



# GELİŞİM SCHOOLS



## KINDERGARTEN



## PRIMARY SCHOOL



## MIDDLE SCHOOL



## ANATOLIAN HIGH SCHOOL

## SCIENCE HIGH SCHOOL

# KINDERGARTEN

## OUR EDUCATIONAL PHILOSOPHY

Kindergarten students receive preparatory education for primary school in a comfortable and reassuring atmosphere in line with the pre-school education program of Gelişim Schools.

Main Purpose of the Kindergarten Program is to  
Foster a love for school  
Embrace their curiosity to learn  
Prepare students for primary school in areas such as emotional, social, cognitive, psychomotor and language development,  
Encourage bravery and,  
The ability to act independently,  
To educate students who are ready for first grade.

## LIFE IN KINDERGARTEN

Gelişim Schools campus has 17.000 m2 of closed space in its 22.000 m2 campus in Söğütönü Neighborhood, located on the Istanbul-Bursa road of Eskişehir. There are five schools: Kindergarten, Primary School, Secondary School, Anatolian High School and Science High School in Gelişim Schools, which were established by being equipped with sufficient technology with aesthetic and scientific areas to fulfill the educational functions.

Each school is separated in itself, each school is independent of each other with both its garden and interior use area. Facilities within the campus are planned for our students to carry out their activities in an ergonomic way, both in the outdoor and indoor areas.

Kindergarten students have an independent dining hall. Students are fed three meals a day, including breakfast, lunch and afternoon snack, accompanied by instructors. The daily menus that will meet the nutritional needs of the students are determined by the food engineers working in the cafeterias. The hygiene control of cafeterias and food is done continuously.

Kindergarten students have an independent gym located in the kindergarten. In this gym, students can contribute to their physical development in the company of their teachers.

Surrounding the campus, there are 227 trees in total, including 92 juniper, 32 ash, 27 pine, 18 acacia, 16 plane tree, 11 poplar, 8 ornamental, 8 horse chestnut, 6 linden, 5 rose, 2 elaeagnus, 1 willow and 1 apple tree. They create an isolated natural area. There is a security unit that meticulously guards this area 24 hours a day.





Development Schools' own shuttle vehicles, which enable students and employees to reach the campus, are a fleet equipped with the latest technology. At the same time, the shuttle drivers and the stewardesses who are responsible for the students in the shuttles are carefully determined. Thus, safe transportation of students and employees to the campus is ensured.

At the same time, every classroom in the kindergarten has a garden that can be accessed directly from the classroom. There is a playground equipped with toys that will contribute to the mental and physical development of kindergarten students.

The health needs of all students and employees are met with the fully equipped infirmary located on the campus and the health workers present in the infirmary during working hours.

The conference hall with a capacity of 400 people on the campus, with its sound, lighting, stage and technological equipment, allows students to exhibit cultural and artistic activities and to organize conferences, seminars and meetings.



## DEVELOPMENT IN GELİŞİM

In education and training, especially the first 6 years, learning and development are the most intense years. Children learn actively in environments where they feel safe, with a variety of options and incentives for learning.

Our duty is to prepare and provide appropriate educational and instructional environments for our children. Another task is to encourage our children to research and explore in a motivated way.

The greatest right of children is to have a say in their own development and to participate in this development.

Participation means;

Shaping your development

It is to set your own purpose.

Participation symbolizes a shared decision and dialogue. It is the key to education and democracy.

Our aim is to develop our students' physical, mental, emotional and social aspects and to ensure that they are happy individuals who are ready for primary education in every way.





## FOREIGN LANGUAGE

### **SPEAKING AND READING BASED ENGLISH PROGRAM THAT STARTS IN PRE- PREPARATORY CLASS**

At Gelişim, our students learn a foreign language and English in unity from the age of 5 to the 12th grade!

### **SECOND FOREIGN LANGUAGE EDUCATION FROM PREPARATION CLASS**

Our students start learning German as a second foreign language from the preparatory class.

### **STRONG FOUNDATION, BRIGHT FUTURE**

A solid foundation in a foreign language is prepared by listening to stories, songs, drama, art and craft, nursery rhymes and games.

### **ENGLISH LIFE OPPORTUNITIES**

Our students listen, speak and play foreign language and English; that is, learning by experience.

### **BI-LANGUAGE EDUCATION**

Permanent English skills are provided through the lessons that the classroom teacher and the English teacher take jointly.

### **FUNCTIONAL CONVERSATION LESSONS WITH A FOREIGN TEACHER**

Our students improve their verbal expression skills by constantly working on speaking with their foreign teachers. There are 10 hours of English lessons per week in the preparatory class and 12 hours a week in the preparatory classes.

For our students as Gelişim Schools;

Offering the student a living space in English rather than a course,

Conversation skills with foreign teachers are constantly supported,

Conducted in a Bilingual way with lessons taught by two teachers at the same time,

The classroom teacher and the English teacher carry out studies that complement each other,

Students are constantly working on speaking,

Students approach foreign language positively,

Enabling the student to hear, see and produce constantly by exposing them to language,

By making English a part of life, separating it from academic courses,

Carrying the language to the school in the closest way to its natural environment without bogging the student against the rules,

Giving students a constant chance to express themselves in English with intensive course hours,

Incorporating frequent repetitions to reinforce what has been taught and carry it over to the next year.

We have an English program that includes all kinds of interesting activities to encourage every student from the age of 5 to the 12th grade to use this language.



## EDUCATIONAL TECHNOLOGIES

The kindergarten period is the early period when the student is introduced to educational technologies. In today's information age, preparing children for the future cannot be thought of independently of technology.

The aim of the education that Gelişim Kindergarten students receive in the STEM Coding laboratory is to enable students to be creative, analytical thinking and questioning individuals. Students are prepared to be the inventors of the future with the simple coding they learn and the algorithm work they do.

At the same time, they implement the simple coding methods they learned with their robot friend, the Dash&Dot robot. Students, who learn to develop commands for the robot's movement, sound detection, and sound characteristics, thus experience controlling robots that we will see in many areas in the future.

## PDR

The aim of the guidance in the pre-school period is to enable our children to recognize their body and use it effectively, to develop self-confidence, to develop love, respect, to get along with their friends, to have a sense of tolerance and cooperation, and to give the child the ability to express himself.

### Orientation Studies

Intensive orientation studies are organized in the first month of the academic year in order for our students to adapt to the school environment and reveal their potential in a short time.

### Student Recognition Studies

Recognition activities are carried out for students of all age groups. The aim of these studies is to determine the strengths of the students in psychomotor, cognitive, social and emotional areas and the aspects that need to be supported, and in this sense to guide the student correctly.

### Observations

Students are observed in the classroom, on the playgrounds, during meals and necessary notes are taken.

### Individual Support Studies

Emotional, social and cognitive processes of each student are closely followed. Individual support activities are carried out in line with the needs of the student, and the process continues with teacher and family information.

### Group Studies

Various group activities are carried out with our students in line with common developmental needs.

### Studies for Our Parents

Individual parent meetings are held in order to exchange information about the progress of our students and to provide supportive guidance to our parents.





# PRIMARY

## OUR EDUCATIONAL PHILOSOPHY

### 1st Grade Main Courses

#### TURKISH

"Sound-based sentence method" is applied in our reading and writing practices. The literacy process is carried out in a process that students will enjoy according to their readiness and that does not bore them. At this grade level, it is ensured that they can use punctuation marks, reach a fluent and meaningful reading level. Attention is paid to the development of communication, listening and speaking skills.

**APPLE TREE Book Reading Project:** The book our students read turn into leaves and apples. Our students, who create the apple tree in the corridor where our 1st grade students are located, with the books they read, not only turn the project into a visual feast, but also maintain their interest in reading until the end of the year.

#### MATHS

They focus on learning basic math concepts in accordance with their age level. Concepts such as natural numbers, addition, subtraction, measures and graphing are given using materials according to concrete learning levels. By working on the reading, writing and steps of natural numbers, it is ensured that they are individuals who pose and solve problems appropriate to their level.

