



Ganja International School

Prospectus

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S AND P TRAINING

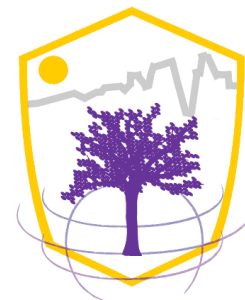
Ganja International School operates legally as part of 'S and P Training'. 'S and P Training' was established in 1998 and registered with the Ministry of Justice of Azerbaijan. Its registration number is: 3088947.



INTRODUCTION

Welcome to Ganja International School! When you choose Ganja International School for your child you are choosing a unique school. A bold claim, but justified. There is no school in Azerbaijan quite like GIS:

- ❖ Ganja International School is dual-language. Both English and Azerbaijani are used in the classroom. For example, the highest class has some of their lessons from foreign teachers in English and some of their lessons from Azerbaijani teachers in Azerbaijani.
- ❖ Ganja International School substantially follows the UK National Curriculum.
- ❖ Ganja International School's fees are within the reach of ordinary people. For the 2008/9 academic year tuition is only AZN 405.
- ❖ Ganja International School respects Azerbaijani traditions and culture.
- ❖ Ganja International School accepts a small number of children with 'Special Educational Needs'.



Development, a local and an international perspective and the idea of a firm foundation are incorporated into the school logo.



Some GIS children at the school concert, June 2007

HISTORY

Ganja International School started with a class of six children on May 12, 2003. During the following years the school grew quickly and by 2005 had a hundred children aged 3-9, mostly but not all Azerbaijani. In 2007 the school moved to its own building, but the school could not restart until late October. As a result of the late start the number of children declined to 40 but the number is now rising again.

In 2007 GIS's network of contacts and supporters grew. First, Norwegian Humanitarian Enterprises made a decision to support GIS. This has resulted in financial assistance to GIS and seconding of Norwegian staff, for example Reidun, who taught at GIS in the second half of 2007. Now Synnøve teaches at GIS.



A little later in the year friends of GIS in the UK established 'Azerbaijan Education', a registered charity. This is working to raise GIS'S profile in the UK, provide a channel for financial support and offer other forms of practical help and advice.

For example, AzEd has put us in touch with a UK school inspector who we hope will visit GIS later in the year.

Upper picture: Reidun,
lower picture Synnøve.

LICENSE

Until the end of 2006 the law in Azerbaijan did not make provision for the establishment of private schools and the few private schools that existed before that were established on the basis of special decrees. At the end of 2006 the government included private schools in its list of activities for which licenses could be obtained. GIS has applied to the Ministry of Education for a license to operate a school and the Ministry of Education has advised that they will be sending a commission in the near future to determine whether it meets the required standards.

VALUES AND EMPHASES

Our vision is a school where children

- ❖ are enabled to develop their full potential and provided with
- ❖ a firm foundation for life and
- ❖ an international perspective

HELP CHILDREN TO DEVELOP THEIR FULL POTENTIAL

Every child is different and what will work well for one child may not work well for another. The school's educational process must treat each child as an individual and seek to create an environment in which every child can develop their full potential. GIS seeks to accomplish this in the following ways.

- ❖ Assessment
- ❖ Differentiation
- ❖ Pupil-Centred-Learning
- ❖ High staff to child ratio
- ❖ ESL programme
- ❖ Attention to SEN (special educational needs) children



Metanet Yaqubova, a SEN child, gets some special attention

ASSESSMENT

It is impossible to understand a child's individual needs without assessment. At GIS children are assessed across the curriculum in different subjects and the results are used to inform teaching. Assessment starts from an early stage. Children are assessed in vocabulary, letter and number knowledge. The teacher also fills in an individual profile for each child.

This year we have introduced new methods of assessment for Maths, Science, spelling and writing. We are relating children's scores to overall standard targets so that the teachers and children can be informed of what they are teaching at each level. Individual pupil profiles containing each child's scores are recorded at the end of each term.

