95 Years
TED ANKARA COLLEGE
MIDDLE SCHOOL
October 2026 | Issue 01

MYP Newsletter

| FROM KNOWING TO UNDERSTANDING |





MYP in Our Classes

Student Voice

What is Academic Integrity?

OCTOBER 2026 ISSUE 1

TED ANKARA COLLEGE FOUNDATION
PRIVATE MIDDLE SCHOOL

TED ANKARA COLLEGE FOUNDATION PRIVATE MIDDLE SCHOOL
MYP NEWSLETTER

CONCEPTUAL UNDERSTANDING IN THE MYP

A student's learning of a topic begins with acquiring knowledge about it. However, in the MYP, learning is not intended to be limited to simply remembering information. It is important for students to understand what the knowledge they have acquired means and to be able to apply this understanding in different situations they encounter later. The IB particularly emphasizes that conceptual learning helps students develop a deeper understanding of what they learn in a subject and transfer their learning to new situations. (IB, MYP: From Principles into Practice, pp. 13–15)

For example, a student may learn a great deal of information about a topic. However, if the student can understand how this information is interconnected, draw conclusions from it, and then use this understanding in a new situation, learning goes beyond simply remembering information.

To support this type of learning, the MYP uses Key Concepts and Related Concepts. Key Concepts are broader concepts that may also appear across different subjects. Related Concepts, on the other hand, help students explore the content of a particular subject in greater depth. (IB, MYP: From Principles into Practice, p. 15)

Therefore, knowledge is not unimportant in the MYP; on the contrary, it is essential for students to develop a deeper understanding. However, the aim is not for students merely to acquire and repeat information, but rather to reflect on that knowledge, make sense of it, and apply it in new situations when necessary. This understanding also lies at the heart of the concept-based curriculum approach adopted by the IB for the MYP. (IB, MYP: From Principles into Practice, pp. 15–16)





MYP IN ACTION



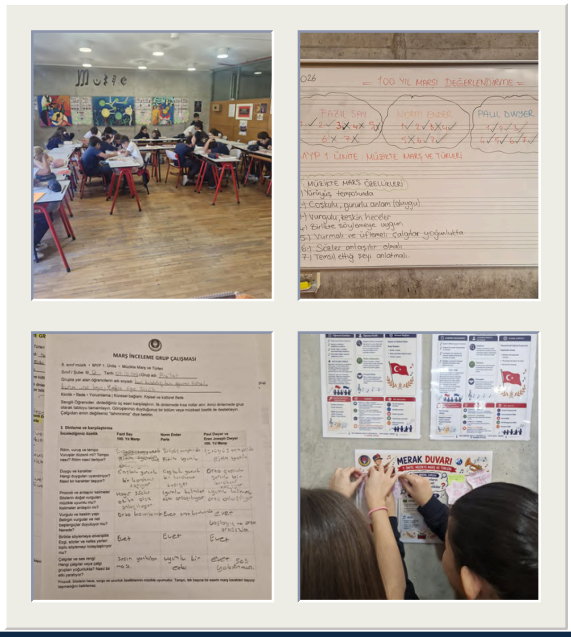
MUSIC

As part of the MYP unit “The Expressive Language of Music,” **our fifth-grade students** explored music from different cultures and the timbres of various instruments. During group activities held in all fifth-grade classes, students listened to musical excerpts, identified instruments by their sounds, matched them with images, and explained their choices to their group members.

Through this learning experience, our students investigated the relationship between music, instruments, and culture and discovered that music can serve as a means of communication between different societies.

All our **sixth-grade students** explored the relationship between anthems, identity, and belonging. They shared their questions on the Wonder Wall and identified criteria for examining anthems in class discussions, including rhythm, tempo, emphasis, intelligible lyrics, and singing together. In group work, they listened to anthems composed by Fazıl Say, Norm Ender, and Paul Dwyer for the centenary of the Republic. They compared the pieces in terms of rhythm, emotion, prosody, instrumental timbres, and collective performance to evaluate their suitability for the anthem form.

Students supported their judgments about the character of an anthem with musical observations and explored how anthems express a shared identity associated with the Republic in different musical ways. Their arts journals included individual self-assessments and written feedback from the teacher.

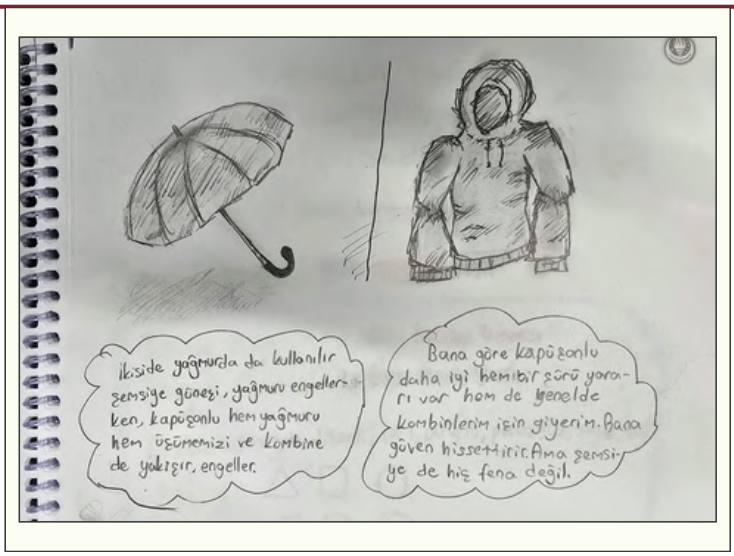




In **Grade 7** Music, our students continue working on the MYP unit “National Anthems.” We are exploring how music reflects the identity, values, and emotions of societies. Students listen to national anthems from different countries and compare their musical characteristics. We study the lyrics and musical structure of our Turkish National Anthem, the İstiklâl Marşı, in detail. By examining its stanzas, students interpret the emotions, ideas, and values expressed in the words. They use examples to evaluate how musical elements reinforce the message of a piece.

Through listening, research, analysis, and interpretation, we support our students’ critical-thinking skills. We connect our activities to the MYP learner profile attributes and ATL skills. Our aim is for students not only to perform music but also to question it in its historical and social context. Throughout the unit, we will continue exploring the relationship between music, culture, and social identity from different perspectives.

DESIGN



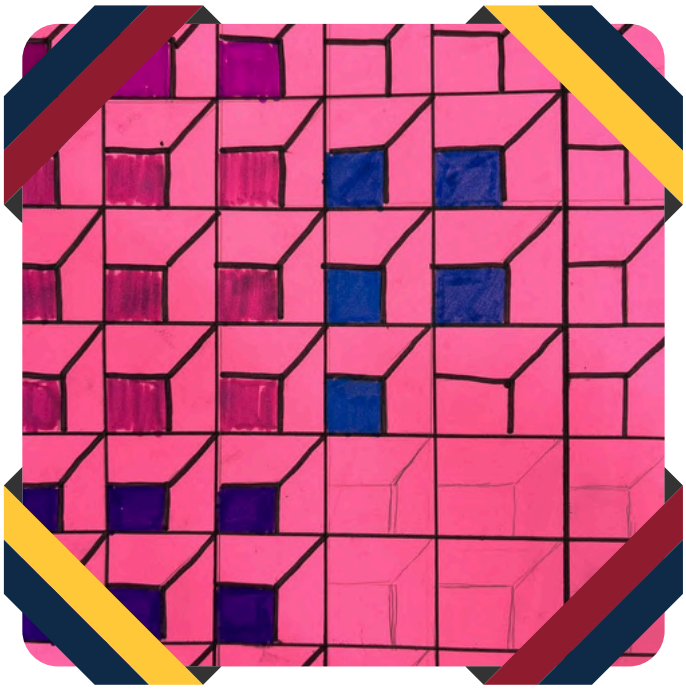
Basic Design

Discovering the Thinking Behind a Design

Our **seventh-grade** students combined research, analysis, and practical activities in the “Basic Design” unit of Design and Technology. They created concept maps showing the relationships between invention, discovery, technology, and design. They compared two everyday products in terms of form, function, materials, and user needs, and evaluated the design decisions behind them. By examining works by Wassily Kandinsky and M. C. Escher, they analyzed elements and principles of art and design through examples.

Students posted their own questions on the Wonder Wall. They rotated, repeated, and combined geometric shapes in different ways to create original patterns and compositions, and developed their design ideas through sketches.