#### SOCIAL STUDIES

In line with the program prepared by integrating the understanding of the Ministry of National Education and Gelişim Schools, they carry out activities that improve their students' thinking, questioning and communicating features. They also develop their self-management, research and social aspects by gaining basic knowledge on subjects such as seasons, natural life, personal care.

In addition to the students' learning by doing and experiencing, a program is applied in which the first foundations of their social sensitivities are laid.

#### RESPONSIBILITY DEVELOPMENT EXERCISES

On weekends, our children are given activities that do not tire them, are suitable for their level, have responsibility and fulfill their responsibilities. Feedback about our students is shared with our parents via the "k12.net information system".



## 2nd Grade Main Courses

### **TURKISH**

Our main goal is to improve our students' reading habits, enrich their vocabulary and enable them to use their language effectively. It is aimed to become individuals who can express themselves in front of the community and listen to others respectfully by enabling them to develop their written and oral expression skills.

**ORANGE TREE Book Reading Project:** Our students are constantly encouraged by our teachers to read books. Read books turn in to leaves and oranges. Our students form the orange tree in the corridor where our 2nd grade students are located, with the books they read.

### **MATHS**

Mathematics enables people to think correctly, to analyze and synthesize. The foundation of our students' correct and consistent thinking is laid in the mathematics course.

In the 2nd grade, our students are trained to read and write two-digit natural numbers, and to recognize digit and number values. Four processing skills are developed. Care is taken to use visual tools in all of these.

### **SOCIAL STUDIES**

Our students are given the desire to learn by doing, experiencing and questioning. In the learning process, guidance is given to develop research, thinking, social communication and self-management skills. They are given the opportunity to be researchers and share their research in the classroom.

### **RESPONSIBILITY DEVELOPMENT EXERCISES**

In order to ensure that they become responsible individuals, research and reading activities are given to our students that will stimulate their sense of curiosity. Reading projects are followed. Feedback about our students is shared with our parents via the "k12.net information system".



## Grade 3 Main Courses

### **TURKISH**

It is important that our students gain the power of perceiving correctly what they see, watch and read. By enriching their vocabulary, they are given the opportunity to recognize their language and use it effectively and correctly. Reading projects that improve reading habits are implemented, followed and motivated. It is important for our students to express their feelings and thoughts.

**My Magical World Book Reading Project:** Our students, whose reading skills are visually encouraged in the 2nd and 3rd grade, draw up a story map for each book they read in the 3rd grade.

### **MATHS**

It is ensured that they pass to the 4th grade with a solid infrastructure. It is important to develop mathematical thinking, reasoning, estimation, estimation control and problem solving skills. It is important to think creatively and critically, to make sense of graphics, and to create graphic with data. Four processing skills are developed.

### **SOCIAL STUDIES**

The aim of this course is to raise individuals who think, research, question, express themselves, have developed self-confidence and have social sensitivity. Gains of respect, empathy, cooperation, giving importance to national and universal values are given. Qualified and informative trips are organized to enable learning by doing and experiencing.

### **SCIENCE**

In this course, which is planned as a first acquaintance with science, our students gain a positive attitude towards science and increase their interest in science. Observation, experiment and examination methods are used intensively to keep the interest and curiosity of the students alive.

### **RESPONSIBILITY DEVELOPMENT EXERCISES**

Responsibility studies are given and followed up in order to care that they are individuals who fulfill their responsibilities. Feedback about our students is shared with our parents via the "k12.net information system".





## Grade 4 Main Courses

### **TURKISH**

It is planned to develop listening, speaking, writing and presentation skills. The topics are covered by emphasizing the technical aspects, and different types of writing are examined. Studies are carried out to develop skills and the use of language is detailed.

### **SOCIAL STUDIES**

It is ensured that they become conscious individuals about the environment and society in which they live. It is important that they are individuals who have national and international ethical values, are productive, productive and good consumers and establish cause-effect relationships. They know management styles, backgrounds, cultures, responsibilities, social responsibility projects. They get to know official institutions, museums and cities with organized trips.

### **SCIENCE AND TECHNOLOGY**

Students are encouraged to examine, observe, question. They are allowed to make group experiments by preparing their own experimental setup. Emphasis is placed on studies that require them to deal with science and event phenomena in the context of cause and effect. As students who have lost their sense of curiosity, who can evaluate their work and follow scientific studies, they prepare for the next class. Activities are carried out that allow them to focus on their own are as of interest and explore knowledge with open-ended questions.

### **MATHS**

Our students, whose competencies increase in establishing connections between mathematical operations and problems, recognize fractions other than natural numbers and decimal numbers, and perform operations between fractions, as well as reading and writing large numbers and using the concept of division. Problem solving, problem posing, data collection and exemplification are learned in 4th grade.

### **RESPONSIBILITY DEVELOPMENT EXERCISES**

It is important for our students to be individuals who fulfill their responsibilities in various studies suitable for their level and are followed up. Feedback about our students is shared with our parents via the "k12.net information system".





## LIFE IN PRIMARY SCHOOL

Gelisim Schools campus has 17.000 m2 closed area in its 22.000 m2 campus in Söğütönü Neighborhood, located on the Istanbul-Bursa road of Eskişehir. There are five schools, namely Kindergarten, Primary School, Secondary School, Anatolian High School and Science High School, in the Gelişim Schools, which were established by being equipped with sufficient technology with aesthetic and scientific fields to fulfill the educational functions. Each school is separated in itself, each school is independent of each other with both its garden and interior use area.

Facilities with in the campus are planned for our students to carry out their activities in an ergonomic way, both in the out door and indoor are as.

Gelişim Schools' own shuttle vehicles, which enable students and employees to reach the campus, are a fleet equipped with the latest technology. At the same time, the shuttle drivers and the stewardesses who are responsible for the students in the shuttle are carefully determined. Thus, safe transportation of students and employees to the campus is ensured.

There are a well-equipped laboratory where primary school students carry out scientific experiments, drama halls, music halls, and visual arts work shops that they use for their cultural and artistic development. The health needs of all students and employees are met with the fully equipped infirmary located on the campus and the health workers present in the infirmary during working hours.

Surrounding the campus, there are 227 trees in total, including 92 juniper, 32 ash, 27 pine, 18 acacia, 16 planetree, 11 poplar, 8 ornamental, 8 horse chestnut, 6 linden, 5 rose, 2 elaeagnus, 1 willow and 1 apple tree creates an isolated natural area. There is a security unit that meticulously guards this area 24 hours a day. The campus plan allows students to study in 15 sports branches. 1 indoor sports hall, 2 outdoor basketball courts, 1 outdoor volleyball court, 1 tennis court, 3 football fields, 1 table tennis hall, 1 dance hall, 1 fencing hall, 1 there is a chess room.

The conference hall with a capacity of 400 people on the campus, with its sound, lighting, stage and technological equipment, allows students to exhibit cultural and artistic activities and to organize conferences, seminars and meetings.





# DEVELOPMENT IN GELİŞİM

Studies are organized systematically in order to ensure the personal development of the students as well as their academic development.

The main ones of these studies are carried out in the fields of technology, sports, culture-art, hand skills and music.

Primary school students provide this development in hands-on lessons and activities. In the field of sports, they can improve themselves in a total of 9 branches, including basketball, football, volleyball, tennis, futsal, table tennis, dance, fencing and chess. In the visual arts applied course, besides painting and drawing activities, they are also prepared for daily life with works such as rag doll work, 3D model work, sewing and ironing.

They become self-confident by discovering their talents and performing the plays they have prepared in front of the public in the drama practical lesson.

Primary school students have the opportunity to learn any instrument they wish. As a result of the systematic training they receive in the music room, they exhibit their talents in front of the ensemble with regular recitals every week.