DIFFERENTIATION

Work is differentiated so that high ability children can be stretched and children who find things more challenging are given additional help or have activities set at their level

PUPIL-CENTRED-LEARNING

The UK National Curriculum emphasises 'Pupil-Centered-Learning', in which students are encouraged to take responsibility for their own development by setting their own targets, use of questioning to develop understanding and allowing children to work according to their own working style. Note that GIS also employs 'Teacher-Centered-Learning'.

ADDITIONAL ENGLISH PROGRAMME

Children who join the school at Year 1 and above with very little English are given additional support in the afternoons in the form of one to one or small group teaching. This support is also given to children who generally find English challenging and need extra help to support their learning.

HIGH RATIO OF STAFF TO PUPILS

The ratio of teaching staff to pupils at GIS is currently no more than 8 children to 1 adult for all core subjects. This means that either our class sizes are small or we have assistants to provide a high level of support within the classroom. This helps us to provide a differentiated teaching focus and ensures that the needs of individuals can be catered for more effectively.

SEN (SPECIAL EDUCATIONAL NEEDS) CHILDREN

These are the children who have specific needs relating to a physical or mental difficulty which is an impairment to their learning. At present we have children with visual impairment, as well as co-ordination and speech difficulties.

Each SEN child receives an Individual Education Plan with targets specifically set for their level as well as a programme for support. These targets are reviewed once a term and a meeting is held with the parents to discuss them. Special equipment is provided for individual children.

PROVIDE THE CHILDREN WITH A FIRM FOUNDATION FOR LIFE.

A good education not only gives a child knowledge, it also teaches him good standards of conduct.

Children learn many norms of behaviour from school, and schools have a responsibility to teach 'right' and 'wrong'. Although these qualities are not measurable like English or maths, they are among GIS's most important objectives!

GIS seeks to teach good standards of conduct in the following ways.

- ❖ By modelling good behaviour to children.
- ❖ By using a structured and clear method for dealing with behaviour.

MODELLING GOOD BEHAVIOUR

At GIS teachers do not use physical punishment or language which is intimidating or personally offensive to the child. GIS has a strict policy of not accepting or making unofficial payments. GIS accepts a small number of children (currently four) with Special Educational Needs. This brings great benefits to the SEN child as he does not feel excluded from normal society. It also brings great benefits to other children as they learn to respect and accept children who may seem different. There is no favouritism to either boys or girls.

A STRUCTURED AND CLEAR METHOD FOR DEALING WITH BEHAVIOUR.

We have tried to develop a system which is fair, structured and easily understood by the child, at the same time recognising the need for punishment if rules are persistently broken. We try to ensure that there is a consistent approach to behaviour throughout the school. A common set of rules and standards are set for all the children in each class and there is a graduated system of consequences for addressing inappropriate behaviour. This is as follows:

- | | |
|--|---|
| | 1. Green card – children stay on a green card if they keep to the rules and |
| | 2. White card – formal warning (no formal consequences) |
| | 3. Yellow card – 5 minutes removed from the group |
| | 4. Orange card – 10 minutes out of break times |
| | 5. Red card – 15 minutes sitting in another classroom |
| | 6. Blue card – very good behaviour |

Continual rule breaking results in intervention from the head teacher and a meeting with the parents. When a child breaks a rule he or she is asked to confirm which rule has been broken to demonstrate the reason why they are receiving a consequence card. Recently we have introduced a blue card to our system, to reinforce especially positive areas of behaviour e.g. children who are exceptionally helpful or attentive in class.

Other general methods are used to support behaviour such as individual charts for children with specific difficulties, class rewards or class consequences (forfeited break times).

PROVIDE THE CHILDREN WITH AN INTERNATIONAL PERSPECTIVE

Most children at GIS are Azerbaijani and they should of course understand and take pride in their own heritage as well as being aware of the wider world. GIS seeks to accomplish this in the following ways.

