. These practical experiences are essential for fostering critical thinking and teamwork skills among young learners.



View all materials at the link:

[link](#)

Celebrating Eminescu: 1B Students Shine in Poetry Contest

To mark the 175th anniversary of the birth of poet Mihai Eminescu, a poetry contest was organized to celebrate his enduring legacy. Students from 1B participated with enthusiasm, showcasing their talent and appreciation for Romanian literature. Among the winners, Șoimu Daria earned a second-degree diploma, while Zengin Ela was awarded a first-degree diploma for her outstanding performance.

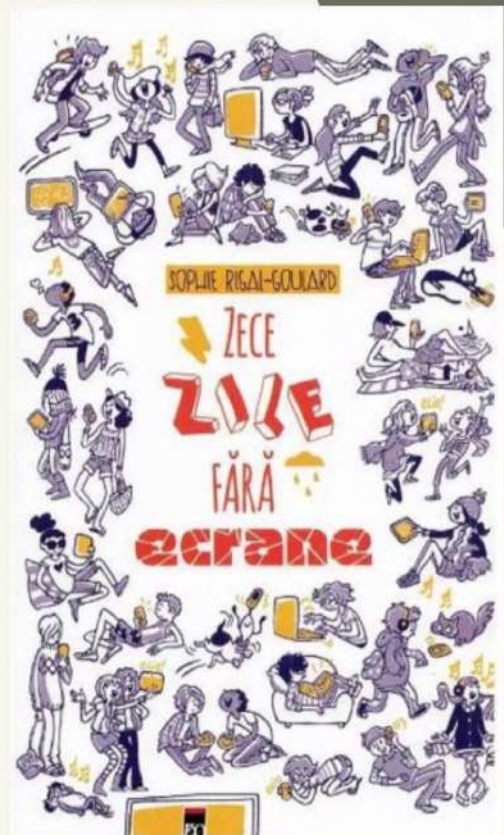


"10 days without screens" by Sophie Rigal-Goulard. Reading Activity in 2A

Second grade 2A students started an interesting challenge: reading together the book "10 days without screens" by Sophie Rigal-Goulard. They discovered a world where the characters give up their phones, tablets and TVs to enjoy simple but engaging activities.

DISTRACȚIE OFFLINE PENTRU ELEVII DIN CLASA 2A:

„10 zile fără
ecrane” de
*Sophie Rigal-
Goulard*



Success at the 'Cangurașul Mathematician' Competition: 1B Shines Bright!

The students from class 1B achieved excellent results in the "Cangurașul Mathematician" competition. 12 students received first place award certificates diplomas, and 9 students received second place award certificates.



Exploring the World of Domestic Animals: 'In the Backyard at Grandma's' Thematic Project

As part of the thematic project "În ogradă la bunici" (In the Backyard at Grandma's), students had the opportunity to deepen their understanding of domestic animals. Through engaging activities and hands-on learning, the children explored various aspects of farm life, from the roles of different animals to the care and responsibilities involved in looking after them.



View all materials at the link:

[link](#)

News from Primary

Richard Cebotarenco is the winner of the Christmas card competition.

Congratulations to Richard Cebotarenco, the winner of this year's Christmas Card Competition! Richard's creativity and artistic talent shone through in his design, which captured the festive spirit of the season. His winning card was selected from many wonderful submissions, impressing the judges with its originality and attention to detail.



News from Primary

Student's from 2A are grateful to Mr.Rob for all the moments at Heritage.



Celebrating the Art of Handwriting: 1B Students Shine in the Calligraphy Contest

Every year, on January 23rd, we celebrate Handwriting Day, a day dedicated to appreciating the beauty and uniqueness of this timeless art form. On this occasion, a Calligraphy Contest was organized for the primary school students, where the 1B class participated enthusiastically. The winners were those who earned the most votes from their classmates, showcasing not only their neatness and creativity but also their dedication to perfecting this art.



Students Recite Eminescu's Timeless Verses

In a captivating celebration of Romanian culture, students from across the school gathered to recite the poems of Mihai Eminescu, Romania's national poet. Known for his profound exploration of love, nature, and the human condition, Eminescu's works continue to inspire generations. This special event allowed students to immerse themselves in the lyrical beauty of his poetry, giving voice to his timeless words in front of a captivated audience.



View all materials at the link:

[link](#)

News from Primary

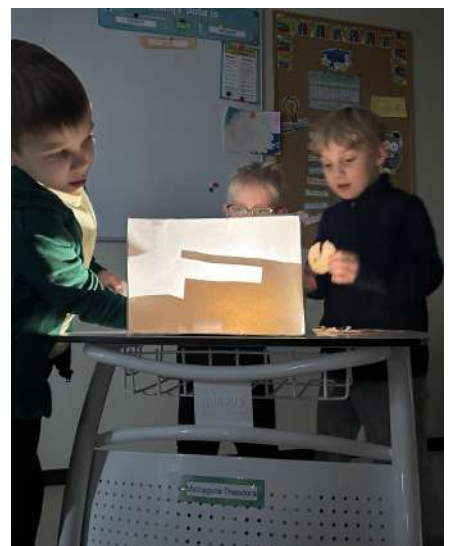
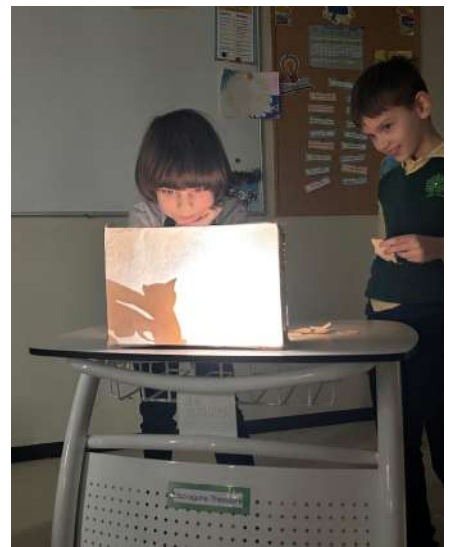
International Puzzle Day in 2A

January 29 is International Puzzle Day. Students in class 2A learned a lot about puzzles. Then they put together a puzzle with surprises.