## FOREIGN LANGUAGE

### 1st Grades

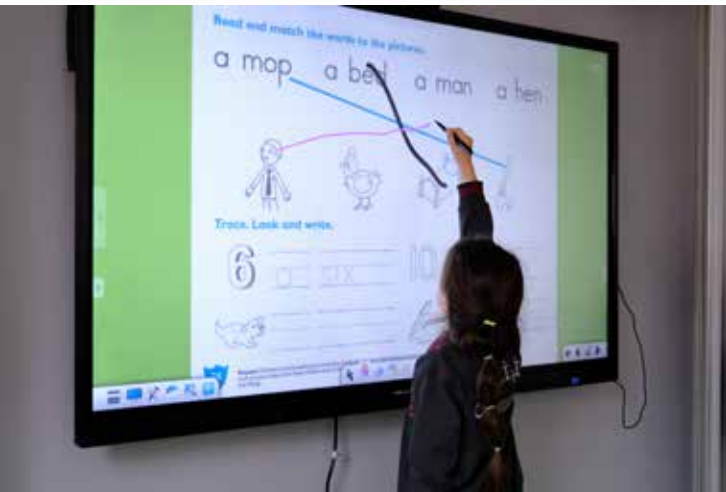
English lessons, unlike other lessons, begin with songs, games, stories and activities that are part of the child's world. The positive attitude gained in kindergarten continues throughout primary school. Main English lessons reinforced with reading, production (speaking and writing) lessons enable them to use the language as a communication tool in the lesson. After our students gain literacy skills in their mother tongue, they start reading and writing in English. Outlined books and comics form the first steps of reading in English. They give feedback to the texts by answering questions about the books they read and making illustrations.

Similarly, our students begin their writing by tagging the pictures in the books and continue by writing simple sentences. The aim of the first-year English program is for the student to be interested in the English lesson and gain a positive attitude. Our first-year program, in which intensive reading and listening activities are carried out, creates a solid foundation and awareness for our student's later years.

### 2nd Grades

The program, which gains a little more reading and writing weight compared to the first year, helps students build their language knowledge. Our students maintain a positive attitude and self-confidence towards English in the second year. In the lessons supported by intense visual and auditory materials, students are provided to use the language more easily.

Songs, games, children's books, stories, animations and craft activities support students to learn English in their daily routine and with pleasure. Students continue to develop their reading skills through independent, teacher-led and group reading activities. They examine at least one story a week, answer questions about the story, and make projects. Writing exercises that gain weight shift from simple sentences to short dialogue and simple paragraphs. English is started to be used as a communication tool with group work that increases student-student communication.



## 3rd Grades

English lessons for our third year students are connected with daily life and in communication with different disciplines.

Consecutive stories, short and simple scientific papers (how the balloon in flates, etc.), games based on reading comprehension and solving riddles, paired activities, groupwork, short presentations, leveled books in crease the variety of English lessons.

The activity formats are changed by taking in to account the individual character is tics and learning styles of the students. Our students who gain fluency in reading continue the irreading activities in groupso rindividually. The depth of the writing studies in creases and simple written feedbacks are givento the texts read. In production lessons, where writing and speaking activities are carried out together, students are provided to make sense of what they learned in the main lesson by combining them.

Our students are encouraged to attend Cambridge YLE (Starters, Movers) exams to prepare them for international exams.

## 4th Grades

In the fourth grade, our students continue their English development with the main course and reading-production lessons.

In the program in which speaking, listening, reading and writing skills are developed together with the basic rules of the language, students' expres-sion skills are developed. With in-class presentations, animations and proj-ect work, more concrete production in the language is started. Coopera-tion and cooperation skills are strengthened with paired studies and group activities.

With the lessons taught by foreign teachers, students are provided to understand the culture better and to distinguish the differences in language usage. Listening and daily speaking skills improverapidly. Short stories, poems, descriptive paragraphs diversify the writing work.

Our students are encouraged to attend Cambridge YLE (Starters, Movers) exams to prepare them for international exams.



## EDUCATIONAL

The primary school period is one of the early periods when the student is acquainted with educational technologies. In today's information age, preparing children for the future cannot be thought of independently of technology.

The aim of the education that the students of Gelişim Primary School receive in the STEM Coding laboratory is to make the students creative, analytical thinking and questioning individuals. Students are prepared to be the inventors of the future with the simple coding they learn and the algorithm work they do.

In STEM lessons, which are a combination of science, technology, mathematics and engineering, primary school students gain digital world citizenship competencies while learning how to use the technology they are constantly in.

## COUNCELING GUIDANCE

Gelişim Primary School; It aims to enable students to be individuals who can take responsibility, have high problem-solving and critical thinking skills, respect differences, have strong communication skills, develop entrepreneurship and leadership skills, and use their experiences in the direction of positive development.

While raising individuals who can use the advantages of the age in a way that can contribute to their own development, it is also important to be aware of universal values. While all these studies are being done; It is based on the principle that guidance services are professional help based on scientific principles and methods. Guidance services are considered as a process and are handled with in the school family system.

Inline with these goals, with students;

Activities to get to know each student in social, emotional and cognitive sense from the moment they step into school,

Orientation studies that will improve adaptation skills,

Supportive studies in line with their own development processes by setting individual goals in line with their needs,

Studies that will enable them to develop their own potential by evaluating their learning processes,

In-class studies are carried out to help students maintain their social and academic success in the next level of education.





# MIDDLE SCHOOL

## OUR PHILOSOPHY OF EDUCATION

With our motto "Life transcends school", our students are prepared for higher education through an understanding which is a realistic and peaceful approach to life, unafraid to state their opinions, able to use a foreign language actively; as well as acquiring all the academic outcomes. The classrooms in our school are designed in accordance with the classroom technique.

### 5th and 6th Grades

Our students' creativity is developed through designing our classrooms according to the classroom technique, carrying out the lessons by connecting them with real life, having lessons by multimedia means and carrying out experiments and projects directly in our school.

Along with transferring knowledge of mathematics and science lessons to the real life, we also systematically work on getting students to participate in ÜYEP (Education Programs for Talented Students), TÜBİTAK mathematics Olympics, "Bu Benim Eserim" projects and Comenius projects. With these projects our students' language skills develop and they have the chance to learn different cultures as well as developing their academical skills.

We have pragmatic literacy based practices in our Turkish lessons and we carry out projects to reinforce their reading skills. For example, "Heybe Projesi" is an important educational tool we have. The students who take drama lessons for their Social Activity lesson credit stage a play that they study throughout the year, which improves our students' self-confidence.

### 7th and 8th grades

In these grades, we prepare our students for the exam in our academic lessons (Turkish, Mathematics, Social Studies and Science).

To make our students more successful in the academic lessons, we have 2 extra lessons each. For these grades, we carry out achievement exams and mock exams once every fortnight. The exams are graded by the Evaluation and Assessment department the same day. The results of the exams are shared with the management, teachers, counseling teachers, students and the parents.



Extra lessons for each grade and student is arranged based on the decisions made by the school management and Evaluation and Assessment Department. According to these results, the teachers keep a log of the extra lessons. The teachers also provide feedback to our parents and principals. We do not move onto the following unit without ensuring students' complete understanding of the subject.



## TRANSFERRED STUDENTS

Upon the counselling and enrollment meetings, the students in grades 6,7,8 who are transferred to our school are given an exam to test their readiness levels. The homeroom in which the student will be enrolled is decided in accordance with this exam's results. Similarly, based on this exam results, we make up for the academic shortcomings of the newly enrolled student during our annual 2 weeklong orientation program.

During the orientation program and when the school start, we provide counselling service, both individually and in groups, to our student in order for them to not have any problems blending in.

## PUBLICATIONS

### The Publications Used

We use study aids along with MEB and foreign publications. The achievement tests, mock tests and screening tests to be carried out through the semester are chosen by the teachers and the school management in a meeting we have each year on June. While choosing these materials, we evaluate how they will contribute to each class, each lesson's nature and our students; we do not have a wholesale approach in this process.