AZERBAIJANI HERITAGE

GIS continues to recognize the country and culture that it is operating in. Although GIS substantially follows the British National Curriculum we try to ensure that we follow well-recognised Azerbaijani traditions in our teaching, and that teaching methods and topics are adapted to incorporate important aspects of the local school system. In History children study local and Asian History, Geography focuses on local geography and of course children study the Azerbaijani and Russian languages. We acknowledge and celebrate local customs as part of our weekly topic and our whole school presentation. We incorporate celebrations such as Novruz into our education programme, for example in subjects such as Literacy, Music, Art and Craft. We also study national songs and dance styles in our Music and P.E. sessions. Our School concerts and trips also reflect local culture.



Novruz concert

WORLD PERSPECTIVE

The idea that we are also citizens of the world is important. We wish to prepare children not only to operate internationally but also to recognize the shared responsibility we have for the world.

EMPHASIS ON ENGLISH

English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language. It is the language of computers and it is the language of a high proportion of film entertainment. Azerbaijanis need no persuading that knowledge of English is important.

GIS is well-positioned to help children develop in English. Firstly, all of GIS's Azerbaijani teachers have university degrees in English / pedagogy. Secondly, GIS is a branch of S and P Training. S and P Training's main area of activity is teaching English, so it has experience in this area. Thirdly, GIS has a number of western staff who communicate with the children through English.

Research has shown that childhood is the best time for languages to be learnt and that children who grow up knowing more than one language tend to be the most able learners in other areas of their education.

At GIS, children are exposed to English from the time they enter the Nursery class. At this stage much of the content of the lessons is given in Azerbaijani. However children are taught English sounds and numbers. They are also exposed to written and verbal forms of English. Repeated phrases and simple instructions are often given in English and soon become familiar to them.

From Reception age children are taught to read English words in reading and vocabulary books. The amount of English use within the class is extended. By the time children reach the top class, English should be used almost exclusively for teaching all subjects apart from Azerbaijani and Russian. Children are also encouraged to ask, answer and discuss in English. Azerbaijani is used to ensure that new ideas, especially abstract concepts relating to subjects such as History and Science, are understood.

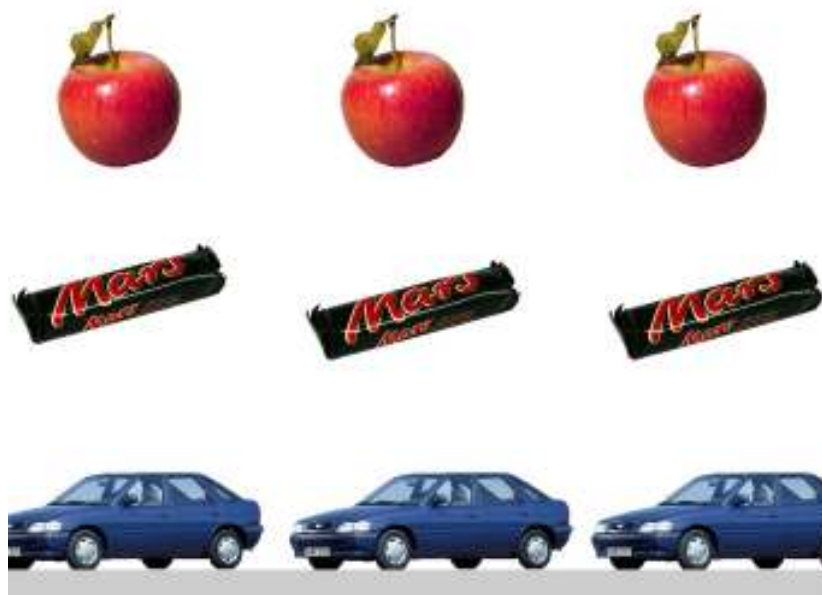
Children who come into the school at a higher level without English are put straight onto an intensive English programme so that they can receive individual or small group support, with the aim of trying to help them to reach the level of others in the class.