These activities, aligned with the skills-based approaches of the MYP and the Türkiye Century Education Model, enabled our students not only to produce designs but also to experience researching, comparing, creating visual arrangements, and justifying their design choices. They explored through practice how line, color, shape, balance, rhythm, and repetition affect the appearance and perception of a design. After all, design begins with asking the right questions long before a product is created.





SCIENCE

Grade 5



OUR NEIGHBORS IN THE SKY AND US

In this unit, our students will explore Earth's place in space and our nearby celestial neighbors by observing the sky. We will study the characteristics of the Sun, Earth, and Moon, and conduct activities aimed at understanding the relationships between these celestial bodies.

Our students will compare their characteristics, examine their sizes and movements using models, observe and explain the phases of the Moon, and draw scientific conclusions from sky-observation data.

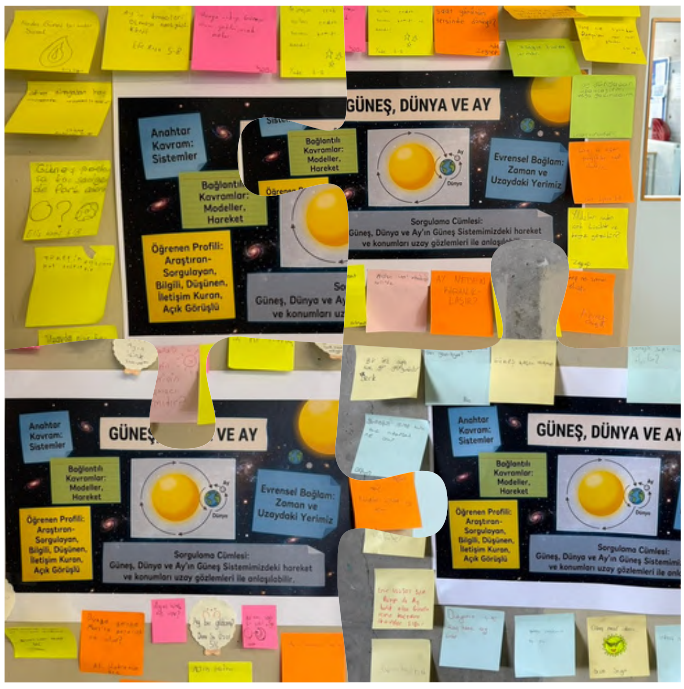
Throughout the unit, we will particularly support the development of the Inquirer, Communicator, Knowledgeable, Thinker and Open-minded learner profile attributes.

Students will;

- formulate scientific questions about the sky and celestial bodies and conduct research,
- collect and evaluate information from reliable sources,
- observe and compare the Sun, Earth and Moon,
- explain their relationships using models;
- observe the regular pattern of the Moon's phases,
- present observations through tables, drawings and other visual forms,
- communicate scientific ideas orally and in writing.

The unit will develop research, critical thinking, communication, self-management and collaboration skills.

In particular, students will be encouraged to observe the sky, pursue their questions, record their observations, and share them with their friends.





GLOBAL CONTEXT

Orientation in Space and Time

As students explore Earth's position in space and the effects of the Sun and Moon on our lives, they will consider themselves part of a much larger universe.

SCIENCE

Grade 5





KEY CONCEPT

The Sun, Earth and Moon will be considered celestial bodies within a system, and students will investigate their characteristics, movements and interrelationships. They will use scientific models and observations to interpret changes they observe in the sky.

STATEMENT OF INQUIRY

“The movements and positions of the Sun, Earth and Moon in our Solar System can be understood through observations of space.”

Through this inquiry, students will not only acquire knowledge about these celestial bodies but also observe, question and model their relationships and connect their learning to everyday life.

OUR LEARNING ACTIVITIES

Throughout the unit students will;

- build a model of the Sun, Earth and Moon,
- compare their characteristics,
- observe and record the phases of the Moon,
- create models of the Moon's phases,
- keep a sky-observation journal,
- act out the movements of celestial bodies,
- reinforce their understanding of lunar phases through a planetarium activity,
- draw scientific conclusions from observations and research.

TO SUPPORT LEARNING AT HOME

In suitable weather, families can observe the night sky with their children and track and record changes in the Moon's appearance over time. They can discuss questions such as “Why does the Moon look different each night?”, “What would life on Earth be like without the Sun?” and “What might Earth look like from space?”

Our goal is to help students do more than gaze at the sky with curiosity: we want them to ask questions, observe, research, develop evidence-based ideas and connect their learning to daily life.

SCIENCE

Grade 6

THE SOLAR SYSTEM AND ECLIPSES

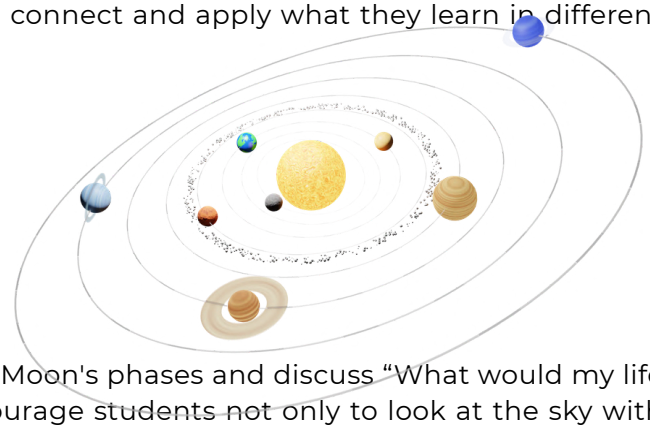
In this unit, students will explore the Solar System, of which Earth is a part, and the relationships among celestial bodies. We will examine the characteristics of the Sun, planets, moons and other celestial objects to better understand our place in the universe. Students will compare the characteristics of planets and their distances from the Sun, build a model of the Solar System, and model and explain how solar and lunar eclipses occur.

The Inquirer learner profile attribute will be a particular focus. Students will formulate scientific questions and research them, learn to collect information from reliable sources, compare data and draw conclusions, use models to explain scientific phenomena, examine eclipses and establish cause-and-effect relationships, and communicate scientific ideas orally and in writing. Critical thinking, collaboration, communication, organization and affective skills will be emphasized.

GLOBAL CONTEXT: ORIENTATION IN SPACE AND TIME
Key Concept: *Systems*

The Solar System will be studied as a system, focusing on the properties and relationships of its celestial bodies. Students will consider how the shapes and characteristics of observed celestial bodies can be represented by scientific models.

STATEMENT OF INQUIRY
“The relationships among celestial bodies within the Solar System can affect our lives.”
Students will go beyond memorizing facts to question, connect and apply what they learn in different situations.

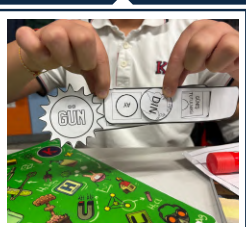


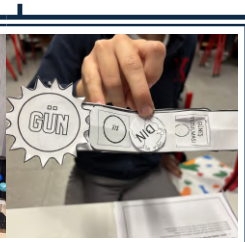
OUR LEARNING ACTIVITIES
Throughout the unit students will;

- build a Solar System model,
- compare planets,
- model solar and lunar eclipses.

SUPPORTING LEARNING AT HOME
Families can observe the night sky together, follow the Moon's phases and discuss “What would my life be like if I lived on another planet?” Our aim is to encourage students not only to look at the sky with curiosity, but also to ask questions, investigate and explain phenomena using scientific evidence.

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SCIENCE

Grade 7

THE SPACE AGE

In this unit, students reviewed **humanity's journey of exploring space and understanding systems beyond Earth.** They investigated how space technologies have developed over time, how these technologies have helped us understand the universe, and how space exploration has affected life on Earth.

Throughout the unit, they did more than learn about space technologies: they researched, questioned, designed and shared.



STATEMENT OF INQUIRY

“Humanity's use of space technologies to explore systems in space throughout history may lead to various innovations on Earth and different effects in space.”

This helped students recognize that the impact of space exploration is not confined to space; the technologies developed can also influence life on Earth.

GLOBAL CONTEXT: ORIENTATION IN SPACE AND TIME

Students explored how space research has evolved and how the technologies developed to explore the universe have changed. From telescopes and rockets to observation equipment and advanced contemporary systems, they considered:

“Why does humanity want to explore space?”