## Homework

Before the education year starts, we decide how much homework is to be assigned for the weekdays and the weekend in grade-level meetings. This decision is shared with the students and the parents. The homework given is checked on time. We give feedback to the students based on their homework. The students who have trouble completing their assignments is first warned by the teacher; if the situation does not improve, the counselling teachers and the principals get involved. We invite the parent to the school and discuss the situation in a meeting, which the student also participates. We make sure that the student completes their homework.

# LIFE IN MIDDLE SCHOOL

Both indoor and outdoor amenities within the campus are designed for our students to act ergonomically.

Gelisim Schools campus, located in Söğütönü Neighborhood on Istanbul-Bursa Road, has a 17.000 meter squares of indoor space in its total 22.000 meter square land. Gelisim Schools, which has aesthetic and scientific areas to fulfill educational purposes and designed with adequate technology, is composed of 5 different schools; namely, Kindergarten, Primary School, Middle School, Anatolian High School and Science High School. Each school has its own divisions; both their gardens and indoor spaces are independent from the others.

92 juniper trees, 32 ash trees, 27 pine trees, 18 acacia trees, 16 plane trees, 11 poplar trees, 8 ginkgo trees, 8 horse chestnut trees, 6 linden trees, 5 rose bushes, 2 silverberry trees, 1 willow tree and 1 apple tree, in total 227 trees surrounding the campus provide an isolated natural space within the city. This area is meticulously protected by the security team 24 hours.

There are an equipped laboratory where middle school students can carry out scientific experiments in addition to the drama rooms, music classrooms and art workshops which they can use to aid their cultural and artistic development.

The fully equipped infirmary in the campus and the medical staff available during the work hours help all the students and the workers with their medical needs.

The middle school students have a cafeteria for 400 people. Daily menus to fulfill students' food requirements are prepared by the food engineers working in the cafeteria. The hygiene of the cafeterias and the food is inspected constantly.

Campus grounds allow students to study on 15 branches of sport. There are 1 indoor sports hall, 2 open basketball courts, 1 open volleyball court, 1 tennis court, 3 football fields, 1 table tennis courts, 1 dance hall, 1 fencing hall, 1 chess hall.

The 400 people auditorium in the campus enables students to exhibit cultural and artistic facilities and have conferences, seminars and meetings thanks to its voice, stage and technological equipment.

Gelisim Schools its own shuttles, which enables students and employees to commute to the school, is a fleet equipped with the latest technology. Moreover, the drivers of the shuttles and the stewardesses, who are responsible for the students are chosen carefully. Hence, the students and the employees arrive at the school safely.







## LIFE IN MIDDLE SCHOOL

For students' personal development as well as academical development, practices are held systematically. The main practices are carried out in technology, sport, culture-art, crafts and music fields.

Middle school students develop themselves in applied courses and exercises. They can develop themselves in 9 branches of sport; namely, basketball, football, volleyball, tennis, futsal, table tennis, dance, fencing and chess.

They discover their talent and become more self-confident by staging the play they have studied in front of an audience.

The weekly student presentations encourage students to research and learn more. In these presentations, the students choose subjects that interest them and prepare an oral and visual presentation to their peers. In the applied course of Art, they get ready for real life with activities such as rag doll project, 3D modelling project, sewing, ironing in addition to painting and drawing.

Middle school students have the chance to learn any instrument they wish. As a result of the systematic training they get in the music hall, they display their talent in front of an audience in the recitals held weekly.

## FOREIGN LANGUAGE

We founded a program which allows students to learn English as a foreign language from age 5 to the 12th grade by listening, speaking, reading and writing.

We have an English program;

Which provides students with a living space rather than a lesson,

Where students approach language with a positive attitude,

Which makes students constantly hear, see and produce language by exposure,

Which turns English into a part of life and separates from academic lessons,

Which carries the language to the school in the closest way possible, without smothering students in rules,

Which amplifies cultural, intellectual and social language achievements by the end of each grade,

Which improves students' self-esteem

Which provides students with constant chances to express themselves thanks to ample lessons



Which provides cultural and intellectual background through rich readings,  
Which allows students to be exposed to ample and high-quality input and develop language awareness thanks to the 20 different areas designed especially to raise English awareness and for language education,  
Which supports students' holistic achievements thanks to the creative drama lessons in English,  
Which includes a lot of repetition to scaffold what is learnt and carry this information to the following year,  
Which includes all the interesting activities to encourage each student to use the language from age 5 to 12th grade.

**In fifth grade, second foreign language education starts. It is aimed for the student to be able to express themselves basically in the second foreign language.**

In middle school English program, it is important to develop reading, writing, speaking, listening, grammar and vocabulary areas separately. It is important for students to use what they learn in the lessons actively and perform in foreign language. Our middle school program, which is intensified by native teachers, drama, extensive reading- production allows our students to learn the language deeply and prepare them for high school English program.

A wider understanding of language is created by supporting communicative language skills with more academic and scientific studies. The purpose of the program is making our students use English language more fluently and accurately and developing especially their speaking and writing skills.

**Throughout middle school, our students can evaluate themselves with exams such as Young Learners, KET, PET.**

Our middle school program, intensified by native teachers, drama, extensive reading – production lessons, allow our students to learn the language better.

Our students learn the use of English in different settings, with different accents and in different situations.

Our students develop their language skills by reading different text and story books through the year.

Students are encouraged to actively use what they learn during the lessons.

For every unit, our students prepare an oral presentation, do a creative writing, complete a project and take a quiz.

In a week, fifth grades have 18 lessons; sixth grades have 12 lessons; seventh grades have 10 lessons; eighth grades have 8 English lessons.

## EDUCATIONAL TECHNOLOGIES

Middle school students combine science, technology, engineering and math in Stem laboratory and get training on coding, information technology and digital citizenship. Hence, they become digital citizens who can be critical while using information and communication resources, know the ethical outcomes of online actions, make moral online decisions, don't use technology for bad, encourage correct behavior while communicating and collaborating in digital world.

They learn the correct and wrong ways to use internet and learn how to use technology to have good impact on their lives. They take technology under control with smart device design, 3D design, game design and developing mobile applications.

The students who found technology clubs in school make projects with their mentors' guidance and create Lego robots. With the codes they write, students give this robot some movement abilities and take part in national and international competitions.

## PREPARATION FOR EXAMS

At the beginning of the academic year, our teachers determine how many exams will be given in which course. Written exams and achievement measurement exams to be held throughout the year are announced on the website. Achievement assessment exams are given only to Gelisim School in our province by the relevant company. Apart from the written assessment exams, practice exams consisting of questions prepared by the teachers of our 1st and 2nd semesters are held.

The content of the written exams (open-ended questions, multiple-choice questions, lecture questions, etc.) to be given by our teachers is arranged in a way that covers all of the "assessment-evaluation" techniques. The written questions prepared are shared with the Assessment-Evaluation Unit one week before the week. In line with the opinion and suggestion of this unit, corrections are made, and the exam is administered. Each students academic reports are kept systematically by the Assessment and Evaluation Unit.

## PDR

Our Counseling Department contributes to students who have acquired the habit of studying since Primary School, leaving their classroom teachers and ensuring the continuation of success in the company of branch teachers.

Counseling Department; considers students as a whole and deals with all development processes. Counseling service pays more attention to individual differences, with the philosophy that "each individual is unique and different from each other with their interests, abilities, values and attitudes."



# Educational Guidance

Examination system  
Efficient study  
Regulating study behaviors  
Coping with exam anxiety  
Situational surveys regarding the needs and expectations of our students  
Practice exams during the academic year  
Programs to monitor student learning  
Who is who inventory, autobiography is applied to students.  
Behavior Assessment scale will be applied to students.  
Gender education is given in accordance with the level of 5th grade students.

## Individual Interviews

Individual meetings are given importance in order to get to know students closely, to establish a trusting relationship with the psychological counselors and to benefit from the Guidance and Psychological Counseling Service. Student meetings are held at certain periods.  
Helping one-to-one in adapting to the school and the environment  
Self-acceptance and self-improvement  
Helping to establish interpersonal relationships  
To gain a safe and healthy life understanding  
To emphasize the importance of community and family rules is our primary goal in individual interviews.