The effectiveness of the English teaching can be seen in the fact that the higher classes are in general conducted in English. Two foreign teachers (one Norwegian, one English) are currently giving lessons to the oldest class in English.

THE BRITISH CURRICULUM

At GIS we follow the UK National Curriculum. This leads children towards examinations that are accepted internationally for entrance into universities. In addition, the UK National Curriculum emphasises information technology (i.e. the use of computers and the internet) in nearly all subjects; this also helps give an international perspective.

WHY WE BELIEVE IN PRIVATE SCHOOLS



Wouldn't it be great if there were no mandarins or bananas, only apples in the world? Or no Snickers or Bounty, just Mars Bars? No? You want a choice? What about cars? How much more efficient it would be if we all had the same car! No problem finding the right spare part! You don't like that idea either?

The first reason for being in favour of private education is that Azerbaijan has committed itself to the principle of a market economy. The basic rationale of a market economy is that **CHOICE** is a good thing in and of itself.

- Choice means different people's preferences can be met. Everyone is not the same. We like different fruit and different cars. One may not be better than the other. But if there is choice it is more likely for people to be satisfied.
- Choice also results in competition. When people can choose, they do not choose things they don't like. This helps raise standards. A private school is in competition with state schools. State schools are free and have substantial facilities. A parent will only choose a private school such as GIS if he feels that it

offers substantial benefits. A private school has to offer a high standard or it will not survive.

- Choice facilitates change. When an institution has to change, it finds it easier if there are already examples it can look to.

RESOURCES

MATHS BOOKS

At GIS, from the first form, there are special teaching resources for the maths lessons. These are books published by Cambridge University Press. There are three main streams: calculations, numbers and the number system, and measures and shapes.

For each stream there are four books: students' book, teacher's book, a photocopiable book and an answer book. The lessons in the book introduce the purpose of the lesson in a very clear way and children of varying ability grasp the material easily.

The books have well-developed lesson plans, interactive pictures and interesting suggestions. Here, the purpose of the lesson, the main idea, the sections of the lessons, oral exercises, the main theme, and exercises for children to do independently or with the teacher's supervision are given.

Different resources are used for different subjects. This is simply an example, it would take a long time to list all the resources that are used.

❖ Kindergarten

Interactive games, food, water, role-playing games. Houses and buildings, Shapes, The weather, happy phonetics, the significance and management of role-playing games. Books for developing the children's character. 'Let's keep the rules'. 'Come, let's make friends'. 'Let's try together'. 'Who will help us?'

❖ Nursery

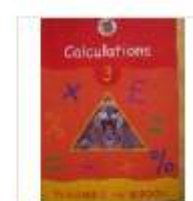
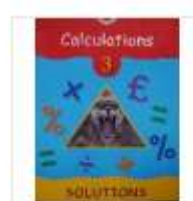
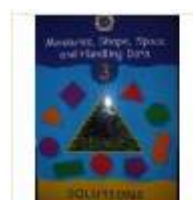
Games leading towards English. Exercises and teaching books. Pupil's book. Video and audio resources. Interactive pictures.

❖ Classes 1 and 2

British educational curriculum. Oxford Reading Books. Exercise books, Video and audio resources. Interactive pictures.

❖ Class 3

British educational curriculum. Oxford Reading Books. Exercise books, Video and audio resources. Interactive pictures. Internet resources and use of information technology. Instruction with visual aids. Interactive reading using the projector. Various visual aids.



- ❖ Classes 4 and 5

British educational curriculum. Oxford Reading Tree. Exercise books. Video and audio materials. Interactive pictures. Internet resources and use of information technology. Instruction with visual aids. Interactive reading using the projector. Various visual aids.

MANAGEMENT

THE BOARD AND HOW IT FUNCTIONS

In Spring of 2003, a group of foreigners living in Ganja got together and discussed the need and merits of starting an international school in this city. From these discussions GIS began. This group of foreigners has continued to provide oversight to the school. As the school has grown this group has become more formalised and we now have the school board.