3E International day of writing and science experiment: shadow theatre

On the International Day of Writing and Science, students from 3E showcased their creativity and scientific curiosity in a captivating way. The event featured a unique combination of literary expression and hands-on experimentation, with a special highlight being the Shadow Theatre performance



View all materials at the link:

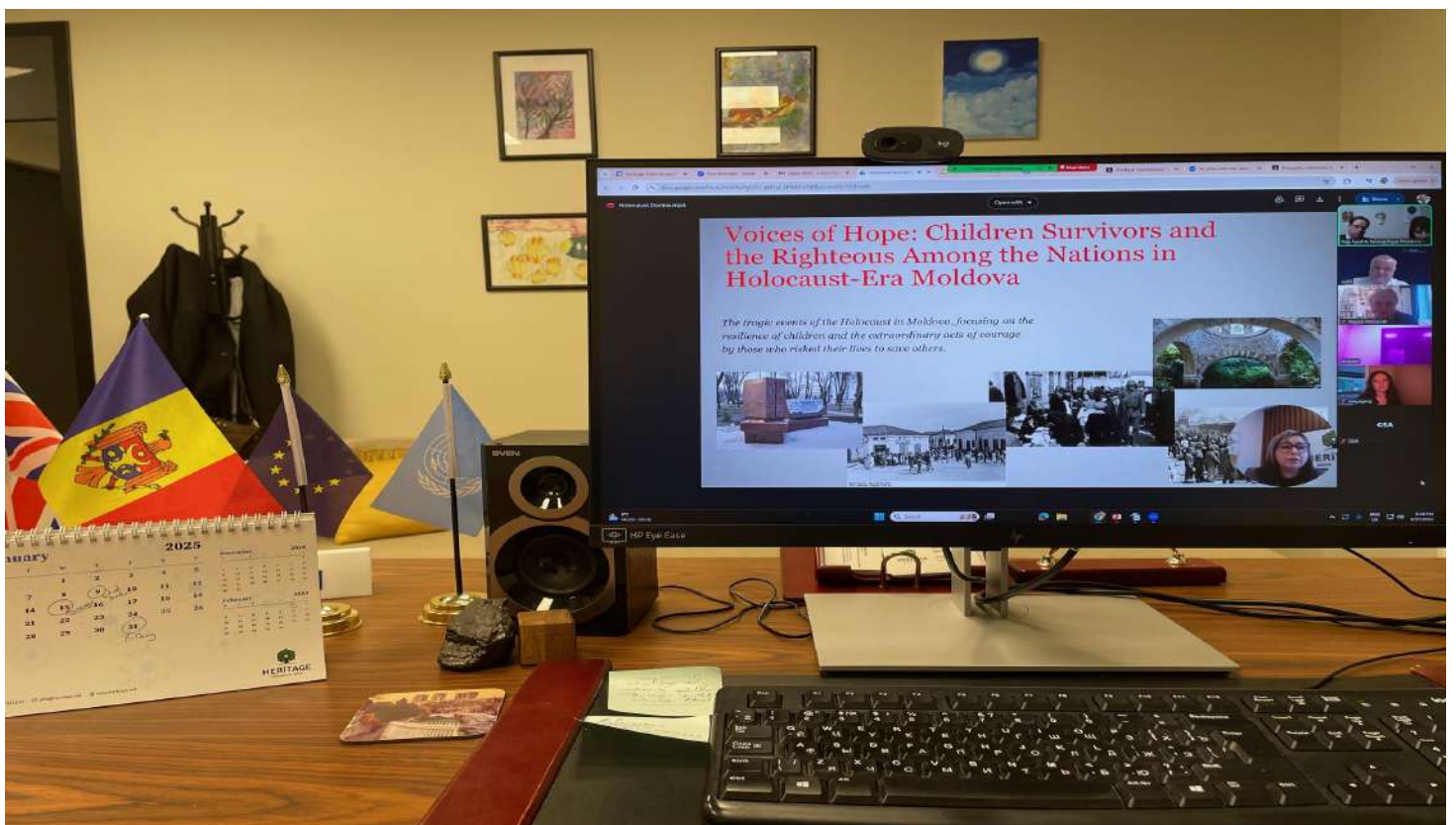
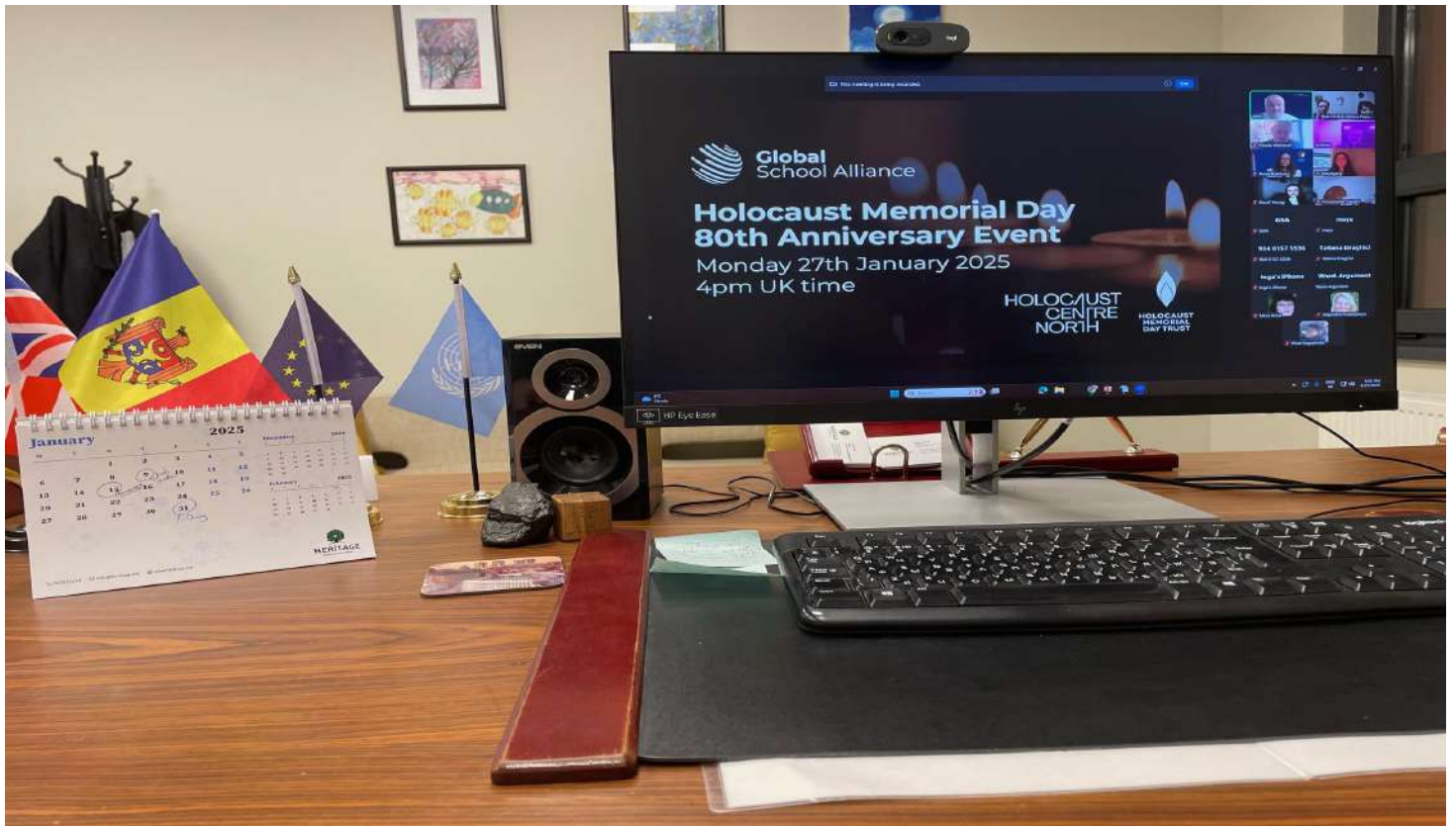
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Class 2A champions in the 2025 Handwriting Competition.