## Group Work

Group studies sessions are organized in line with the need. Children's group work needs are determined by feedback from the teacher, family or as a result of the inventories applied. Group studies are planned by targeting social skills training. Group studies are determined under different topics.

For example, if you want to use

Group discussions aimed at providing orientation for new students to the school,

Group discussions with students with low course success ("efficient ways of studying"),

Like group meetings with students who have trouble adapting...



Our guidance unit attaches importance to studies that will reduce the exam anxiety of our students, aims to help students solve academic success in their lives as well as the difficulties they face in the thought behavior and development process without becoming a problem, and to educate self-aware, environmentally conscious, creative individuals. Guidance and Psychological Counseling follows the cognitive processes appropriate to each class level.

## Guidance Studies:

### To our students;

Choosing the school that suits him best  
To be able to build good relationships with others  
Know efficient ways to study  
To recognize and choose the top program that best suits their interests and abilities, starting with basic training  
Critical and questioning thinking  
Being able to express themselves well in front of the community  
It helps them take responsibility for the choices they make.

### To our teachers;

Orientation studies  
Educational seminars  
Individual interviews are held at regular intervals in terms of academic and behavioral aspects related to the student.

### To our parents;

Interviews with the parent are carried out in accordance with the parents' own needs or by appointment when the Guidance and Psychological Counseling Unit deems it necessary. Family information is provided.  
Individual interviews are held on issues such as personal-developmental characteristics of our students, academic achievements, attitude-behavior, teacher and friend relations and family relations.  
In accordance with the developmental processes of our students; Documents on adolescent characteristics, communication, stress management and education system are prepared and shared with the parent in order to inform our parents.  
Our seminars are determined by the topics determined in accordance with the demands of our parents during the year.

What is adolescence, what is not?  
They're learning right, are they working right?  
How much is the communication, how far?

**"If you believe that something is impossible; your mind begins to work to help you find a solution to prove why this is impossible; but when you believe that something can be done, your mind starts working to help you find a solution to do it." Dr. Dawid J.Schwartz**



ESKİŞEHİR  
GELİŞİM OKULLARI



# ANATOLIAN HIGH SCHOOL

## OUR PHILOSOPHY OF EDUCATION

With Happy Steps on the "Road of Life"

Gelisim Anatolian High Schools aim to provide students with their mental and physical development while preparing them for higher education. For this reason, it is not only for the student to win the university; It is also very important to have a decent, talented, self-confident person. Our school provides a wide and fair opportunity for both teachers and students to access the right resources and technologies for the learning and evaluation of the student in all curriculum areas. Student-centered education is applied considering the different levels of intelligence and perception of our students. After the evaluation exams are applied, in cases where the specified targets are not achieved; After the discussion environments guided by the teacher, student-centered group discussions, one-to-one studies, student-centered laboratory activities, workshops that enrich the production and application of thoughts and guidance services, our students reach the conclusion.

Under the guidance of expert education staff, our students are also prepared for university entrance exams and post-education life.



## LIFE IN ANATOLIAN HIGH SCHOOL

Gelisim Schools has a protected area of 17,000 m2 in a 22,000 m2 campus in the Sogutonu neighborhood of Eskisehir, with direct access to the Istanbul-Bursa intercity highway. There are five different school grades at Gelisim Schools: Kindergarten, elementary, middle school, Anatolian High School, and science high school. Every single one aims to deliver the functionality of teaching and learning, and it owns aesthetic-scientific areas in addition to this, it is built on such foundations.

The facilities on campus are planned for our students to carry out their activities ergonomically both in the outdoor and indoor areas.

It forms a natural area in the city with a total of 227 trees including 92 junipers, 32 ash, 27 pines, 18 acacias, 16 sycamores, 11 poplars, 8 ornaments, 8 horse chestnuts, 6 linden, 5 roses, 2 spindly, 1 willow and 1 apple tree surrounding the campus. There is a security unit that meticulously protects this area 24 hours a day.

Gelisim provides service shuttles for their students that are equipped with the latest technology, providing access to the campus for students and employees. At the same time, service drivers and stewardesses who are responsible for the students in the services are carefully chosen. In this way, students and employees are safely transported to the campus and vice versa.

There are equipped physics, chemistry, and biology laboratories where high school students conduct scientific experiments. Drama halls, music halls, visual arts workshops, and club rooms are also available to ensure their cultural and artistic development continues.

High school students have a dining hall that can accommodate up to 400 people. Daily menus are served to meet the nutritional needs of students are determined by food engineers working in these areas. Hygiene inspection of cafeterias and food is carried out continuously by our expert staff.

The campus plan allows students to train in 15 different types of sports. There is 1 indoor gym, 2 outdoor basketball courts, 1 outdoor volleyball court, 1 tennis court, 3 football fields, 1 table tennis hall, 1 dancing hall, 1 fencing hall, and 1 chess hall.

The conference hall for 400 people on the campus allows students to exhibit their cultural and artistic activities and organize conferences, seminars, and meetings. This hall is also equipped with good sound illumination systems as well as a stage.

The health needs of all students and employees are addressed with the fully equipped infirmary located inside the campus and the health care professionals who are present in the infirmary during working hours.





## DEVELOPMENT AT GELİŞİM SCHOOLS

To ensure the academic development of the students as well as their personal development, studies are organized systematically. Some of the main practices are carried out in the field of technology, English, sports, culture and art, dexterity, and music.

High school students acquire these developments in hands-on courses, activities, and clubs. They can develop themselves in 9 branches: basketball, football, volleyball, tennis, futsal, table tennis, dance, fencing, and chess in field of sports.

High school students can learn any instrument they want. As a result of the systematic training, they receive in the music room, they show off their skills in front of the community with their regular canteen concerts every week. Weekly student presentations encourage students to research and learn more. In these presentations, students identify topics of interest and prepare an oral and visual presentation for their peers.

Clubs that Anatolian High School students operate:

Football Club  
Volleyball Club  
Basketball Club  
Badminton Club  
Tennis Club  
Table Tennis Club  
Athletics Club

Dance Club  
Theatre Club  
Video Art Club  
Orienteering Club  
Collage Club  
Piano Club  
Org Club

Guitar Club  
Violin Club  
Cello Club  
Young Writers Club  
Chess Club  
German Club  
Model United Nations

TOEFL - SAT - IELTS Club  
First Robotics Competition  
First Lego League  
Billiards Club  
Archery Club  
Video Edit Club



# FOREIGN LANGUAGE

Beginning from age five until 12th grade, students learn English in an authentic environment, by improving their four basic skills in language learning.

Such an approach is also present in other areas:

Offering the student an English living space rather than a lesson,  
Encouraging students to think positively about foreign languages,  
Continuously exposing the student to language, allows them to hear, see, and produce better,  
Distinguishing English lessons from academic mentality by underlining that it is a 'part of life' skill to have,  
Carrying out language lessons so that it is acquired naturally without smothering the student with rules,  
Maximizing cultural, intellectual, and social language gains at the end of each level,  
Boosting the student's self-esteem,  
Giving the students a lasting chance to express themselves in English with intensive lessons,  
Providing cultural and intellectual accumulation space with intensive reading activities.



In 20 different venues specially prepared for English awareness and language teaching, students are exposed to languages with qualified and intensive stimuli, and we believe that language awareness is increased this way,

Supporting students' holistic achievements with English creative drama lessons,

By reinforcing what has been taught and making possible connections with the upcoming year by also providing frequent reviews lessons,

We have created an English learning program that includes all kinds of activities of interest to encourage every student from the age of five to 12th grade to use the language properly.

English levels are determined by the exam applied at the beginning of the year for students from different backgrounds and foreign language levels. We increase our students' proficiency so that they can become successful in exams with international validity such as TOEFL, IELTS, SAT.