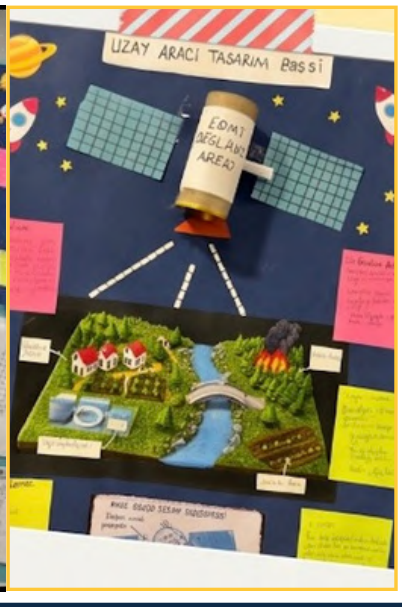
“How do technological developments change the way we observe space?”

“How might space exploration affect life on Earth?”

Our Exploration Focus:
Space and Space Technologies

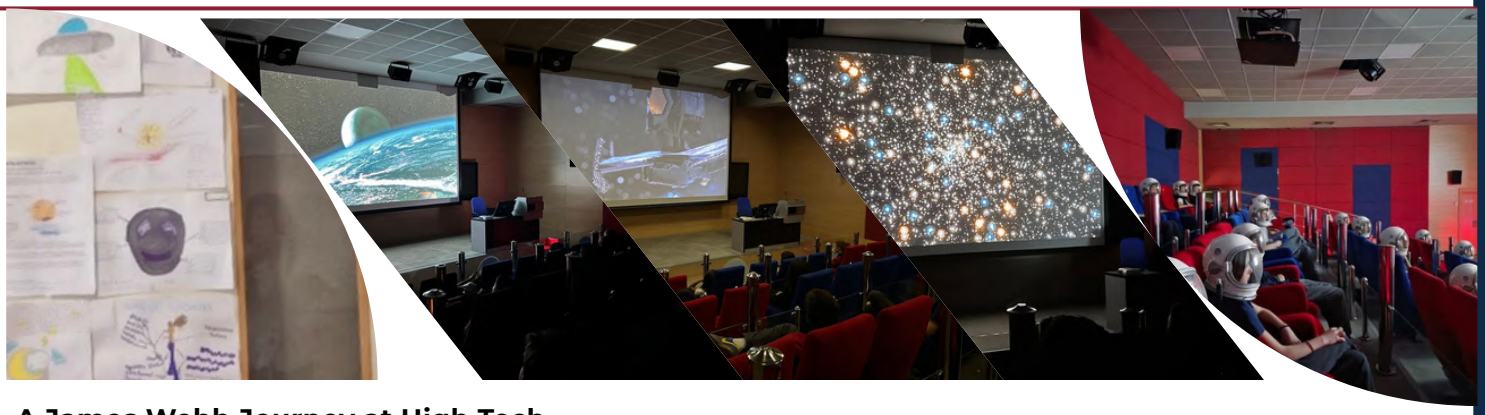
Students learned about technologies used in space research and explored the different purposes of telescopes, spacecraft and space-observation systems. The James Webb Space Telescope was an important example of how technological advances have opened new possibilities for observing space.





SCIENCE

Grade 7



A James Webb Journey at High Tech

As part of the unit, students watched a documentary about the James Webb Space Telescope during a High Tech activity. They discovered that James Webb is an advanced technological instrument designed to observe space and saw how scientists use technology to learn about the universe. Afterwards, students reflected on the documentary and considered the relationship between technology and scientific discovery. This deepened our inquiry into the question “Why do we continually need more advanced technologies to explore space?”

We Designed, Created and Exhibited!

One of the unit's most creative activities involved designing their own space-observation instruments. Students first considered what purpose their instrument would serve, whether observing in or from space. They then decided on its features and created models. In doing so, they practised developing solutions to problems, planning ideas, turning scientific knowledge into designs, using creativity, managing time effectively and expressing ideas.

Their drawings were displayed in classrooms and corridors, bringing the products of **learning beyond the classroom and creating a school-wide space for learning and sharing.**

Our Approaches to Learning (ATL)

Students developed three main ATL skill areas.

Thinking skills: comparing information, identifying cause and effect, developing different ideas and making design decisions.

Self-management skills: planning designs, completing work on time and monitoring their learning.

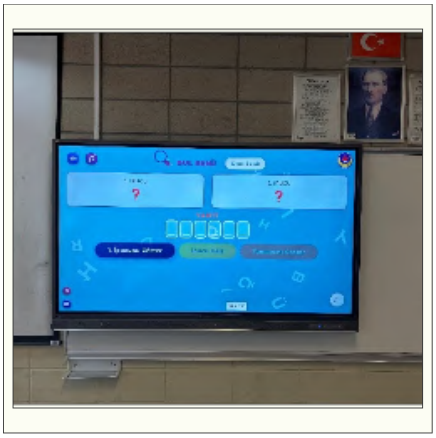
Communication skills: sharing ideas, presenting designs, examining classmates' work and sharing outcomes with the school community.

Beyond Learning…

Space was no longer merely a distant world of stars, planets and galaxies. It became a **field for curiosity, questioning, research, developing new technologies and imagining the future**. Students questioned like scientists, designed like engineers, created like designers and shared like communicators. Perhaps most importantly, when looking at the sky they began asking not only **“What is out there?”** but also **“What technologies might we develop in the future to explore it?”**

LANGUAGE AND LITERATURE





Grade 5: The World of Games

Our fifth-grade students began the academic year with the “World of Games” unit in Language and Literature. The unit aimed to help students express their thoughts and feelings through games and actively participate in learning. During the “Find Me!” activity, students enthusiastically answered questions in an enjoyable, interactive learning experience.

Grade 6: The Path to Success

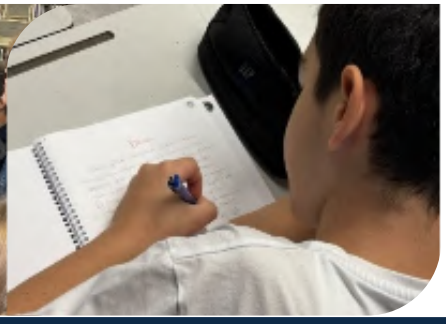
Our sixth-grade students began the year with the “Path to Success” unit. The aim was to help them express themselves through different literary genres, develop different perspectives, and reflect on the relationship between language and identity.

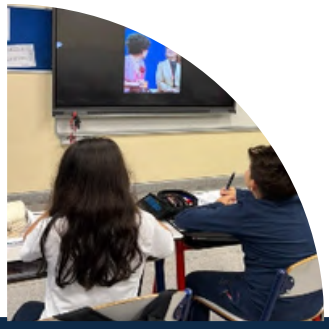
For Turkish Language Day, students watched a video about the unnecessary use of foreign words in Turkish and the deterioration of the language. They wrote reflective paragraphs, giving reasons for their views on the importance of protecting Turkish and their individual responsibilities. They considered language as a vehicle for cultural heritage and a contributor to social identity.

As part of the “Academic Integrity and Information Literacy Activity” launched in October, students began visiting the library. Middle School Head Librarian Nilay Turan guided them on finding information, using reliable sources and citing sources appropriately. Students learned to question the origins of information and check its accuracy against other sources. Academic integrity was presented as essential both to producing reliable knowledge and to respecting the ideas and work of others.











Grade 7: Our Fears and Our Decisions

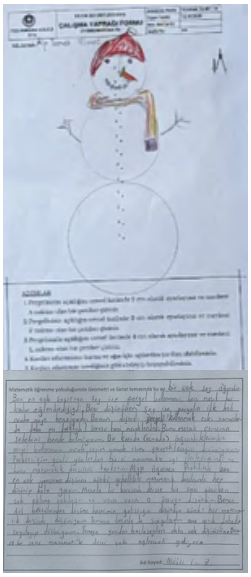
We began the new term with this unit. Students explored different forms of self-expression and realized that the same event may evoke different thoughts and emotions in different people. They examined how fears and perspectives shape decisions, and discussed connections between personal experiences and thinking. Focusing on character, environment and identity, they discussed what shapes our inner worlds, individual differences and how surroundings influence choices.

Students used the power of words to make thoughts visible, understand emotions and connect with others, reflecting their learning in bulletin-board displays. They realized that words help us not only express ourselves but also understand ourselves and other people more deeply.