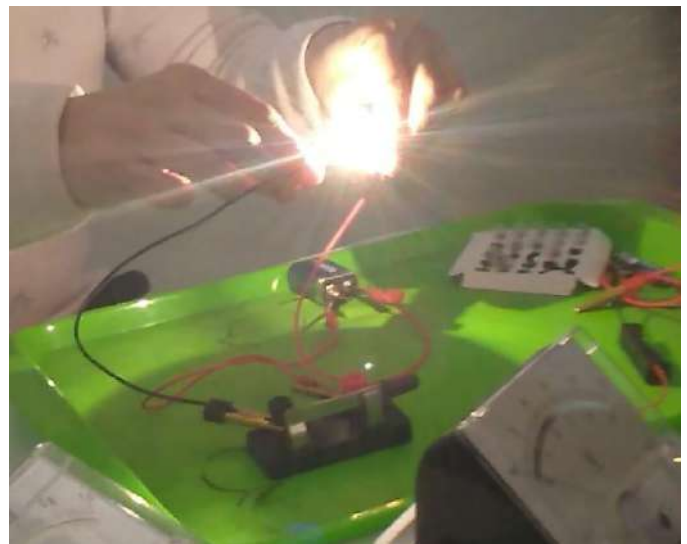
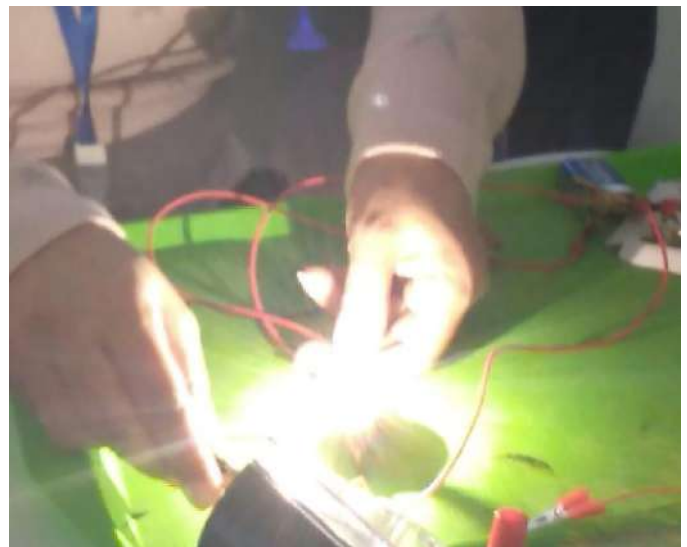
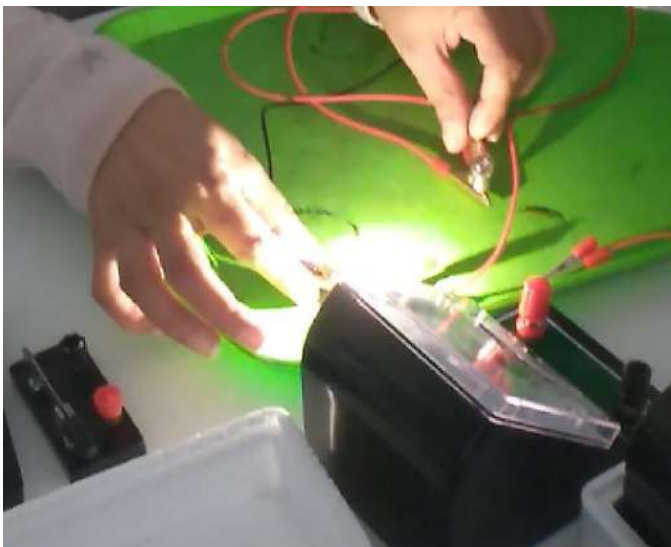
News from Secondary

Holocaust Memorial Day - 80th Anniversary of the liberation of Auschwitz 27th January



Making parallel and series circuit in 9E

In the world of science, theory is important, but it's the hands-on experiments that bring learning to life. For the students of 9E, constructing parallel and series circuits in class wasn't just about connecting wires and bulbs—it was a chance to apply classroom concepts to real-world scenarios. Through these experiments, students got a first-hand look at how electricity flows and how different circuit designs impact the performance of electrical devices.



News from Secondary

Metal Reacting with Water: A Fascinating Experiment with Secondary Students

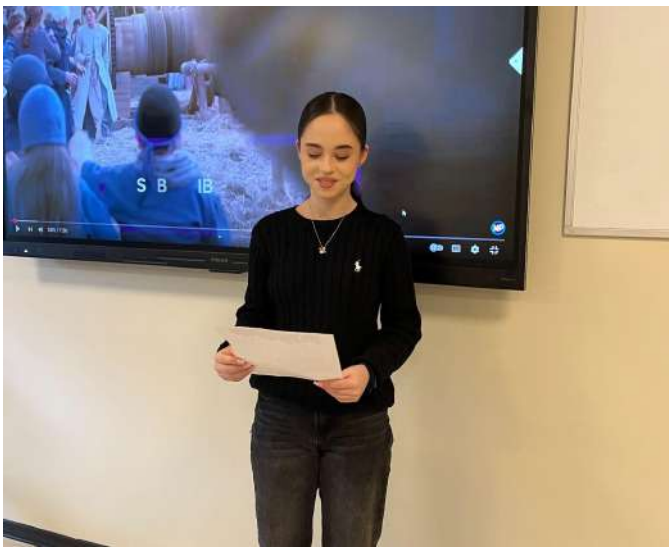
In an exciting hands-on science experiment, secondary school students explored the fascinating reactions that occur when different metals interact with water. The experiment, which aimed to demonstrate the principles of reactivity and chemical change, involved the students carefully observing how metals like sodium, magnesium, and iron reacted when immersed in water



News from Secondary

Famous Loves: A Synthesis of Romance in History and Literature

During a recent Romanian Language and Literature class, students from 9A brought to life the stories of some of the most famous couples in history and literature. With passion and insight, they presented a synthesis of the love stories of Lancelot and Guinevere, Tristan and Isolde, Orpheus and Eurydice, and, of course, Mihai Eminescu and Veronica Micle.