In the 9th and 10th grades, second foreign language courses enable students to gain the ability to express themselves in the second foreign language.

An intensive and deep student recognition program is undertaken, Student clubs have been formed for the 9th and 10th grades so that the students can have space for personal growth.

Reading texts, books, and digital texts are provided that will pave the way for their future professional and academic lives and strengthen their intellectual background.

Our students, who read fictional and nonfictional texts, articles, magazine newspaper articles; watch movies and videos about the subjects they read, and then discuss these topics in writing and verbally, use a foreign language as a means of communication as well as a means of education and access to information.

Our high school students are encouraged to take exams such as TOEFL Jr, Sample TOEFL, IELTS, FCE, TOEFL IBT, SAT, and additional studies are carried out on these exams if necessary.





# EDUCATION TECHNOLOGIES

High school students combine science, technology, engineering, and math in STEM laboratory and get training on coding, information technology, and digital citizenship. Hence, they become digital citizens who can be critical while using information and communication resources, know the ethical outcomes of online actions, make moral online decisions, don't use technology for bad, encourage correct behavior while communicating and collaborating in a digital world.

They learn the correct and wrong ways to use the internet and learn how to use technology to have a good impact on their lives. They take technology under control with smart device design, 3D design, game design, and developing mobile applications.

The students who found technology clubs in school make projects with their mentors' guidance and create Lego robots. With the codes they write, students give this robot some movement abilities and take part in national and international competitions.

## PREPARATION FOR EXAMS

The results of the test are evaluated by the Measurement - Evaluation Unit and Guidance Unit, and the students are directed to additional studies together with that course teacher by identifying the deficiencies in the students' achievements. These studies are recorded, and parents are informed about the studies.

9th and 10th Grade At Gelişim, the preparation phase for the YKS begins in the 9 th grade and gradually gains momentum at 11 grade. Due to the common curriculum implementation in the 9th and 10th grades, each lesson is of great importance as the TYT is the first session in the YKS. This , intensive curriculum practice is carried out in the 9th and 10th grades in our school. In this context;

### GSS (Development Level Exam)

These exams are applied regularly to the students of 9th and 10th grades every month. The contents of the exam include the subjects that the student is responsible for until that exam.

### Gradated Academical Appliances

In the 9th grade, according to the YEP (Placement Base Score) described according to LGS results, the classes were fixed, while in 10th grades "Exchange Rate Practice" is initiated with the average of the test exams they take in the 9th grade. The purpose of this application is to capture a more qualified group of dynamism.

### Subject Screening Exams

With the Subject Screening Exams applied at the end of the subject from all branch courses, it is determined whether the student understands the sub-achievements of the subjects.

### Joint Written Exams

With the "Joint Written Exam Calendar" created at the beginning of the year, all high school students are taken to written exams with simultaneous sessions.





### Individual Studies and Group Supplementary Studies

The weekly planned achievement studies are planned from the courses needed according to the individual demands from the students and the analysis of the measurement evaluation and guidance unit after the mock exams. Students can meet with the teachers waiting for them in the areas designated for them and repeat the subject, whether individually or in groups.

### Basic Skills Acquisition Courses

Our program, which is implemented for our 9th and 10th-grade students to eliminate the subject deficiencies identified in the basic achievements to be reached by monitoring the GSS (Development Level Exam) results applied throughout the year and to move to a higher level, covers the after-school period during the week and the first two weeks of the summer holidays.

### 11th Grade;

The most important change in the program applied to 11th-grade students is the implementation of the "Double Education Program" in each field course to make retrospective revisions in addition to our accelerated exam preparation program. Within the scope of this program, both the 11th-grade curriculum are carried out. A review of the previous curricula is offered during this period.



In addition, the GSS, which is held in 9th and 10th grades, is replaced by YKS mock exams. 11th-grade students are subjected to a total of 25 YKS mock exams throughout the year, 10 of which are nationwide.

To keep a closer eye on the exam preparation marathon, the "Academic Follow-up System" application is carried out under the leadership of the Guidance Service.

### Gradated Academical Appliances

After the YKS mock exams applied every month in the 11th grade, students are subjected to "Exchange Rate Practice" according to their fields. The purpose of this application is to capture a more qualified group of dynamism.

### Weekday Group Acquisition Studies

The weekly planned achievement studies are made from the courses needed according to the individual demands from the students and the analysis of the measurement evaluation – guidance unit after the trial exams. Students can meet with the teachers waiting for them in the areas specified for them and repeat the subject, whether individually or in groups.

### Custom Workgroups (Approx. 120 hours)

Students can close their gaps during special working hours to be held throughout the year in groups of 3-4 people from 3 different courses for each student, which is determined as a result of the analysis of the measurement evaluation – guidance unit or created in accordance with their demands.

### Question-Solving Hours (Approx. 250 hours)

Every week on Friday, during the last two lesson hours, question and resolution time is applied alternately from all branches. In our application, which is carried out in the field of question resolution specially prepared for students, question fables prepared by our teachers are distributed.

### Individual and Group Supplementary Studies

The weekly planned earnings studies are made from the courses needed according to the individual demands from the students and the analysis of the measurement evaluation – guidance unit after the trial exams. Students can meet with the teachers waiting for them in the areas specified for them and repeat the subject, whether individually or in groups.

### YKS Acceleration Programs

- Accelerated Saturday YKS Preparation Program (About 50 hours)
- June Period consists of two periods as YKS Acceleration Program (Approximately 50 hours).

In addition to these periods, YKS winter camp (approximately 60 hours/5000 question resolution) is held.

In addition to the ongoing preparation program of our 11th-grade students, our accelerated Saturday program continues in June and August following the semester. After our accelerated program, the 12th grade begins by finishing YKS subjects.



### YKS ACCELERATING PROGRAMS

#### August YKS Acceleration Program (About 50 hours)

Accelerated Saturday YKS Preparation Program (About 50 hours)

Semester YKS Winter Camp (Approximately 60 hours/5000 question solution)

#### Week 1 Group Gain Studies (Approx. 360 hours)

The weekly planned achievement studies are made from the courses needed according to the individual demands from the students and the analysis of the measurement evaluation – guidance unit after the mock exams. Students can meet with the teachers waiting for them in the areas specified for them and repeat the subject, whether individually or in groups.

#### Custom Workgroups (Approx. 120 hours)

Students can close their gaps during special working hours to be held throughout the year in groups of 3-4 people from 3 different courses for each student, which is determined because of the analysis of the measurement evaluation – guidance unit or created in accordance with their demands.



# PSYCHOLOGICAL COUNSELING AND GUIDANCE

The modern understanding of education is not only aimed at the mental development of students, but also aims for their physical, social, and spiritual development. Guidance Services implemented in our high school, taking into account the characteristics of "Adolescence", prepared in line with the physical, emotional, social, and personal needs of the student, by getting to know the individual himself and his/her environment, to live a harmonious and happy life and to make realistic plans for himself, to gain decision-making and problem-solving skills; it covers studies that allow him to develop mentally, physically, socially and emotionally as a whole, and to reach the maturity necessary to make educational and professional decisions.

During the guidance and psychological counseling process, students are listened to by respecting their privacy, trust, and personal rights, accepting them unconditionally without judging them on any subject they want. They are treated openly and honestly, helping them to make healthy decisions on a variety of issues.

The work carried out by our Guidance Service:

Orientation studies,  
Individual guidance studies and case studies,  
Trial exam evaluation studies,  
Academic Tracking System,  
Studies aimed at getting students to know themselves,  
Seminar studies for parents and students,  
Inventory applications (BEER Sentence Completion, Autobiography, Causes of Failure, Study Behavior Assessment Inventory, Professional Maturity Scale, Professional Orientation Inventory, Self-Assessment Inventory, Holland, Exam Anxiety Inventory, Burdon Attention Test),  
Information studies on the exam system,  
Information studies about course selection,  
Studies for vocational-university promotions,  
Professional promotional conferences,  
"Peer Consultancy" program with our graduates,  
University promotional trips,  
Traditional "Professional Meeting with Graduates" event,  
University introductions through written and visual documents,  
Preference consultancy services,  
Democracy education and school parliamentary work,  
In-class guidance applications (Time Management, Efficient Study Techniques, Effective Preparation for Exams, Planning" and Implementation, Learning to Learn, "Overcoming Learning Barriers", etc.),  
Group guidance studies.