Currently, the school board comprises mainly foreigners living in Ganja with an interest in GIS. There are six members and school board meetings are held once in three weeks. These six members come from four different organisations and there are four different nationalities represented. The members bring a wealth of experience and expertise which helps GIS get a broader perspective on issues that it faces. The management team consisting of the school director, the head teacher and a representative of 'S and P Training' have automatic seats on the board. The others are independent members from different organisations.

A set of by-laws was put together in 2006, which outlines the relationship between GIS and 'S and P Training' which is the legal entity under which GIS is operating. The by-laws also provide a framework within which GIS operates. An annual general meeting is held in April of each year which reviews the progress made by the school in the past year and sets goals for the following year. Sub-committees are also appointed at the AGM and the chair of the board, the secretary and new board members are elected.

The main function of the school board can be summarised as follows:

- ❖ It makes strategic decisions regarding the future of the school.
- ❖ It acts as a consultant to the management team, which at the moment comprises the school director and the head teacher. The school director is accountable to the school board.
- ❖ It is not involved in the day-to-day running of the school, but does fund-raising and recruiting for the school.
- ❖ When there are major challenges facing the school, the school board often steps in to help

KEY MANAGEMENT DOCUMENTS

GANJA INTERNATIONAL SCHOOL VISION STATEMENT

The school's vision statement which is: "Our vision is a school where children are enabled to develop their full potential, and are provided with a firm foundation for life and an international perspective."

GANJA INTERNATIONAL SCHOOL BYLAWS

These Bylaws establish Ganja International School as a Branch of S and P Training and define its method of operation.

POLICY HANDBOOK

The policy handbook serves as a supplement to the Azerbaijani government's labor code and each employee's individual contract by defining the specific expectations between the school and its employees.

SCHOOL/PARENT CONTRACT

The school/parent contract details the expectations between the school and each student's parents as related to the student.

PARENT HANDBOOK

This gives parents of our students an idea of what can be expected through the course of the school year.

STAFF TRAINING

All of GIS's teachers have a teaching diploma or degree that is acceptable within Azerbaijan. But it is always possible to improve one's knowledge and skills.

SEMINARS AND TRAINING

GIS organizes training on a regular basis in order to help the teachers to reach an even higher level of professionalism and to conduct lessons more effectively. Every Monday at 3.30 p.m. training in the form of a seminar is provided, covering the themes that will be followed during the week. The seminars are usually conducted by the director and while the topics are discussed teachers' opinions are taken into consideration. For certain specialist subjects specialists are invited to the training. CDs and DVDs are used in order to observe UK teaching methods more closely.

At the start of each academic year, starting in August and continuing to the beginning of September training is provided by experienced UK or US teachers. This training covers subjects such as preparing annual, termly, weekly and daily plans, or working with children more effectively.

In addition to all this training there is a further visual training. Each year at the beginning of May an educational trip is organized to visit a number of international schools operating in Baku. In these schools (namely Baku Oxford School, the International School of Azerbaijan and Baku International School) it is possible to observe teaching/educational methodology more closely and learn from it. Teachers' try to make the maximum use of these opportunities to increase and improve their world-view and their education.

STUDENTS

FOREIGN STUDENTS

"Daniel Bartlett is in the third class. He is English, a very happy child who loves life. When I was appointed class teacher for this class the first time I was very charmed by his humour. Everyone is interested to see that he speaks Azerbaijani and knows poetry. In fact, even at breaktime everyone asks him to recite a poem! He loves funny incidents. One day I decided to put together a collection of his humorous stories. I did this and created a collection of his class anecdotes. I remember that this was of great interest to guests, teachers, parents and children. Daniel loves his lessons, the children and the school. It is a great pleasure to be with him in one class."

Aida Shirinzade (Class 3 teacher)



XÜSUSI TƏHSİLƏ EHTİYACI OLAN UŞAQLAR.