Support your child on the path to success

Your child's school has invested in the award winning resource, **GCSEPod**, to help your child reach their goals!

Join the thousands of parents/carers encouraging their children to use GCSEPod to support learning, homework and revision throughout their secondary school journey.



The correlation between success and failure was made almost 100% clear with the use of GCSEPod.

Head of MFL at Yateley School

I found GCSEPod especially useful to compliment my knowledge and I'm certain it helped me secure the grades that I have been so happy to receive.

Student

My daughter used GCSEPod for her GCSEs and was very successful with her results, she absolutely loved the Pods and this style of revising.

Parent



- 30+ GCSE subjects
- 4 KS3 subjects
- Available online and offline
- Audio visual learning
- Builds confidence
- Revision & learning videos
- Knowledge checkers to test understanding

Want to find out how you can support your child with GCSEPod?

Join one of our **free webinars** by visiting:

<https://www.theaccessgroup.com/en-gb/education/resources/gcsepod-teacher-parent-and-student-webinars/>



Student Activation

Please follow these instructions if your child has not yet activated their GCSEPod account:

1. Go to GCSEPod.com and click '**LOG IN**'
2. Click '**New to GCSEPod? Get Started**'
3. Enter your child's details and confirm the name of the school they attend
4. Create a username and password



www.gcsepod.com

Cambridge International Qualifications

Facts and figures About Cambridge International Qualifications:

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

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

Programmes and qualifications offer at Cambridge International:

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

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

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

[link](#)

University Destinations 2024



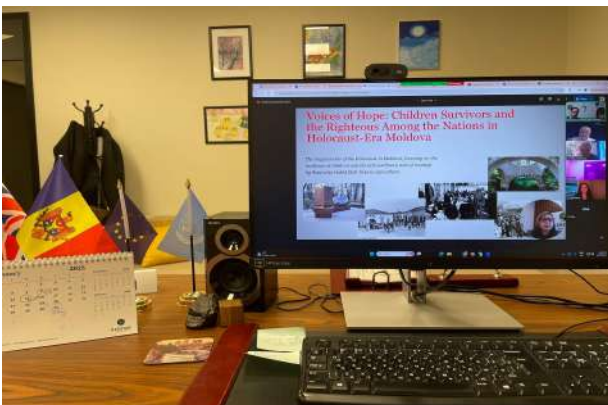
Holocaust Remembrance Day - Global Education section

We were honoured to participate in the conference, organized by the Global School Alliance on the occasion of the Holocaust Memorial Day, entitled “For a better future”, where teachers from all over the world learned about the #Holocaust event that marked our history.

Director Rob Ford spoke about the importance of educating young people about the mistakes of the past and why learning history is a part of our existence. Tatiana Popa, our deputy academic director, presented activities and methods of educating students about the Holocaust, while Dorina Calinovscaia, our Head of lyceum, told the attendees her personal story and connection to the Holocaust.

The conference also welcomed guests from the UCL Centre for Holocaust Education , Holocaust Memorial Day Trust, as well as our COBIS - Council of British International Schools sister school The British International School, Ukraine. Matthew Wren, a history teacher at BISU, spoke about Dnipro and his connection to the city and its importance in the Holocaust.

The purpose of these events is to form generations that are aware, informed and prepared to contribute to a better and more united world. Many thanks to Global School Alliance for giving us a voice in a world that still needs to learn.

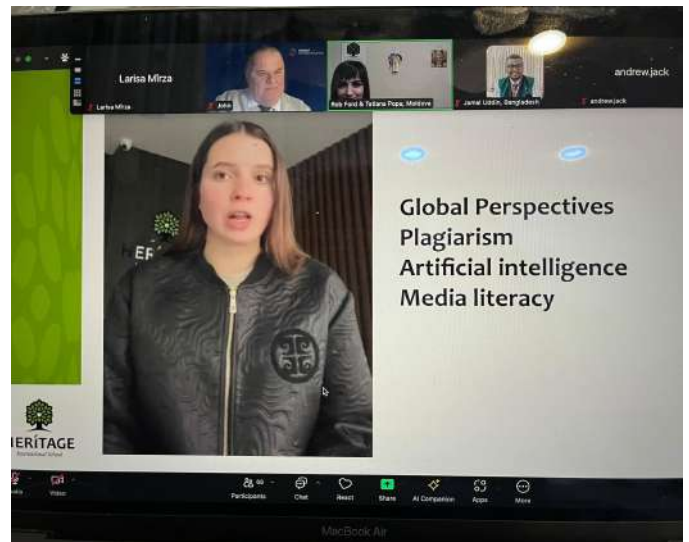
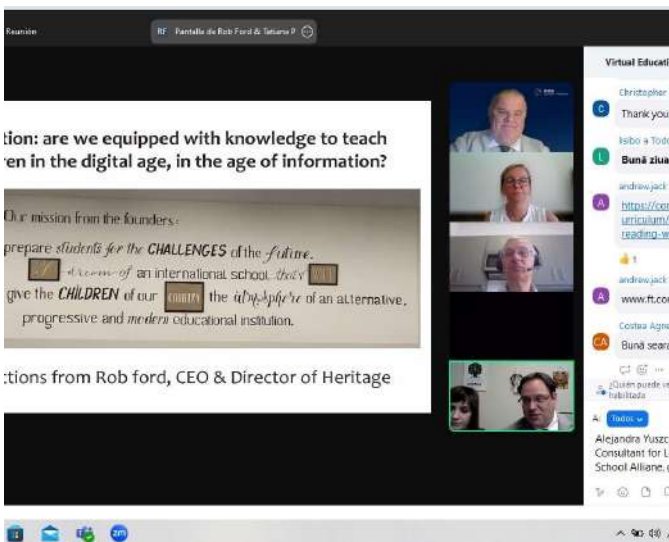
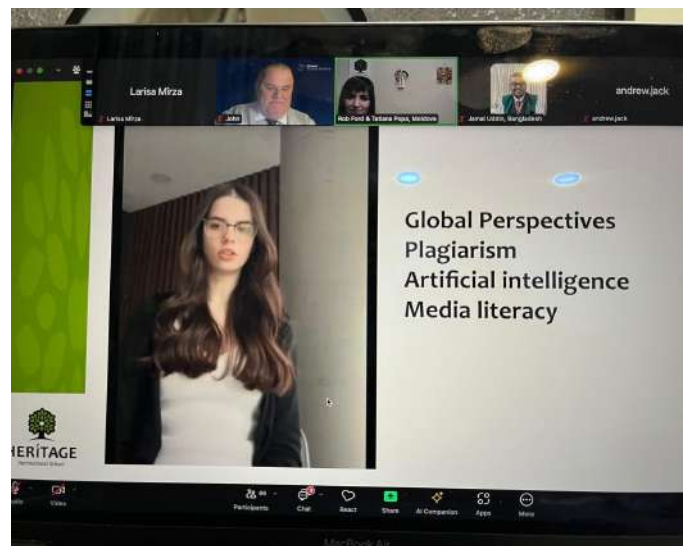
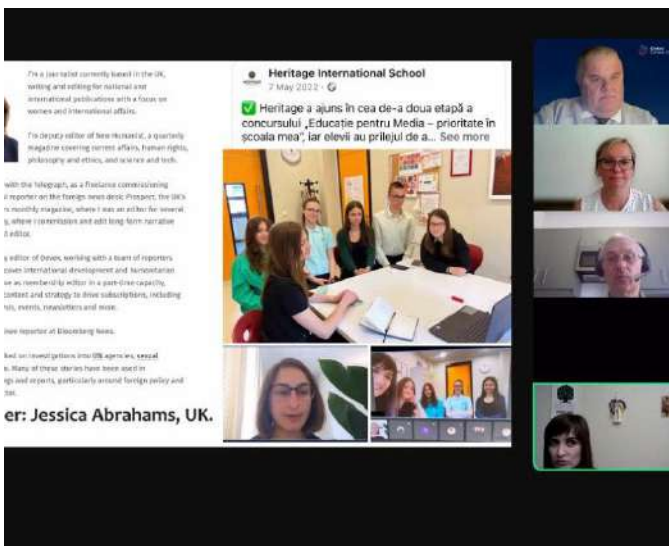