# IB DIPLOMA PROGRAMME

- High School: Grades 11 – 12

IB Diploma Programme provides:

- Rigorous pre-university course of studies
- Designed to meet the needs of motivated students
- Comprehensive 2-year curriculum that allows its graduates to fulfill requirements of various national education systems
- Well-rounded and challenging curriculum: Language A, Language B, Humanities, Sciences, Maths, Art/Music
- IB Core: Theory of Knowledge, Extended Essay & Creativity, Activity & Service

Eskisehir Gelisim School is a Candidate School\* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Eskisehir GelisimScool believes is important for our students.

\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.or](http://www.ibo.or)



# GELISIM SCIENCE HIGH SCHOOL

## OUR PHILOSOPHY OF EDUCATION

With Happy Steps on the 'Road of Life'

Gelisim Schools Science High School aims to improve the students mentally and physically while preparing them for higher education. For this reason, it is not only important for the student to get into the university; It is also very necessary to have a decent, talented, self-confident person after graduation. Our school provides diverse and just opportunities for both teachers and students to access the right resources and technologies for the learning and evaluation of the student in all curricular areas. We have a student-centered approach while also considering our students' different levels of intelligence and perceptions. After the evaluations, in cases where the specified targets are not met; After interviewing the student, the teacher leads them to, student-centered group discussions, one-to-one studies, laboratory activities, workshops that enrich the productivity and feasibility of 'thinking'. The Measurement evaluation – guidance service makes sure; the students take advantage of such an approach.

Under the guidance of our expert education staff, our students are also prepared for university exams and as well as post-education life.

## LIFE AT GELISIM SCIENCE HIGH SCHOOL

The Gelisim Schools campus has a protected area of 17,000 m<sup>2</sup> in a 22,000 m<sup>2</sup> campus in the Sogutonu neighborhood of Eskisehir, with direct access to the Istanbul-Bursa intercity highway. There are five different school grades at Gelisim Schools: Kindergarten, elementary, middle school, Anatolian High School, and science high school and every single one aims to deliver the functionality of teaching and learning, and it owns aesthetic-scientific areas and is built upon such foundations.

The facilities on the campus are designed so that our students can carry out their activities ergonomically both indoors and outdoors.

It forms a natural area with a total of 227 trees including 92 junipers, 32 ash trees, 27 pines, 18 acacias, 16 sycamores, 11 poplars, 8 ornamental trees, 8 buckeyes, 6 lindens, 5 rose bushes, 2 silverberry shrubs, 1 willow tree and 1 apple tree surrounding the campus. A security unit meticulously protects this area 24 hours a day.

Gelisim provides service shuttles for their students that are equipped with the latest technology, providing access to the campus for students and employees. At the same time, service drivers and stewardesses who are responsible for the students in the services are carefully chosen. In this way, students and employees are safely transported to the campus and vice versa.





There are equipped physics, chemistry, and biology laboratories where high school students conduct scientific experiments. Drama halls, music halls, visual arts workshops, and club rooms are also available to ensure their cultural and artistic development continues.

High school students have a dining hall that can accommodate up to 400 people. Daily menus are served to meet the nutritional needs of students are determined by food engineers working in these areas. Hygiene inspection of cafeterias and food is carried out continuously by our expert staff.

The campus plan allows students to train in 15 different types of sports. There is 1 indoor gym, 2 outdoor basketball courts, 1 outdoor volleyball court, 1 tennis court, 3 football fields, 1 table tennis hall, 1 dancing hall, 1 fencing hall, and 1 chess hall.

The conference hall for 400 people on the campus allows students to exhibit their cultural and artistic activities and organize conferences, seminars, and meetings. This hall is also equipped with good sound illumination systems as well as a stage.

The health needs of all students and employees are addressed with the fully equipped infirmary located inside the campus and the health care professionals who are present in the infirmary during working hours.

## DEVELOPMENT AT GELISIM SCHOOLS

To ensure the academic development of the students as well as their personal development, studies are organized systematically. Some of the main practices are carried out in the field of technology, English, sports, culture, art, crafting, and music.

High school students acquire these developments in hands-on courses, activities, and student clubs. They can develop themselves in 9 branches: Basketball, football, volleyball, tennis, futsal, table tennis, dance, fencing, and chess the field. High school students can learn any instrument they want. As a result of the systematic training, they receive in the music room, they show off their skills in front of the school community with their regular student-cafeteria concerts every week.

Weekly student presentations encourage students to research and learn more. In these presentations, students identify topics of interest and prepare an oral and visual presentation for their peers.

Science high school students can improve their skills in the following student clubs:

Dance Club  
Theatre Club  
Video Art Club  
Orienteering Club  
Collage Club  
Piano Club  
Org Club

Guitar Club  
Violin Club  
Cello Club  
Young Writers Club  
Chess Club  
German Club  
Model United Nations

TOEFL - SAT - IELTS Club  
First Robotics Competition  
First Lego League  
Billiards Club  
Archery Club  
Video Edit Club

# FOREIGN LANGUAGE

Beginning from age five until 12th grade, students learn English in an authentic environment, by improving their four basic skills in language learning. Such an approach is also present in other areas:

Offering the student an English living space rather than a lesson,

Encouraging students to think positively about foreign languages,

Continuously exposing the student to language, allows them to hear, see, and produce better,

Distinguishing English lessons from academic mentality by underlining that it is a 'part of life' skill to have,

Carrying out language lessons so that it is acquired naturally without smothering the student with rules,

Maximizing cultural, intellectual, and social language gains at the end of each level,

Boosting the student's self-esteem,

Giving the students a lasting chance to express themselves in English with intensive lessons,

Providing cultural and intellectual accumulation space with intensive reading activities.

In 20 different venues specially prepared for English awareness and language teaching, students are exposed to languages with qualified and intensive stimuli, and we believe that language awareness is increased this way,

Supporting students' holistic achievements with English creative drama lessons,

By reinforcing what has been taught and making possible connections with the upcoming year by also providing frequent reviews lessons,

We have created an English learning program that includes all kinds of activities of interest to encourage every student from the age of five to 12th grade to use the language properly.

English levels are determined by the exam applied at the beginning of the year for students from different backgrounds and foreign language levels. We increase our students' proficiency so that they can become successful in exams with international validity such as TOEFL, IELTS, SAT.

In the 9th and 10th grades, second foreign language courses enable students to gain the ability to express themselves in the second foreign language.



An intensive and deep student recognition program is undertaken,

Student clubs have been formed for the 9th and 10th grades so that the students can have space for personal growth.

Reading texts, books, and digital texts are provided that will pave the way for their future professional and academic lives and strengthen their intellectual background.

Our students, who read fictional and nonfictional texts, articles, magazine newspaper articles; watch movies and videos about the subjects they read, and then discuss these topics in writing and verbally, use foreign language as a means of communication as well as as a means of education and access to information.

Our high school students are encouraged to take exams such as TOEFL Jr, Sample TOEFL, IELTS, FCE, TOEFL IBT, SAT, and additional studies are carried out on these exams if necessary.

English rates are determined by the exam applied at the beginning of the year for students from different backgrounds and foreign language levels. When our students graduate, they can achieve success in internationally valid exams such as TOEFL, IELTS, SAT.

In the 9th and 10th grades, second foreign language courses enable students to gain the ability to express themselves in the second foreign language.

An intensive and deep student recognition programme is applied.

In the 9th and 10th grades, level groups create classes where the student will advance himself more easily.

They are provided with reading texts, books, and digital texts that will pave the way for their future professional and academic lives and strengthen their intellectual background.