Student Voice

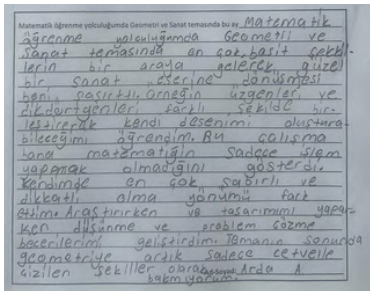
Grade 5

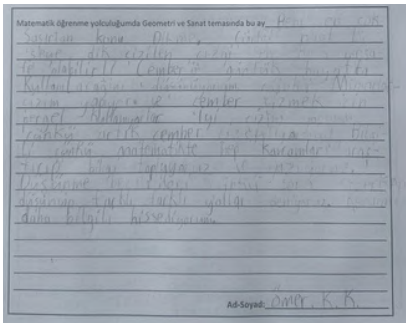


This month, in the Geometry and Art theme of my mathematics learning journey, I learned many things. What surprised me most was how much I enjoyed using a compass. I also wondered what the first compass looked like and whether people used it differently in the past. I don't even know why I am so curious about that. I think using a compass could be useful for drawing pictures. One of the strengths I noticed was that I am making good progress in mathematics. The learner profile attribute that reflects me most is Thinker, because I always think hard in mathematics. Once, I spent a long time thinking about a question that puzzled me. I think I developed my ATL thinking skills because I think in every mathematics lesson. I was an inquirer at the beginning of the theme, but now I question and think even more. If I started again, I would think more. I think mathematics has been very enjoyable this year.

Müjde Güneş Zeybek, 5/H

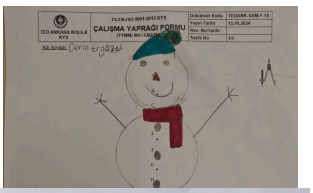
What surprised me most in the Geometry and Art theme was how simple shapes could come together to make a beautiful work of art. For example, I learned that I could create my own pattern by combining triangles and rectangles in different ways. This activity showed me that mathematics is not only about calculations. I discovered that patience and attention to detail are strengths of mine. I developed my thinking and problem-solving skills while researching and creating my design. At the end of the theme, I no longer see geometry simply as shapes drawn with a ruler.
Arda Ayyıldız, 5/H

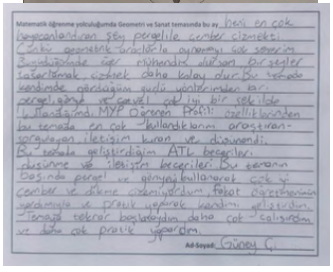




What surprised me most in Geometry and Art was the perpendicular. How can a line drawn perpendicular to an 'S' be the shortest distance? I think circles are useful in everyday life because architects draw plans and use compasses to draw circles. I can draw well because I can now draw circles. I am Knowledgeable because we constantly research, gather and record information about mathematical concepts. I think I developed my ATL thinking skills because we think and seek different solutions to questions. I feel more knowledgeable.
Ömer Kağan Kurt, 5/C

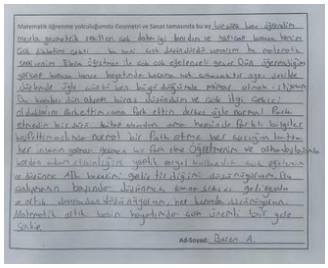
The most exciting part of Geometry and Art was drawing circles with a compass, because I love working with geometric tools. If I become an engineer, designing and drawing things will be easier. I discovered that I can use a compass, set square and ruler very well. I most often used the Inquirer, Communicator and Thinker learner profile attributes. I developed my thinking and communication ATL skills. At the beginning, I couldn't draw circles and perpendicular lines very well using a compass and set square. With my teacher's help and practice, I improved. If I began again, I would study and practise more.
Güney Çakır, 5/O

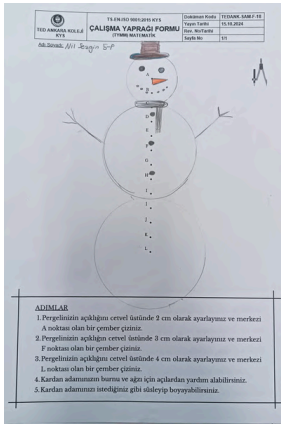




I learned many topics in the Geometry and Art theme. For example, I became much better at recognizing geometric shapes. The topic of radius caught my attention and made me think. I hope my mathematics adventure with Ms Ebru will be very enjoyable. I believe radius and planes will be useful in my life because I want to become an architect. Last night I thought about these topics and realized how interesting they are. I read many books and discovered different information in each one. In fact, noticing things like this is something every child–and every person–should do. My teacher, friends and I did a snowman activity using a compass; it was great fun and helped develop my ATL thinking skills. At first, thinking seemed boring, but now I think constantly, about everything. Mathematics has become very important in my life.
Beren Ata, 5/V

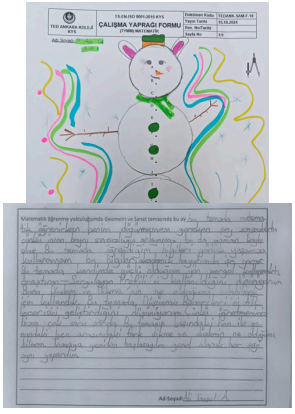


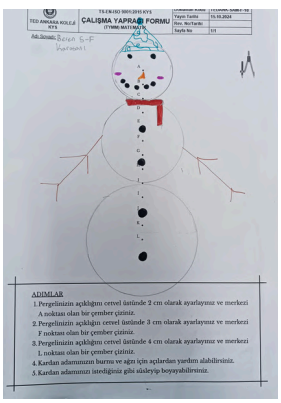




I learned to draw circles with a compass, name angles and draw line segments, rays and lines. The most surprising part was drawing circles with a compass. I can now draw circles better in everyday life. I feel more confident drawing line segments and rays, something I noticed in a test our teacher gave us. I think I used the Knowledgeable and Thinker attributes most. My research skills improved the most. At the beginning I couldn't draw line segments and rays, but now I can. If I were to start again, I would answer the questions better.
Nusret Çınar Akdağ, 5/C

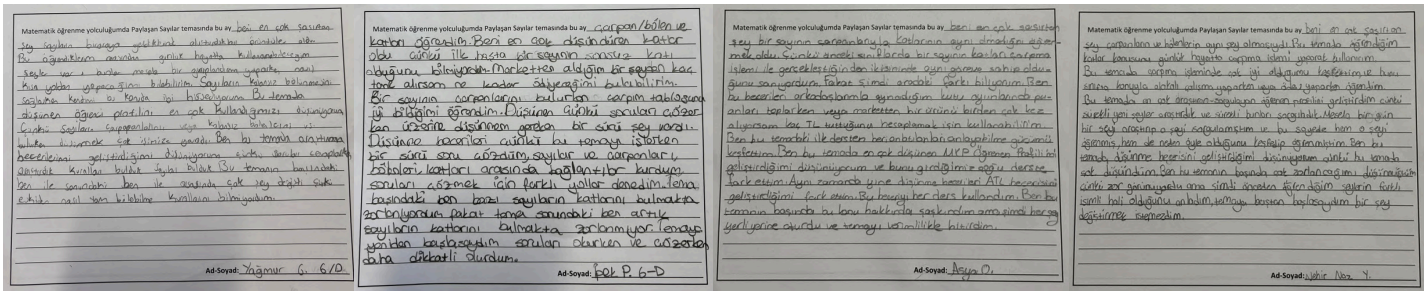
What made me think in the Geometry and Art theme was infinity, because the human brain cannot understand infinity and trying to do so would be a waste of time. I cannot use what I learned in daily life, but it will be useful in my academic life. My strength was using a compass. I think I used the Inquirer attribute when we investigated what a plane and a perpendicular were. I developed my ATL thinking skills because our teacher asked us many questions. The difference between me at the start and end of the theme is that I now know what a plane and a perpendicular are. If I started again, I would generally do everything the same way.
Ali Tansel Akyüz, 5/V





I believe I have developed and will continue to develop through Geometry and Art. The only thing I struggled with was finding an item called a "compass point." I do not think what I have learned so far will affect my intended profession. My strength was using materials well. I think I gained a great deal in becoming a reflective learner. For example, when I did not have a set square, I used the edge of a ruler. I improved my self-management because more materials were required than I expected. If anything has changed between the beginning and now, it is my relationship with my teacher. I am satisfied with everything I have done, and I hope to express myself well.
Buğra Demirtaşoğlu, 5/O

Grade 6



What surprised me most in the Sharing Numbers theme was the patterns numbers form when brought together. Some things I learned can be useful in everyday life, for example when grouping things and finding a shortcut. I feel confident about making sure numbers divide without leaving a remainder. I think we used the Thinker learner profile attribute most because thinking helped us find factors and exact divisors. In this theme, I developed my research skills because we investigated questions and discovered rules and numbers. A lot changed between the beginning and the end of the theme because I did not initially know the divisibility rules.
Yağmur Güventürk, 6/D