In our school we have four children with Special Educational Needs (SEN). They are Fuad Talibov, Ariz Verdiyev, Metanet Yagubova and Eli Sadigov. These children are distinguished from the other children by the fact that they have a physical handicap. This is the only reason why they have special educational needs. These children are assigned a special teacher. One of these children is Fuad Talibov. When Fuad started at our school he had no educational background. But after a time, with input from both his teachers and his parents significant changes could be seen. Fuad started to approach his lessons with much greater enthusiasm and started to gain knowledge. Now Fuad is studying in the fifth form of our school. His behaviour with other children is normal and, like the other children, learns with great enthusiasm.



THE IMPORTANCE OF INTEGRATING SEN CHILDREN INTO SOCIETY

In our school we do not separate SEN children from other children and we help them in the class during lessons. The fact that they learn alongside other children helps both them and other children. This is because SEN children do not feel rejected from society and this has a positive impact on both their and the other children's development. Other children learn how they should behave towards people outside the school who have a disability.

There are also children with physical disabilities who cannot enter society and who have difficulty in forming normal relationships with other children. One such child who is studying at our school is Eli Sadigov. At the present time Eli has a teacher specially assigned to him. We hope that in time Eli will be able to continue his education alongside other children.



Teacher Aida with English, Azerbaijani and Palestinian children. If GIS did not exist it would be difficult for foreign families to remain in Ganja. This picture was taken in 2006.

INTENSIVE ENGLISH LANGUAGE PROGRAMME

In our school lessons are conducted in English. However among the children who are accepted into Class 1 there are some who know little or no English. This of course creates difficulty for the teacher. For such children an additional Intensive English Programme is provided outside normal lesson times, either individual or in small group format. The practice is provided by the teacher for the Intensive English Programme. At the present time such extra practice is provided for children from Classes 1, 3 and 4.

One such child is Xaver Huseynova who is studying in Class 4. Xaver has now been studying at our school for two years. When she started she had absolutely no knowledge of English. But thanks to help from the Programme, her teachers and her parents she can now speak, read and write English in a way that is appropriate for her level.

FACILITIES

On October 23rd, 2007 we celebrated our first day of class in our own facilities. Though previously used as a kindergarten, there were many areas that we found needing repairs or modifications to fit our needs. We are situated on a comfortable 3,415 square meters leaving us with a large yard allowing for future expansion while still maintaining a large playground area.



Room that is used for PE



Part of the computer lab.

OUT-OF-CLASS ACTIVITIES

There are a number of out-of-class activities at school. One of these is 'organized play'. This lasts for 2½ hours and during this time the children do their homework, play interesting games and read books of their choice.

There is after-school chess twice a week at GIS. Vüsal and Minaxanim in this picture are in Year 4/5. Vüsal was recently the winner of a Ganja Under-10 chess competition.

Lower picture: summer is outing time



SIGNIFICANCE FOR CHILDREN OF FOREIGN FAMILIES AND FOR INVESTMENT IN GANJA

The Azerbaijani pedagogical system is quite different from the pedagogical system in Western countries. It is getting more and more difficult for a child to switch from one of the systems to the other the longer the child has been in one of the systems.

An international school in Ganja is therefore of great importance for foreign families. The school situation might decide whether a foreign family with children in school age will establish themselves in Ganja instead of Baku, where there are several international schools. And a foreign family living in Ganja can stay longer if there is an international school in the town. The people behind Ganja International School have seen families leave Azerbaijan earlier than what they had planned due to lack of international educational system.

So far most of the foreigners in Ganja have been involved in humanitarian work. Some are involved in business, and this number is increasing. More foreigners in Ganja might therefore lead to an increased investment in the town.



TEACHERS AND STAFF

NERGIZ VƏLİZADƏ, HEAD RECEPTIONIST

Q: You have been very engaged in GIS's situation for a long time. What is it about this school that makes it so interesting for you?

A: Well, here the children learn sufficient English, and I think that is special since it's an international language. It's important to learn.