Our students who read fictional and nonfiction texts, articles, magazine newspaper articles, watch movies and videos about the subjects they read, and then discuss these topics in writing and verbally, use a foreign language as a means of communication as well as educationally and access information.

Our high school students are encouraged to take exams such as TOEFL Jr, Sample TOEFL, IELTS, FCE, TOEFL IBT, SAT, and additional studies are carried out on these exams if necessary.





# EDUCATION TECHNOLOGIES

High school students combine science, technology, engineering and math in Stem laboratory and get training on coding, information technology and digital citizenship. Hence, they become digital citizens who can be critical while using information and communication resources, know the ethical outcomes of online actions, make moral online decisions, don't use technology for bad, encourage correct behavior while communicating and collaborating in digital world.

They learn the correct and wrong ways to use internet and learn how to use technology to have good impact on their lives. They take technology under control with smart device design, 3D design, game design and developing mobile applications.

The students who found technology clubs in school make projects with their mentors' guidance and create Lego robots. With the codes they write, students give this robot some movement abilities and take part in national and international competitions.

## PREPARATION FOR EXAMS

### In Grades 9 and 10

At Gelisim, the preparation phase for the YKS begins in the 9th grade and gradually gains momentum at 11th grade.

Due to the common curriculum implementation in the 9th and 10th grades, each lesson is of great importance as the TYT is the first session in the YKS. Thus, intensive curriculum practice is carried out in the 9th and 10th grades in our school. In this context;

GSS (Development Level Exam)

These exams are applied regularly to the students of the 9th and 10th grades every month. The contents of the exam include the subjects that the student is responsible for until that exam.

### Level Applications

In the 9th grade, according to the YEP (Placement Base Score), which is announced based on the LGS results, the classes are fixed, while in the 10th grade Level application starts based on the exam result average students get in 9th grade. The purpose of this application is to create a more qualified group of dynamism.

### Subject Screening Exams

With the Subject Screening Exams applied at the end of the subject from all branch courses, it is determined whether the student understands the sub-achievements of the subjects or not.

### Joint Written Exams

With the Joint Written Exam calendar created at the beginning of the year, all high school students take written exams in simultaneous sessions.



### Individual and Group Supplementary Studies

The weekly planned achievement studies are planned from the courses needed according to the individual demands from the students and the analysis of the Assessment and Evaluation Department, and counselling department after the mock exams. Students can meet with the teachers waiting for them in the areas designated for them and to repeat the subject, whether individually or in groups.

### Basic Skills Acquisition Courses

Our program, which is implemented for our 9th and 10th-grade students to eliminate the subject deficiencies identified in the basic achievements to be reached by monitoring the GSS (Development Level Exam) results applied throughout the year and to move to a higher level, covers the after-school period during the week and the first two weeks of the summer holidays.

### In 11th Grade

The most important change in the program applied to 11th-grade students is the implementation of the "Double Education Program" in each field course to make retrospective repetitions in addition to our accelerated exam preparation program. Within the scope of this program, both the 11th-grade curriculum and the 9th and 10th-grade curriculum are carried out. Review of the previous curricula is offered during this period.

In addition to this, GSS, which is held in 9th and 10th grades, is replaced by YKS mock exams. 11th grade students have a total of 25 YKS mock exams, 10 of which are nation-wide, throughout the year.

To keep a closer eye on the students during the exam preparation marathon, the "Academic Follow-up System" application is carried out under the leadership of the Guidance Service.

### Level Applications

After the YKS mock exams applied every month in the 11th grade, students are subjected to "Level Application" according to their fields. The purpose of this application is to capture a more qualified group of dynamism.

### Weekday Group Acquisition Studies (Approx. 360 hours)

The weekly planned achievement studies are made from the courses needed according to the individual demands from the students and the analysis of the Assessment and Evaluation department and the counseling teachers after the mock exams. Students can meet with the teachers waiting for them in the areas specified for them and to repeat the subject, whether individually or in groups.



## In The 12th Grade,

12. The "Double Education Program" applied in the 11th grade. The classroom is also continued and the YKS Preparatory program is completed by re-starting the entire curriculum. In addition to this program, the Accelerated program is implemented during the following periods.

40 YKS trials are applied to our 12th-grade students. 20 of these exams consist of Turkey-wide pilot tests.

To keep students closer to being followed in the exam preparation marathon, the "Academic Tracking System" application continues to be carried out under the leadership of the guidance service.

## Graded Academic Appliances

After applying YKS trial test every month in the 12th grade, students are subjected to "Setup Application" according to their fields. The purpose of this application is to capture a more qualified group of dynamism.

## YKS ACCELERATING PROGRAMS

August YKS Acceleration Program (About 50 hours)

Accelerated Saturday YKS Preparation Program (About 50 hours)

Semester YKS Winter Camp (Approximately 60 hours/5000 question solution)

Weekday Group Acquisition Studies (Approx. 360 hours)

The weekly planned acquisitions studies are made from the courses needed according to the individual demands from the students and the analysis of the measurement evaluation – guidance unit after the trial exams. Students can meet with the teachers waiting for them in the areas specified for them and to repeat the subject, whether individually or in groups.

Custom Workgroups (Approx. 120 hours)

Students can close their gaps during special working hours to be held throughout the year in groups of 3-4 people from 3 different courses for each student, which is determined as a result of the analysis of the measurement evaluation – guidance unit or created by their demands.

Question Resolution Hours (Approx. 360 hours)

Teachers from all branches answer the questions posed to them by the students at the hours specified in the curriculum prepared every day.

Individual Studies and Group Supplementary Studies

The weekly planned earnings studies are made from the courses needed according to the individual demands from the students and the analysis of the measurement evaluation – guidance unit after the trial exams. Students can meet with the teachers waiting for them in the areas specified for them and to repeat the subject, whether individually or in groups.

Banko Question Solving Hours (Approx. 55 hours)

According to the question distribution analyses in the central exams, the question is applied every year from all subjects that come up to the exam in the approaching periods.

YKS Last Repetition Courses (About 160 hours)

Students can repeat the subject with this program before the exam with additional courses to be put in from the beginning of April, which are mainly questioned based on the course each year.





# PREPARATION FOR EXAMS

## PSYCHOLOGICAL COUNSELING AND GUIDANCE

The modern understanding of education is not only aimed at the mental development of students, but also aims for their physical, social, and spiritual development. Guidance Services implemented in our high school, taking into account the characteristics of "Adolescence", prepared in line with the physical, emotional, social, and personal needs of the student, by getting to know the individual himself and his/her environment, to live a harmonious and happy life and to make realistic plans for himself, to gain decision-making and problem-solving skills; it covers studies that allow him to develop mentally, physically, socially and emotionally as a whole, and to reach the maturity necessary to make educational and professional decisions.

During the guidance and psychological counseling process, students are listened to by respecting their privacy, trust, and personal rights, accepting them unconditionally without judging them on any subject they want. They are treated openly and honestly, helping them to make healthy decisions on a variety of issues.

The work carried out by our Guidance Service:

- Orientation studies
- Individual guidance studies and case studies
- Trial exam evaluation studies
- Academic Tracking System
- Studies to get students to know themselves
- Seminars for parents and students
- University promotional trips
- Democracy education and school parliamentary work
- Inventory applications (BEIER Sentence Completion, Autobiography, Causes of Failure, Working Behavior Evaluation Inventory, Professional Maturity Scale, Professional Orientation Inventory, Self-Assessment Inventory, Holland, Exam Anxiety Inventory, Burdon Attention Test)
- Information studies on the exam system
- Information studies on course selection
- Studies for Vocational-University promotions
- Professional promotional conferences
- "Peer Consultancy" program with our graduates
- Traditional "Professional Meeting with Graduates" event
- University introductions via written and visual documents
- Preference consultancy services
- Group guidance studies
- In-class guidance applications (Time Management, Efficient Study Techniques, Effective Preparation for Exams, Planning" and Application, Learning to Learn, "Overcoming Learning Barriers", etc.)