This month I learned factors, divisors and multiples. Multiples made me think most because I didn't know at first that a number has infinitely many multiples. When shopping, I can use what I have learned to calculate how much I will pay for a certain number of items. Finding factors showed me that I know my multiplication tables well. I used the Thinker attribute because there was so much to consider when solving questions. I developed thinking skills by solving many problems, connecting numbers with their factors, divisors and multiples, and trying different methods. At the beginning I struggled to find multiples of some numbers, but now I don't. If I started again, I would read and solve questions more carefully.
İpek Peri, 6/D

What surprised me most was learning that a number's factors and multiples are not the same. Previously, because multiples are found through multiplication, I thought they served the same purpose. Now I know the difference. I can use these skills to add up scores when playing board games with friends or calculating the total cost of buying several of the same item. From the first lesson, I discovered my strength in understanding explanations. I think I developed the Thinker learner profile attribute, something I noticed in many lessons. I also improved my ATL thinking skills and used them in every lesson. At first I was confused, but now everything makes sense, and I finished the theme productively.
Asya Onur, 6/P

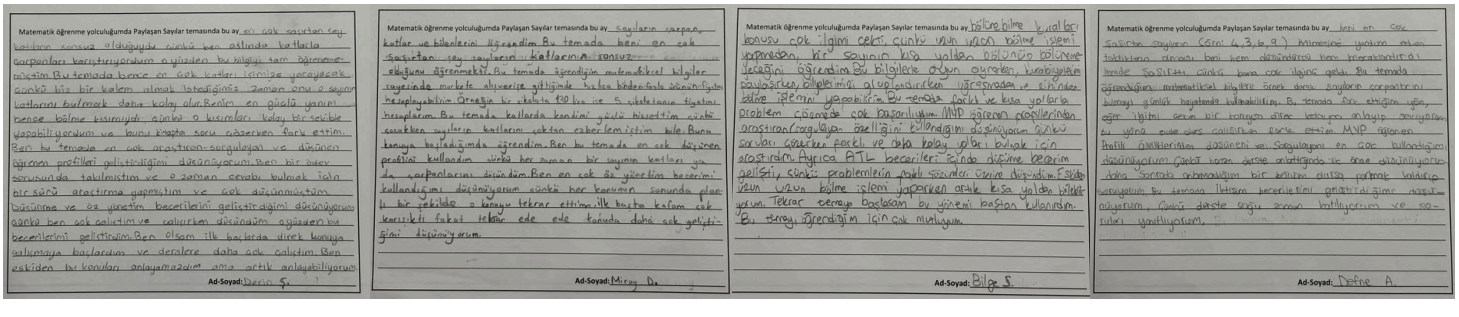
What surprised me most was that factors and divisors are the same thing. I will use multiples in everyday life through multiplication. I discovered I am very good at multiplication while doing classwork and homework. I developed the Inquirer attribute most because we constantly researched and questioned new things. Once, I researched and questioned something, which helped me understand both what it was and why it was that way. I developed my thinking skills because I thought a lot. At first I expected the theme to be difficult, but I realized that some things I already knew simply had different names. If I were to start again, I wouldn't change anything.
Nehir Naz Yılmaz, 6/M

I was very interested in divisibility rules because I learned how to tell whether a number is divisible without doing long division. I can use this knowledge to divide things in my head while playing games, sharing cookies or organizing information. I am good at finding different, shorter ways to solve problems. I think I used the Inquirer attribute because I looked for easier methods when solving questions. I also improved my ATL thinking skills by considering different solutions. I used to do long division, but now I can use shortcuts. If I were to start again, I would use these methods from the beginning. I am very happy to have learned this theme.
Bilge Sağlam, 6/P

I learned about factors, multiples and divisors. What surprised me most was that numbers have infinitely many multiples. I can use this knowledge to calculate the prices of several items quickly when shopping. For example, if one chocolate costs 130 lira, I can calculate the cost of five. I felt confident with multiples because I had memorized them when I was younger. I noticed this when we began the topic. I used the Thinker attribute most because I constantly thought about numbers' multiples and factors. I think I used self-management skills most because I reviewed each topic in a planned way. At first I was confused, but repeated revision helped me improve.
Miray Doğanay, 6/J

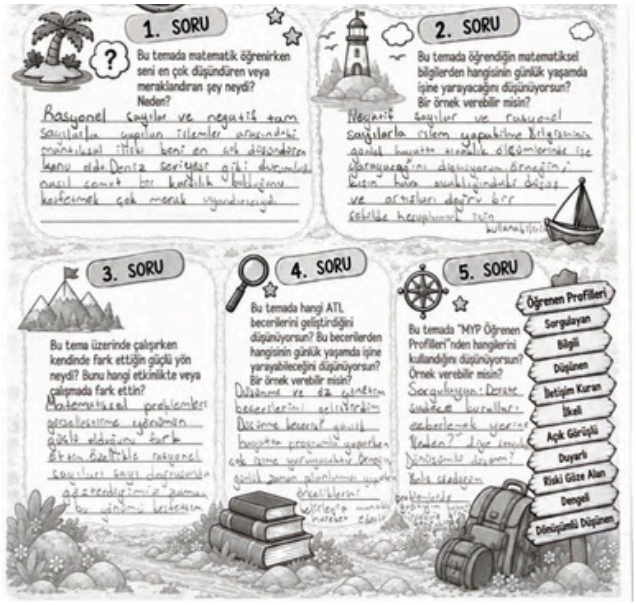
I was surprised that multiples are infinite, because I had confused multiples with factors and had not fully understood the idea. I think multiples will be useful, for example when calculating the cost of several pencils. My strongest area was division, which I found easy, and I noticed this when solving textbook questions. I think I developed the Inquirer and Thinker attributes. When I got stuck on a homework question, I researched it and thought hard to find the answer. I developed thinking and self-management skills because I studied hard and thought as I worked. If I were to start again, I would start studying the topic straight away and work harder in class. I used not to understand these topics, but now I do.
Derin Şenoğul, 6/J

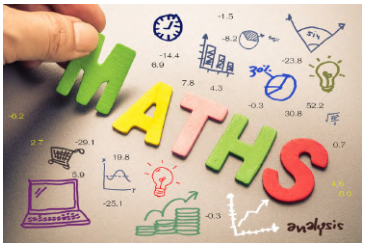
What surprised, intrigued and made me think most was learning tricks for checking divisibility by numbers such as 4, 3, 6 and 9. I found this fascinating. I can use what I learned, such as finding factors, in everyday life. I discovered that when a topic interests me, I understand and enjoy it easily; I noticed this while studying at home. I think I used the Thinker and Inquirer attributes most. When my teacher explains something, I think first, and if I do not understand a part of it, I raise my hand and ask. I developed my communication skills because I often participate in lessons and answer questions.
Defne Atuk, 6/M



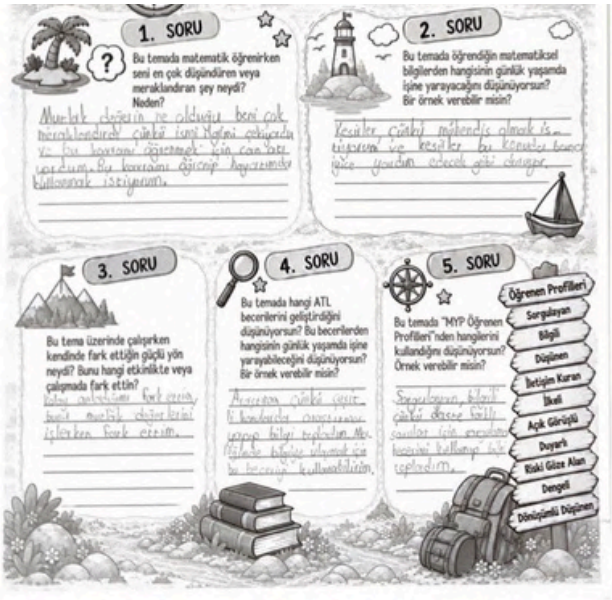
7.Sınıf Öğrencilerimizin paylaşımları:



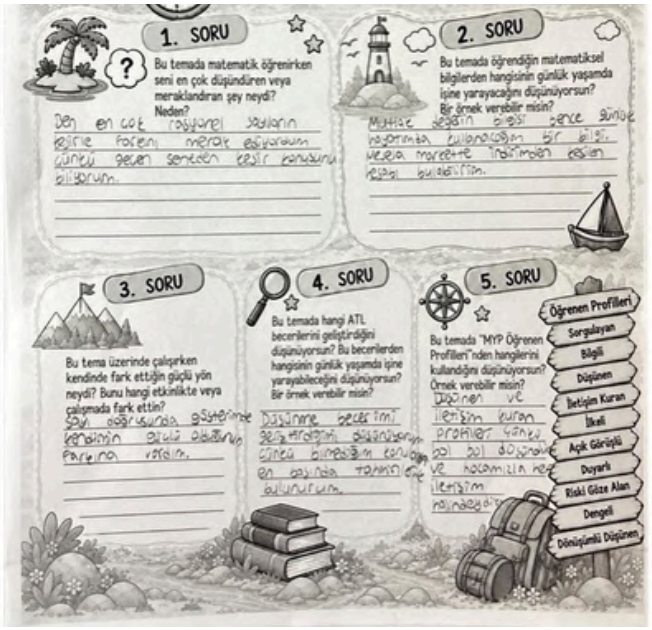






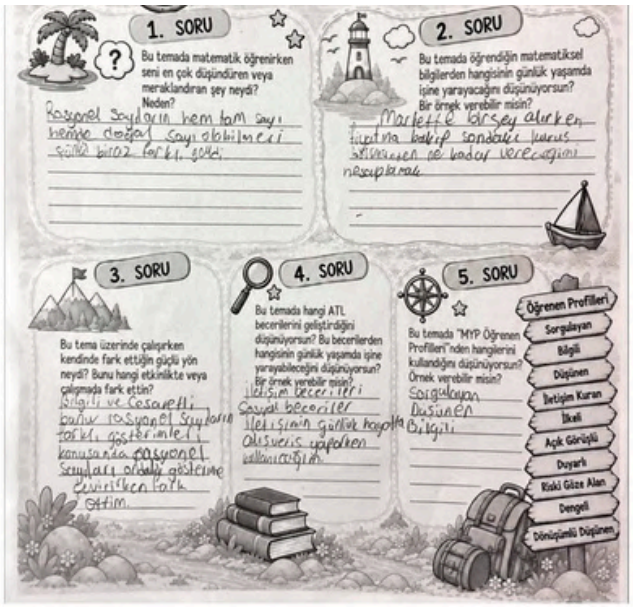


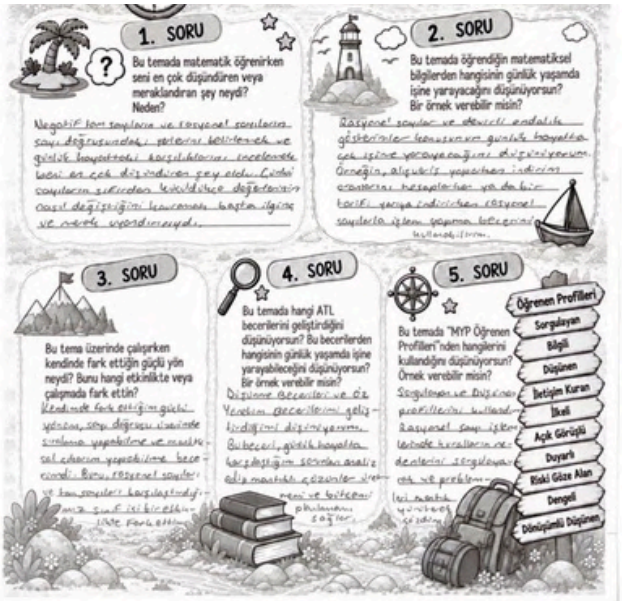


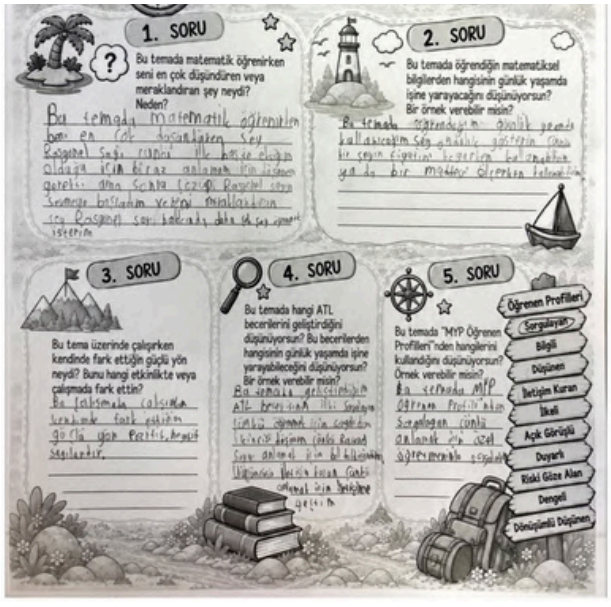

1. SORU
Bu temada matematik öğrenirken seni en çok düşündüren veya meraklandıran şey neydi? Neden?
Ben en çok rasyonel sayıların kesirle farkını merak ediyorum çünkü neden kesir sonucu bilmiyorum.
2. SORU
Bu temada öğrendiğin matematiksel bilgilerden hangisinin günlük yaşamda işine yarayacağını düşünüyorsun? Bir örnek verebilir misin?
Mutfakta değerli gerçek sayılar kullanmaktayım bir bilgi. Merak ettiğim tartmaktan kesin bilgi bulabilirim.
3. SORU
Bu tema üzerinde çalışırken kendinde fark ettiğin güçlü yön neydi? Bunu hangi etkinlikte veya çalışmada fark ettin?
Sayı doğrusunda gösterme konusunun sınıf arkadaşlarıma faydalı olduğunu fark ettim.
4. SORU
Bu temada hangi ATL becerilerini geliştirdiğini düşünüyorsun? Bu becerilerden hangisinin günlük yaşamda işine yarayabileceğini düşünüyorsun? Bir örnek verebilir misin?
Düşünme becerisini geliştirdiğimi düşünüyorum çünkü bir problem ve hedefimle ilgili en doğru yolları bulabilirim.
5. SORU
Bu temada "MYP Öğrenen Profilleri"nden hangilerini kullandığını düşünüyorsun? Örnek verebilir misin?
Düşünen ve İletişim kuran profiller sayesinde bu bilgileri düşünerek ve hedefimle ilgili en doğru yolları bulabilirim.
Öğrenen Profilleri
Sorgulayan
Bilgili
Düşünen
İletişim Kuran
İlkeli
Açık Görüşlü
Duyarlı
Riski Göze Alan
Dengeli
Dönüşümlü Düşünen