Global Education

GSA conference- Global Education

Heritage International School shared last Friday at the Global School Alliance webinar, organised in partnership with the Financial Times organisation, on media literacy and accessing reliable sources nowadays.

Not only did our director Rob Ford and Deputy Academy Director Tatiana Popa speak, but also we had student voice present there, as some of our top achievers in Cambridge Global Perspectives subject presented their reflections on what they learned and how they worked to produce high quality work. The presentation was very much appreciated! Many thanks to all our contributors!



Global Education

Global Education- Reception to honour our director Rob Ford

It was an honour to have a special reception given for our director Rob Ford by HM Ambassador of the United Kingdom to Moldova Fern Horine at her official residence in Chisinau. Even more special to have the wider Moldova that Mr Ford has known and loved to be invited by the Embassy to represent this time and to celebrate 6 years here. The best of Moldova!

Rob was also honoured by the Town Hall of Chisinau to receive a special commendation of appreciation and gratitude for his work and involvement in education across Chisinau working with so many great schools and educators from our brilliant school Heritage International School. The Deputy Mayor on Education, Mrs Angela Cutasevici presented the certificate of gratitude to him.

There were some other people, such as the reputed journalist Mrs Valentina Ursu, who interviewed Mr Ford later, as well as some colleagues from Heritage were invited, and some local and international friends of Mr Ford.

Link to the interview here: https://lnkd.in/ee_rws-j

Many thanks to HE Ambassador Fern Horine and her team for organising this!



Heritage Globe



Back copies of the International Heritage Herald can be found on our website.

Link here: <https://www.heritage.md/en/school/heritage-herald>

Tournament for Juniors Under 10 Years Old

Cebotarenco Richard Wins the "Pawn Champion" Tournament for Juniors Under 10 Years Old

Being the youngest participant, Richard accumulated 7 points out of a possible 9 and earned a fourth-category ranking in chess. The tournament took place at the Chess School in Chişinău (14 Vasile Lupu Street) from January 25 to 26, 2025.



Student Leadership

An astonishing and gutsy victory for Heritage carved out this evening, in an outstanding game from both teams, 48-47 final score

This new senior boys basketball team are coming along well, filling the big shoes left from last season's championship winners.

Well done coach and players. Knife edge until the very end! Really proud of how they played with such heart and spirit! A deserved home win.



Student Leadership

Another fantastic win for Heritage senior boys basketball team

Superb performance and another close game that needed calm and intelligence from the team to get the lead and secure the win. Well played boys and excellent from Coach Andre supported by Mr. Lilian and Nurse Rodica (and home fans)

Go Heritage!



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

10 Top Tips for Parents and Educators SAFETY ON SOCIAL MEDIA

Currently, children are growing up in an immediate and throwaway culture when it comes to content that's consumed online. So much material is now deliberately created to be shorter in nature – and may often contain hidden elements such as advertising, or extreme political and cultural views. With complex algorithms built to keep people on their phones and engaging with social media content, it's becoming increasingly difficult to reduce time spent on these platforms.

1 REDUCE DOOMSCROLLING

It's concerningly common for young people to spend hours 'doomscrolling': trawling through social media and aimlessly viewing every post they see, many of which might make them feel sad or anxious. Social media can be useful for keeping in touch with friends and family, as well as staying up to date on current events. However, it's important to use it with a clear purpose, instead of endlessly scrolling through content, which could lead to young people accidentally discovering harmful material.

2 TALK ABOUT THE CONTENT

It's important to keep apprised of the kind of content that a young person is being exposed to. Discussing what they're watching online can help you understand why they're using social media in the first place. Furthermore, ensure that children are aware of hidden content, such as advertising of a product – and that they know how to spot that the creator is being paid to talk about it.

3 FIND POSITIVE ASPECTS

Despite all the concerns, there's plenty of wholesome content on social media. It's worth spending time with children to help them find something suitable and enjoyable. Perhaps you'll even discover a joint interest, and you can enjoy the content alongside the child. As part of this, you should also point out why certain things shouldn't be given attention, explaining why it isn't suitable and why it's been created in the first place.

4 REDUCE SCREENTIME

Young people can sometimes be unaware of the exact amount of time they spend looking at social media. Smart phones don't just have the capacity to monitor screentime; they also record how much time is spent on each app. Consider setting targets to reduce this and support children to meet these goals, gradually reducing the amount of time spent on different apps.

5 FILL THE VOID

Monitoring and reducing screentime can create a lot of free time to fill, and young people can even face withdrawal symptoms when made to step away from their phones. To mitigate this, consider what offline activities you could introduce the child to, and what they would enjoy. This can ensure that young users will permanently cut down on their screentime, rather than temporarily doing so while they know it's being monitored.