Q: If you compare this school with other schools around in Ganja or the school you went to, what is the biggest difference, which made you choose to put your child in this school?

A: The teachers are different at this school. Other teachers just teach. They don't play with the children like the teachers at GIS do. That the teachers make it fun to go to school is the main reason why children like this school.



Nərgiz Valizada, Head Receptionist

ISRAEL YOUNG, DIRECTOR

Q: What are the things you like most about working at GIS?

A: In everything that I have ever done the thing that I've enjoyed most is the people. It is also a privilege to be part of a school that is on the forefront of advancing private education in Azerbaijan.

Q: And like least?

A: My job has not allowed me to spend as much time with the children as I would have liked.

Q: What motivates you to work at GIS?

A: The thought of a quality international school in Ganja, the stories of children and parents connected to our school, and the hope of sending my children here someday.



Israel Young, Direktor

PARENTS

Nushabe is the mother of Fuad, who is one of the four SEN (Special Educational Needs) children in GIS. He has cerebral palsy.

Q: How long has Fuad been at GIS?

A: About three years.

Q: How did you hear about GIS?

A: I have a connection with "UAFA" (United Aid for Azerbaijan). A lady there, Luda, told me about GIS. I also heard that GIS was encouraging integration of children like Fuad into ordinary schools.

Q: If Fuad had not gone to GIS where would he have gone?

A: There was no other place. I wanted to put Fuad into a local kindergarten and even offered them something extra, but they would not accept him. There is a school in Ganja, school No.45, for children like Fuad, but I would not have sent him there.

Q: Is Fuad doing well?

A: Yes, he's learning very well. I tell Fuad, 'You don't want to be a labourer'. His mind is developing. But I can't help him in English!

Q: And does Fuad like it?

A: Yes, he likes it very much. After GIS he wants to study in England!

INDEPENDENT OBSERVERS

Aslak Bjorvatn, Bergen, Norway:

Aslak is a public school teacher in Norway and has been working with children who have Norwegian as their second language. He visited GIS from 11- 14 March 2008 where he observed the teaching at all levels from Reception up to Year 5 and assisted in the reading training in Year 4 and 5. His comments were as follows:

"My impression is that the whole staffs of teachers and administration are professional and very skilled people. Since I took part in the reading training I can say that the way it is being done is pedagogically correct. The performance is so good that they can be a model for other schools.

The children in reception are playing analytically with words, like circling out words with two ll's (ball, tall, small etc). Year 1 and 2 were working with rhymes, like words that ends with "ack" and "ick", which makes them conscious about the language. This is also the way we work in Norway.

But still, as I see it, GIS lies ahead of Norwegian public schools when it comes to how they work with the subjects. The atmosphere at the school is very nice. Miss Shirley Weston, the head-teacher, is administrating the school with a smile and really makes it attractive to work there. I am impressed with the school and the job they are doing there!"



FEES

One of our goals at GIS is to be a school that is accessible to the middle-class families of Ganja. We feel that we have been able to accomplish this by setting our 2007-2008 yearly tuition fee at 405 AZN, divided into 6 payments. Included in this amount are all the books, writing utensils, and other learning materials that the students will be using.

PAYMENTS

For Classes 1-5.

Total annual fee is 405 AZN. This is equivalent to a little under USD 500 p.a.

Term	Payment	AZN	Time of payment
	Deposit	67	Date of admittance
Autumn	1	68	September 28
	2	67	October 29
Winter	3	68	December 17
	4	67	February 11
Spring	5	68	March 31
	6	0	The deposit covers the final payment
Total		405	

In the case that two children come from the same family there is a discount of 8 AZN for each child. (2 AZN is deducted from each payment.) If payment for the term is made in advance a 10% discount is given, but not for the third term. The deposit and fees are non-refundable.