1. SORU
Bu temada matematik öğrenirken seni en çok düşündüren veya meraklandıran şey neydi? Neden?
Bu temada matematik öğrenirken beni en çok düşündüren şey rasyonel sayılar ve işlemler oldu. Çünkü negatif ve gerçek sayılarla işlem bilgisi gerekiyor.
2. SORU
Bu temada öğrendiğin matematiksel bilgilerden hangisinin günlük yaşamda işine yarayacağını düşünüyorsun? Bir örnek verebilir misin?
Bu temada öğrendiğim matematiksel bilgilerden rasyonel sayılarla işlem yapmanın işe yarayacağını düşünüyorum. Alışverişte yaparken kullanabilirim.
3. SORU
Bu tema üzerinde çalışırken kendinde fark ettiğin güçlü yön neydi? Bunu hangi etkinlikte veya çalışmada fark ettin?
Bu tema üzerinde çalışırken kendimde fark ettiğim güçlü yönüm problem çözme ve düşünmekten. Sayı çizgisinden fark ettim.
4. SORU
Bu temada hangi ATL becerilerini geliştirdiğini düşünüyorsun? Bu becerilerden hangisinin günlük yaşamda işine yarayabileceğini düşünüyorsun? Bir örnek verebilir misin?
Bu temada düşünme becerilerimi geliştirdiğimi düşünüyorum. Bu beceri günlük yaşamda bir problem yaşadığımda çözmeme yardımcı olabilir.
5. SORU
Bu temada "MYP Öğrenen Profilleri"nden hangilerini kullandığını düşünüyorsun? Örnek verebilir misin?
Bu temada bilgili ve düşünen profillerini kullandığımı düşünüyorum. Sayı çizgisinden fark ettim gibi.
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1. SORU
Bu temada matematik öğrenirken seni en çok düşündüren veya meraklandıran şey neydi? Neden?
Sayıların nasıl sıralandığıydı, ve 0'ın anlamı. Çünkü anlamını bilmediğim için daha çok merak ettim.
2. SORU
Bu temada öğrendiğin matematiksel bilgilerden hangisinin günlük yaşamda işine yarayacağını düşünüyorsun? Bir örnek verebilir misin?
Hava dereceleri gibi ölçüm türlerinde işime yarayabilir. Çoğu konuda yardımcı olur.
3. SORU
Bu tema üzerinde çalışırken kendinde fark ettiğin güçlü yön neydi? Bunu hangi etkinlikte veya çalışmada fark ettin?
Sayı doğrusunda sayıları kolay belirlemenin ve bilmemede geliştiğini öğrendim.
4. SORU
Bu temada hangi ATL becerilerini geliştirdiğini düşünüyorsun? Bu becerilerden hangisinin günlük yaşamda işine yarayabileceğini düşünüyorsun? Bir örnek verebilir misin?
Yaptığım görevleri daha etkili yapmama sorgulayıcı yardımcı olabilir.
5. SORU
Bu temada "MYP Öğrenen Profilleri"nden hangilerini kullandığını düşünüyorsun? Örnek verebilir misin?
Düşünen, sorgulayan merak eden özellikleri.
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1. SORU
Bu temada matematik öğrenirken seni en çok düşündüren veya meraklandıran şey neydi? Neden?
Rasyonel sayıların hem tam sayı hemde ondalık sayı olabilmeleri şuan biraz farklı geldi.
2. SORU
Bu temada öğrendiğin matematiksel bilgilerden hangisinin günlük yaşamda işine yarayacağını düşünüyorsun? Bir örnek verebilir misin?
Marketle birşey alırken fiyatına bakıp sonraki kurus olduğunda ne kadar vereceğimi hesaplamak.
3. SORU
Bu tema üzerinde çalışırken kendinde fark ettiğin güçlü yön neydi? Bunu hangi etkinlikte veya çalışmada fark ettin?
Bilgili ve cesaretli, bazı rasyonel sayılarla farklı gösterimlerle konusunda rasyonel sayıları ondalık gösterime çevirirken fark ettim.
4. SORU
Bu temada hangi ATL becerilerini geliştirdiğini düşünüyorsun? Bu becerilerden hangisinin günlük yaşamda işine yarayabileceğini düşünüyorsun? Bir örnek verebilir misin?
İletişim becerileri
Sosyal beceriler
İletişimin günlük hayatla alışveriş yaparken kullanacağım.
5. SORU
Bu temada "MYP Öğrenen Profilleri"nden hangilerini kullandığını düşünüyorsun? Örnek verebilir misin?
Sorgulayan
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Bilgili
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1. SORU
Bu temada matematik öğrenirken seni en çok düşündüren veya meraklandıran şey neydi? Neden?
Negatif tam sayıların ve rasyonel sayıların sayı doğrusundaki yerlerini belirlemek ve günlük hayattaki kullanılacak incelemek beni en çok düşündüren şey oldu. Çünkü sayıların sürekten kitlelere değerlerinin nasıl değiştiğini konusunda bastan ilgimi ve merak uyandırmıştı.
2. SORU
Bu temada öğrendiğin matematiksel bilgilerden hangisinin günlük yaşamda işine yarayacağını düşünüyorsun? Bir örnek verebilir misin?
Rasyonel sayılar ve devirli ondalık gösterimler konusunun günlük hayatta çok işime yarayacağını düşünüyorum. Örneğin, alışveriş yaparken indirim oranını hesaplarken ya da bir tarifi yarıya indirirken rasyonel sayılarla işlem yapma becerimi kullanırım.
3. SORU
Bu tema üzerinde çalışırken kendinde fark ettiğin güçlü yön neydi? Bunu hangi etkinlikte veya çalışmada fark ettin?
Kendimde fark ettiğim güçlü yönüm, sayı doğrusu üzerinde sıralama yapabilme ve mantıksal akıcım yapabilme becerisidir. Bunu rasyonel sayıları ve tam sayıları karşılaştırdığımız sınıf etkinliğinde fark ettim.
4. SORU
Bu temada hangi ATL becerilerini geliştirdiğini düşünüyorsun? Bu becerilerden hangisinin günlük yaşamda işine yarayabileceğini düşünüyorsun? Bir örnek verebilir misin?
Düşünme becerileri ve öz yönetim becerilerimi geliştirdiğimi düşünüyorum. Bu beceri günlük hayatta karşılaştığım sorunları analiz etmemde çözümler üretmemi ve bilinçli planlamamı sağlar.
5. SORU
Bu temada "MYP Öğrenen Profilleri"nden hangilerini kullandığını düşünüyorsun? Örnek verebilir misin?
Rasyonel sayı işlemlerini içerisinde karşılaşılan problemlerini sorgulayıcı ve problem çözücü olarak kullandım.
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1. SORU
Bu temada matematik öğrenirken seni en çok düşündüren veya meraklandıran şey neydi? Neden?
Bu temada matematik öğrenirken beni en çok düşündüren şey Rasyonel Sayı olmuştur. Bir sayıyı ondalık olarak ifade etmek için bazı durumlarda bölme işlemini gerektiği, ama sonra tekrar Rasyonel sayı sonucu bulmak için bölmenin verdiği sonuçlarla işlem yapmak.
2. SORU
Bu temada öğrendiğim günlük yaşamda kullanacağım şey günlük yaşamda bir sayının kesirini bulmakta ya da bir miktar artırma bulmakta.
3. SORU
Bu tema üzerinde çalışırken kendinde fark ettiğin güçlü yön neydi? Bunu hangi etkinlikte veya çalışmada fark ettin?
Bu tema üzerinde çalışırken kendimde fark ettiğim güçlü yönüm Rasyonel Sayıları ve Rasyonel Sayılarla işlem yapmak.
4. SORU
Bu temada hangi ATL becerilerini geliştirdiğini düşünüyorsun? Bu becerilerden hangisinin günlük yaşamda işine yarayabileceğini düşünüyorsun? Bir örnek verebilir misin?
Bu temada ATL becerilerinden İletişim becerisini geliştirdiğimi düşünüyorum. Bu beceri günlük hayatta karşılaştığım sorunları analiz etmemde çözümler üretmemi ve bilinçli planlamamı sağlar.
5. SORU
Bu temada "MYP Öğrenen Profilleri"nden hangilerini kullandığını düşünüyorsun? Örnek verebilir misin?
Bu temada MYP Öğrenen Profillerinden Sorgulayan ve Düşünen profillerini kullandığımı düşünüyorum. Çünkü bu profiller sayesinde bu konuyu daha iyi öğrenmemde yardımcı oldu.
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ACADEMIC INTEGRITY

LANGUAGE AND LITERATURE DEPARTMENT

"TED ANKARA COLLEGE STUDENTS DEMONSTRATE STRONG VALUES OF FAIRNESS, TRUTHFULNESS AND HONESTY IN EVERYTHING THEY DO, MAKING THESE VALUES A WAY OF LIFE."

WHAT IS ACADEMIC INTEGRITY?

Academic integrity means producing original work and sharing other people's ideas or findings with appropriate acknowledgement of their sources (METU, 2022). In the national and international programmes implemented at our school, every student is expected to act ethically and follow the principles of academic integrity. Student work is monitored for compliance with these principles. When inappropriate behaviour is identified, we communicate constructively and peacefully to help students develop an ethical understanding.

Software may be used to identify inappropriate practices, while teachers' academic expertise is also important in recognizing irregularities. Our aim is for students to uphold academic integrity not only in school assignments but throughout their lives. This requires relationships of trust and guidance from teachers and other school stakeholders.

TED Ankara College students act with a strong sense of fairness, truthfulness and honesty in all their work as a way of life. Out of respect for the original creator, they acknowledge sources appropriately when sharing another person's work, writing, thoughts, images, charts, music or ideas.

BEHAVIOURS THAT VIOLATE ACADEMIC INTEGRITY

- Copying another person's work in full or in part without citing the source.
- Presenting or publishing someone else's work under one's own name.
- Using a source (website, blog, tweet, book, magazine, etc.) without acknowledging it, intentionally or unintentionally; reproducing or distributing material without the copyright holder's permission.
- Using altered, invalid or misleading data in experiments or other work.
- Using unauthorized software or programmes; cheating or using unauthorized materials in an examination.
- Completing another student's homework in exchange for a material or non-material benefit.
- Sharing another person's idea in a way that unfairly deprives them of their rights.
- Failing to fulfil responsibilities in group work; submitting assignments or other work after the specified deadline or not submitting them at all.