6 REDUCE NOTIFICATIONS

One way in which social media platforms keep people coming back is through notifications. The algorithms behind these apps track people's daily habits, including the times of the day where they're most likely to engage with the platform. This data is then used to deliver specifically timed notifications to draw them back in. To avoid young users being exposed to this tactic, simply turn off notifications for the app in their phone's settings.

7 LIVE IN THE REAL WORLD

Overexposure to social media can distort someone's perception of the real world – from body norms to social conventions. This filtered environment can make it hard for young people to distinguish reality from online content, which is now becoming even more difficult with the rise of AI. To mitigate this concern, take time to teach young people how to discern truth from fiction, both on and off social media.

8 DIGITAL DETOX

Encouraging young people to take a 'digital detox', from even just a couple of the apps that they use, can result in an overall reduction of screentime and less exposure to potentially harmful content. Alternatively, rather than avoiding the app entirely, encourage children to take a 'digital detox' from content creators and influencers, and instead, keep in touch with friends and family – which is generally a far healthier use of these platforms.

9 MODEL GOOD BEHAVIOUR

Consider the habits that you're demonstrating to your children. How much time do you spend on your phone? How much do you 'doomscroll'? Comparing your own usage with the child's could put things into perspective for them – or if it turns out that you're also overusing social media, it can turn screentime reduction into a joint mission, which you and the child can work on together.

10 BE CLEAR ON THE "WHY"

Research shows that young people can become addicted to social media. There are many schools that are moving towards being 'phone free' due to the negative impacts of using social media and phones continuously. It's important to explain to young people why managing screentime is important. Set out the benefits and ensure they have all the relevant information, so it's not just seen as a punishment.

Meet Our Expert

John Insley is a senior leader in a Birmingham secondary school and has vast experience in leading schools over the past 15 years – including the development of computing curriculums across primary and secondary schools, writing e-safety policies and supporting schools with computing and e-safety advice.



#WakeUpWednesday

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Source: See full reference list on guide page at <https://nationalcollege.com/guides/top-tips-for-safety-on-social-media>

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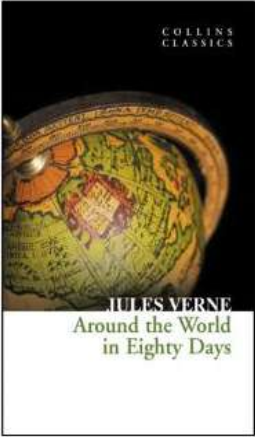


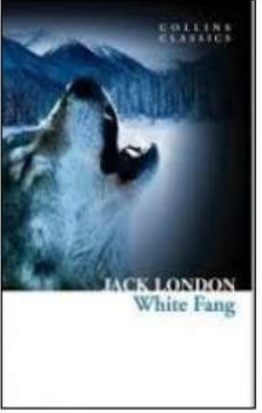
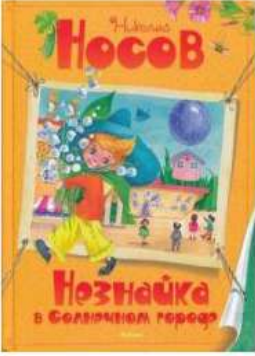
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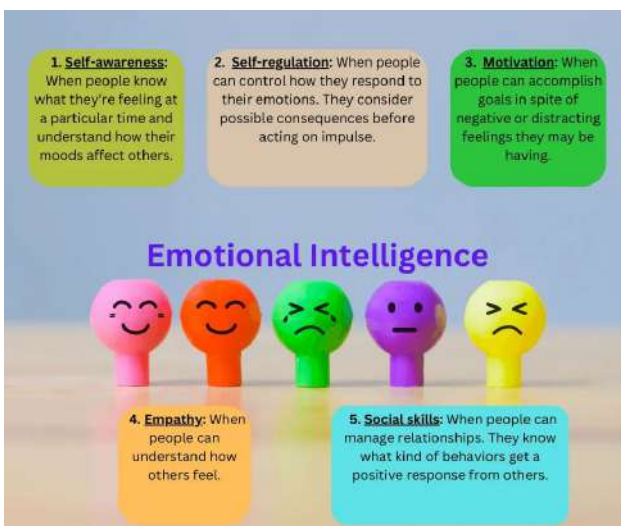
BOOKS RECOMMENDATION

<p>JULES VERNE Around the World in Eighty Days</p> <p>Jules Verne is the master of the classic adventure story. Around the World in Eighty Days is just further proof that his excellent writing skills put readers right into the book with the main characters. A classic adventure novel first published in 1873. In the story, Londoner Phileas Fogg, who has recently hired a new valet, the Frenchman Passepartout, makes a bet with his friends at the Reform Club that he can circumnavigate the globe in 80 days.</p>		<p>ION LUCA CARAGIALE Nuvele</p> <p>Caragiale este astăzi aproape cotidian. Îl evocăm zilnic, uzând până la slogan un repertoriu de fraze, replici și idei formulate de personajele operei sale. Scriitorul ne oferă produsul său literar tonat în literatură gravă, profundă prin semnificații, menită să trezească emoții profunde sau literatură ușoară, cu</p>	
	<p>БОРИС ПАСТЕРНАК Малое собрание сочинений</p> <p>Человек прочитавший стихи Пастернака, уже не может смотреть на мир так, как он смотрел до него, понимать мир так, как понимал до него. Ошеломляющий избыток метафор в стихотворениях Пастернака, переходит в не менее ошеломляющей и органической свободе</p>		<p>DJEK LONDON White Fang</p> <p>An adventure novel written in 1906 by the American writer Jack London. The narrative follows the life of the wolf White Fang from his birth near an Indian village to his move to San Francisco and the birth of his own cubs. The adventures that shape his character begin in the Indian camp on the Mackenzie River. He is rescued by Weedon Scott, who will show him what gentleness and love are.</p>
<p>НИКОЛАЙ НОСОВ Незнайка в солнечном городе</p> <p>Одна из самых любимых детских книг на протяжении нескольких десятилетий, книга на которых выросли целые поколения читателей. В ней есть всё, что обожают дети: выдумки и проказы, изобретения, открытия и невероятные</p>		<p>CHARLES DICKENS Oliver Twist</p> <p>Reповestire după Charles Dickens. Romanul este povestea unui mic orfan, Oliver, și a încercărilor lui de a rămâne un om bun în mijlocul unei societăți decadente. Cartea descrie necazurile sărăciei și efectele degradante ale acesteia asupra</p>	

Emotional Intelligence

Emotional intelligence (EI) is an important part of a child's growth because it helps them make friends, deal with their feelings, and feel comfortable in social situations. As a parent, your help is very important in learning this important skill. Here are some useful ways to help your child grow emotionally:

- 1. Let Your Child Feel Safe Enough to Express Their Feelings by Making It Easy For Them To Do So.** Help children identify their feelings by using language like "You seem upset" or "Are you feeling excited?"
- 2. Be an emotional role model:** Show your child how to handle their feelings healthily by doing things like taking deep breaths when you're feeling stressed or talking about your feelings in a thoughtful way. Use good examples from your day to show how you deal with problems.
- 3. Cultivate empathy:** Tell your child to think about how other people might feel in different conditions. Ask questions such as, "How do you think your friend felt when that happened?" Help your child find healthy ways to deal with challenges or failures by solving them together. Come up with ideas and talk about what will happen if you make different decisions.
- 5. Notice and Celebrate Emotional Growth:** When your child shows kindness, self-control, or good conversation, let them know you noticed. Self-esteem and progress are boosted by praise.
- 6. Offer Books and Activities on Emotional Intelligence:** Reading tales about emotions and relationships may spark interesting conversations. Practicing emotional skills via role-playing situations is another option for young people.



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

What Parents & Educators Need to Know about

SNAP STREAK

97
DAYS

SNAPCHAT

AGE RESTRICTION
13+

Snapchat is a messaging app which allows users to send images, videos and texts to others. Its best-known feature is that anything sent 'disappears' 24 hours after it's been viewed; however, users are known to take screenshots or use another device to obtain a photo of their screen. In 2023, Snapchat added a chatbot function called 'My AI'.

WHAT ARE THE RISKS?

ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

PREDATORS AND SCAMS

Predators can exploit Snapchat's disappearing messages by, for example, telling a user they have naked photos of them and will post them unless they're paid. Snapchat's own research found that 65% of teenagers had experienced this – on this app or others. This likely isn't helped by 'SnapMaps' – a feature which highlights your exact position in real-time. This is meant to help friends keep track of each other, but could be used for more sinister reasons.

MY EYES ONLY

Snapchat has a hidden photo vault called 'My Eyes Only'. Items can conceal sensitive photos and videos from parents and carers in this folder, which is protected by a PIN. You can check for this by clicking on the icon which looks like two playing cards. This takes you to the 'Memories' folder which stores photos, stories and the My Eyes Only folder.

SCREEN TIME ADDICTION

Snapchat prioritises user engagement, with features like streaks (messaging the same person every day to build up a high score). The app also has sections called 'Discover' and 'Spotlight', which show tailored content to each user. However, this could also be seen as an attempt to hook users into watching videos endlessly. Furthermore, constant notifications can lure people into using the app.

INAPPROPRIATE CONTENT

Some content on Snapchat simply isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beauty' effects on photos can set unrealistic body image expectations – creating feelings of inadequacy in younger users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

Advice for Parents & Educators

UTILISE PARENTAL CONTROLS

Snapchat's 'Family Centre' lets you view the details of the child's account, their friends list and who they've spoken to in the last week – and report any concerns. You must invite a child to the Family Centre for them to join. To keep the child's location hidden on the app, go into settings and turn on 'Ghost Mode' and 'Hide live location', and ensure they know not to share their location with anyone.

BLOCK AND REPORT

If a stranger does connect with a child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, the child can tap the three dots on that person's profile and report or block them. There are options to state why they're reporting that user – such as annoying or malicious messages, spam or masquerading as someone else.

FAMILIARISE YOURSELF

Before you allow a child to download Snapchat, download it yourself and familiarise yourself with the app. Snapchat has produced a parents' guide to the app to help you understand how it works and any protections they have in place. A link for this can be found in the sources below.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. For example, discuss My AI's responses to questions and how reliable they are. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat-2023>

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10 Top Tips for Parents and Educators SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.

2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.

3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.

4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.

5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.

6 ENCOURAGE JOURNALING

Suggest keeping a journal to make note of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.

7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.

8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.

9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.

10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforces the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.

Meet Our Expert

Adam Gillett is Associate Vice-Principal for Personal Development at Penistone Grammar School and works on a secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



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School Improvement Priorities Headlines 2024-25

Vision and Aims:

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

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

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

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

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

Heritage International School School Improvement Plan

2024-2025



Student Progress, Personal Development, Attainment & Achievements

School Improvement Priorities for 2024-25

Key framing Questions for all staff

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

1 Leadership, Organisation & Governance

2 Quality of Teaching, Learning, Assessment and curriculum

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

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

Academic Quality & Standards

Professional Quality & Standards

Organisational Quality & Standards

Providing Certainty in Uncertain Times

A Values led Education for all

Shaping our Future; H@10

A raising standards agenda in all schools especially linked to Cambridge & National Qualifications.

Effective use of data informing Teaching & Learning as well as outcomes.

A developed Home/School partnership supporting learning & the Learner.

Systems & Strategies that raise attainment & achievement both in qualifications & personal intellectual development.

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

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

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

To have an organisation that wants ideas and individuals.

An effective quality assurance system.

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

Our communities working with us for all students

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

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

We continue to develop systems, policies, structure, mindset, as an international organisation serving our communities well

We want our students to maximise their potential with us and go onto university, careers & future life. A focus on skills as well as knowledge.

To continue to develop holistic student support services that support & celebrate fully young people.

To continue to provide unique, compelling and engaging learning opportunities and moments inside and outside of the classroom.

To not fear the future but want to lead and change it, connecting the local to the national to the global.

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

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

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

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

Our education is about substance not gimmicks

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

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

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

H@10 is an established, sustainable, outstanding beacon international school in Europe