GIS KEY STAFF

- ❖ School director: Israel Young
- ❖ Head teacher: Shirley Weston
- ❖ Head receptionist: Nərgiz Vəlizadə
- ❖ Class teachers for classes 4 and 5: Synnøve Aandstad, Aygun Musayeva and Sabina Zeynalova
- ❖ Class teacher for class 3: Aida Shirinzada
- ❖ Class teachers for classes 1 and 2: Gunay Verdiyeva üith support from Aygun Musayeva.
- ❖ Class teacher for Reception and Nursery: Shehla Amiraslanova
- ❖ Assistant for Reception and Nursery: Novrasta Huseynova
- ❖ Assistants for SEN children: Samaya Huseynova and Xanim Bayramova
- ❖ Nurse: Nurlana Ismaylova
- ❖ Medical nurse: Saide Salimova

In addition to these people there are also three other staff who perform non-teaching duties. There are also local and foreign people who help at the school on a voluntary basis. Even if we don't name these people here, we acknowledge that without them GIS could not operate!



GIS KEY STAFF

Note: in this table BA = Bachelor of Arts, MA = Master of Arts

Position	Name	Nationality	Subjects taught at GIS	Years taught at GIS	Degree	Teaching experience in schools	Az	Eng	Rus	Other	Computer skills	Other
Director	Israel Young	US	-	-	BA, Cross-cultural communication, Bethany College, USA.	-	3	5				5
Head teacher	Shirley Weston	UK	-	-	University of the West of England at Bristol, BA (qualified teacher) in Business Studies; University of Hertfordshire, Post Graduate Diploma Education of the Hearing Impaired; Coventry University, diploma in Business Studies.	Total 9 years. Hawridge and Cholesbury School, Hawridge, Buckinghamshire, Class Teacher and P.E. Co-ordinator (1 year); Great Missenden C of E Combined Primary School, Great Missenden, Buckinghamshire; Teacher in Charge of Unit for Hearing Impaired Children, Special	1	5				5

Educational Needs Coordinator (7 years); Epping House School (for Children with Behavioural Difficulties), Epping Green, Hertford, Specialist Teaching Assistant for EBD children (1 year).

Head Receptionist

Nergiz Valizade	Azerbaijani	-	-	Azerbaijan State Agricultural Academy	-	5	3	5	Turkish	4	Volunteer in anti-corruption unit at Transparency International.
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Class teacher

Synnøve Aandstad	Norway	English Maths	4/5	?	?	3	5	5	Norwegian		
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Class teacher

Aygün Musayeva	Azerbaijani		4/5 and 1/2	BA in primary education, Azerbaijan Teacher Training Institute	Total 2.5 years at GIS	5	4	4	Turkish		
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Class teacher	Sabina Zeynalova	Azerbaijani	Russian History	4/5	BA, History and MA, Archaeology, Samarkand State University	Total 3 years in State Secondary School No 15 in Samarkand, and GIS.	5	5	5	Uzbek, Turkish	Excellent
Class teacher	Aida Şirinzadeh	Azerbaijani	All	3	BA and MA, Ganja State University, English faculty (pedagogy)	Total 7 years in School No. 2 in Ganja and GIS.	5	5	4	Turkish	Excellent
Class teacher	Günay	Azerbaijani	All	1/2							Project Coordinator for Project Harmony, Counterpart for Peace Corps program
Class teacher	Şəhla	Azerbaijani	All	Reception, nursery							
Assistant	Novrasta Hüseynova	Azerbaijani	All		Ganja Humanitarian College English/pedagogical faculty. Not yet completed.	Total 2.5 years at GIS	5	4	3	Turkish	Good
Assistant	Samaya Hüseynova	Azerbaijani	All	SEN children	Ganja Humanitarian College English/pedagogical	Total 3.5 years at GIS					

Nurse

Nurlana
Ismailova

Azerbaijani

-

-

Ganja State
University,
pedagogy and
psychology, nursing
qualification.

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Volunteer at
UAFA.
Attended 10
or more other
training
provided by
UAFA in
different
areas of child
development
and
protection.

faculty