STUDENT RESPONSIBILITIES

Article 52 of the Ministry of National Education Regulation on Preschool and Primary Education Institutions states that students are expected to be truthful and honest, use information technologies for personal, social and educational benefit, and comply with laws, regulations, society's ethical rules, and national, moral and cultural values (Presidency of the Republic of Türkiye, Legislation Information System, 2022).

Accordingly,

- students prepare research assignments, homework, performance tasks, projects and other work using APA 7 reference-list standards,
- value academic integrity and other people's ideas and understand the consequences and sanctions of misconduct,
- inform teachers when they encounter inappropriate behaviour,
- fulfil their individual and group responsibilities,
- use objective, inclusive language free from hate speech,
- verify information against several scientific sources before sharing it.

TEACHER RESPONSIBILITIES

Our teachers model academic integrity in their own lives and act accordingly throughout teaching and learning. They prepare reference lists for all sources used in their work, following citation guidelines.

Teachers;

- provide students with written and oral feedback on lessons and assignments;
- recommend scientific sources to support effective work;
- treat all students fairly and equally on the basis of human rights and responsibilities;
- encourage creativity and originality;
- make evidence-based decisions in assessment and evaluation with transparency and accountability;
- work with all school support units within a shared understanding.

PARENT RESPONSIBILITIES

- Parents model academic integrity and ethical conduct for their children.
- They recognize that work prepared by their child must fundamentally be the student's own work.

LIBRARIAN RESPONSIBILITIES

The librarian;

- informs students about academic integrity and ethics and prepares educational materials;
- shares these materials with students, teachers and parents face to face or through the School Information Portal and school website;
- guides students in research and literature searches;
- informs the school community about newly acquired library resources;
- plans and carries out activities to help students use the library effectively.

MYP COORDINATOR RESPONSIBILITIES

- The MYP Coordinator informs all stakeholders about the school's Academic Integrity Policy,
- Supports its implementation and plans updates to the policies over time.

References

Middle East Technical University. (2016). Academic Integrity Guide for Students. https://oidb.metu.edu.tr/sites/oidb.metu.edu.tr/files/ODTUAkademikDurustluk-Kilavuzu-7.3.2016.son_.pdf (Accessed 5 October 2022).
Presidency of the Republic of Türkiye, Legislation Information System. (2022). Ministry of National Education Regulation on Preschool and Primary Education Institutions. https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=19942&MevzuatTur=7 (Accessed 5 October 2022).
TED Ankara College Private High School. (2019–2020). Academic Integrity Policy Guide. https://www.tedankara.k12.tr/files/ub/2022-2023%20ACADEMIC%20INTEGRITY%20POLICY%20HANDBOOK.pdf (Accessed 5 October 2022).

CELEBRATING 103 YEARS OF OUR REPUBLIC!

HAPPY 29TH OCTOBER REPUBLIC DAY!



TED ANKARA COLLEGE
REPUBLIC DAY DISPLAY BOARD
VISUAL ARTS DEPARTMENT

Dear Students,

Every year on 29 October, we celebrate the proclamation of our Republic with great enthusiasm. We proudly display our flags, sing our national anthems and songs, and once again remember everything our Republic has given us. Our Republic, proclaimed on 29 October 1923, is now 103 years old. When Atatürk entrusted the future of the Republic to young people in his Address to the Youth, he also gave them a great responsibility. Today, when we look at Atatürk's messages to young people through the lens of the IB Learner Profile, we can discover some remarkable connections.

Through IB education, we aim to help you become inquirers, thinkers, communicators and risk-takers, as well as knowledgeable, principled, open-minded, caring, balanced and reflective individuals. These attributes are not simply about achieving academic success. They are also about becoming individuals who think, learn, take responsibility and make a positive contribution to the world around them.

The IB Learner Profile Through Atatürk's Vision

How about exploring Atatürk's ideas and the messages he left for young people through the lens of the IB Learner Profile, which you are all so familiar with? Let's discover the values they share!

Inquirers

Atatürk emphasized the importance of reason and science with his famous words: "The truest guide in life is science." He believed that progress could only be achieved through learning, inquiry and following the guidance of science.

As inquirers, you demonstrate these same qualities when you are curious, ask questions, conduct research and discover new knowledge.

Knowledgeable

Atatürk placed great importance on reading and learning. He was interested in many different fields, including history, military affairs, politics, economics and society.

Being knowledgeable is not simply about knowing a lot of facts. It means making connections between what we learn and using our knowledge to understand the world around us.

Thinkers

When we read Nutuk (The Great Speech), we see how Atatürk examined events by considering their causes and consequences, evaluated the challenges he faced, and explained the reasoning behind his decisions. As thinkers, you demonstrate this same approach when you encounter a problem. Instead of rushing to a conclusion, you take time to ask yourselves: "Why?", "How?" and "Could there be another way?"

Communicators

Atatürk shared his ideas through his speeches and writings, reaching not only the people of his own time but also future generations. Nutuk and his Address to the Youth are among the most significant examples. Today, we continue to read his Address to the Youth, reflecting on its message and the responsibilities it places upon future generations. Being a good communicator means expressing our ideas clearly while also knowing how to listen to others.

Principled

One of the central ideas in Atatürk's Address to the Youth is responsibility. He reminds young people of their duty to protect the Republic and independence, no matter how difficult the circumstances may be. Being principled is not simply about knowing what is right. It means standing by our values even in challenging times and taking responsibility for our actions.

Open-minded

Atatürk valued critical thinking, discussion and the freedom to express different opinions. Being open-minded means having our own beliefs while remaining willing to listen to others, understand different perspectives and reconsider our views when necessary.

Caring

Atatürk believed that education played a vital role in the development of society. One important example of this belief is the founding story of TED Ankara College, the school you attend today. With Atatürk's support and guidance, the Turkish Education Association (TED) was founded in 1928, and TED Ankara College began its educational journey under his leadership in 1931. The aim was not simply to establish a school, but to expand educational opportunities and support talented students who lacked sufficient financial resources. This is where being caring becomes especially meaningful: thinking not only about ourselves but also about the people and communities around us, recognizing their needs and taking action to make a positive difference.

Risk-takers

Throughout his life, Atatürk made important decisions in the face of challenging circumstances. In his Address to the Youth, he reminds young people never to abandon their responsibilities, even when faced with the greatest difficulties. Being a risk-taker means showing courage and determination when facing challenges, being willing to try new things and taking action for what we believe is right when necessary.

Balanced

Atatürk believed that young people should develop not only intellectually but also physically, growing up healthy and strong. His reference to the saying "A sound mind in a sound body" when emphasizing the importance of physical education reflects this belief. Being balanced means maintaining harmony between the intellectual, physical and emotional aspects of our lives while caring for our own well-being and that of others. In other words, looking after our bodies and emotions is just as important to our development as learning and thinking.

Reflective

In Nutuk, Atatürk reflects on past events by evaluating the decisions that were made, the circumstances surrounding them and their consequences. Looking back, learning from our experiences and using those lessons to shape the future are all essential parts of personal growth. We can aslo reflect on our own experiences by asking ourselves: "What did I learn?", "What did I do well?" and "What could I do better next time?"

When we read Atatürk's messages to young people today, we can recognize many of the values we aim to develop through the IB Learner Profile. The words may have changed, and the world may have changed, but the important role that young people who inquire, learn, think critically, act with integrity, care for others, demonstrate courage and continually strive to improve themselves will play in shaping the future remains unchanged. Looking at these connections from a different perspective reminds us of an enduring truth: Atatürk's vision extended far beyond his own time, and his remarkable foresight continues to guide and inspire us today.

BEYOND THE CLASSROOM
GUEST SPEAKERS & SPECIAL EVENTS







A Special Talk on Migration, Social Integration and Global Solidarity

A presentation on “Migration, Social Integration and Global Solidarity,” organized by our Social Studies Department, was held on 23 October 2026 in our Middle School Conference Hall.

The event welcomed Ms. İlke Nazlıoğlu, Programme Coordinator and Finance Manager in the Migration Policy Department at the British Embassy, as a guest speaker. During the presentation, our Grade 7 students had the opportunity to explore migration from different perspectives.

The presentation addressed the causes and social impacts of migration, as well as the importance of social integration and global solidarity. It was connected to “Globalization,” one of the MYP related concepts in Social Studies, and “Our Home: Earth,” a learning area within the Türkiye Century Education Model. By connecting classroom learning to real-world issues, the presentation encouraged our students to develop empathy and understanding towards people with different life experiences and to approach global challenges from multiple perspectives.

We sincerely thank İlke Nazlıoğlu for sharing her valuable knowledge and experiences with our students.


TED ANKARA KOLEJİ