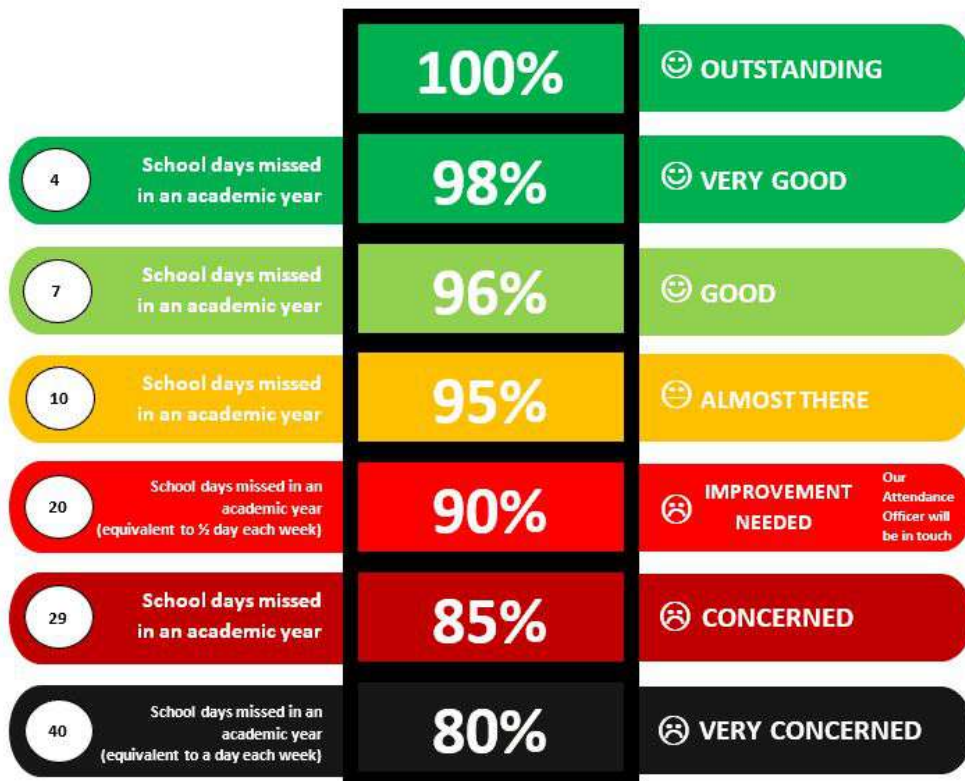
School Improvement Priorities Headlines 2024-25:

School Information

Attendance is not just a procedural requirement; it is a fundamental factor that contributes significantly to a student's academic success by facilitating effective learning, collaboration, and overall personal development.

Children and young people who regularly attend school have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

Attendance Ladder



Attend Today, Achieve Tomorrow!

Attendance Matters!

Students with good attendance...




Elementary
...increase reading, math and foundational skills.



Middle School
...develop meaningful relationships and communication skills



High School
...gain essential life skills needed beyond graduation



College/Work
...are successful at their jobs and/or earn degrees

Students at all levels experience less stress with good attendance!

School Information

There are many respiratory and gastrointestinal illnesses that are easily transmitted in a school environment. Staying home when sick can significantly reduce outbreaks and decrease disruptions to learning that occur when large numbers of students and staff at a school become ill.

Students should STAY home if he or she has a temperature higher than 37 degrees or symptoms of illness

TOO SICK FOR SCHOOL?

HERE'S HOW TO TELL

STAY HOME IF ...	SYMPTOM	GO BACK TO SCHOOL AFTER ...
Your child feels too sick for regular activities	← COUGH AND OTHER COLD SYMPTOMS →	Fever is gone for 24 hours without medication and your child feels better
Yellow or green pus appears	← EYE DISCHARGE →	24 hours after the first dose of antibiotic eye drops have been given
The temperature on an oral thermometer reads 100F or higher	← FEVER →	No fever above 100 F without using fever reduction medications for 24 hours
You suspect flu - it spreads rapidly	← FLU →	Fever has been gone for 24 hours without medication
Your child has a migraine - throbbing, severe pain with moodiness, fatigue and sensitivity to light	← HEADACHE →	Pain is under control
Contagious rash such as chicken pox, impetigo, scabies	← RASH →	24 hours after medications started if needed and doctor gives ok to return to school
Your doctor suspects - or diagnoses - strep throat	← SORE THROAT →	24 hours after beginning antibiotics
Your child is vomiting or has diarrhea	← STOMACHACHE →	24 hours after no vomiting or diarrhea without medications

Action for Happiness Calendar

Friendly February 2025

MONDAY



TUESDAY



WEDNESDAY



THURSDAY



FRIDAY



SATURDAY

SUNDAY

1 Send a message to let someone know you're thinking of them

2 Ask a friend how they have been feeling recently

3 Do an act of kindness to make life easier for someone

4 Invite a friend over for a 'tea break' (in person or virtual)

5 Make time to have a friendly chat with a neighbour

6 Get back in touch with an old friend you've not seen for a while

7 Show an active interest by asking questions when talking to others

8 Share what you're feeling with someone you really trust

9 Thank someone and tell them how they made a difference for you

10 Look for good in others, particularly when you feel frustrated with them

11 Send an encouraging note to someone who needs a boost

12 Focus on being kind rather than being right

13 Smile at the people you see and brighten their day

14 Tell a loved one or friend why they are special to you

15 Support a local business with a positive online review or friendly message

16 Check in on someone who may be struggling and offer to help

17 Appreciate the good qualities of someone in your life

18 Respond kindly to everyone you talk to today, including yourself

19 Share something you find inspiring, helpful or amusing

20 Make a plan to connect with others and do something fun

21 Really listen to what people say, without judging them

22 Give sincere compliments to people you talk to today

23 Be gentle with someone who you feel inclined to criticise

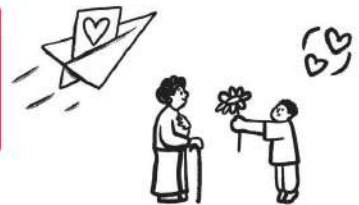
24 Tell a loved one about the strengths that you see in them

25 Thank three people you feel grateful to and tell them why

26 Make uninterrupted time for your loved ones

27 Call a friend to catch up and really listen to them

28 Give positive comments to as many people as possible today



ACTION FOR HAPPINESS

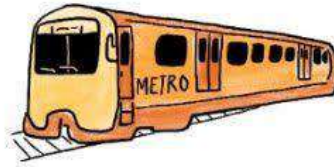
Happier · Kinder · Together

Key Dates

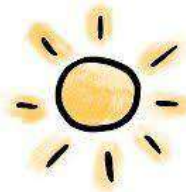
7th February 2025	World Read Aloud Day
7-9 February 2025	COBIS Music Festival
11th February 2025	Safer Internet Day
12th February 2025	A Level Mindset Day
17th - 21st February 2025	Literature week
17th - 21st February 2025	Festival of Tales

[See the Academic Calendar here](#)

What do you do on your commute to school?



Eat breakfast and drink coffee.



Appreciate the silence.



Read.



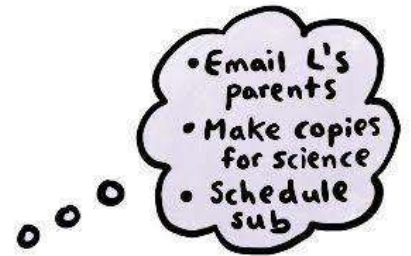
♪♪
- Ain't no mountain
hiigh enough
♪♪

Listen to music (and maybe sing!)



blah
blah
blah

Call a friend or family member.



Make a mental to-do list.



Scroll through social media.



~ Today on the pod...

Listen to a podcast.



People watch.

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