PÖMER'DEN YANSIMALAR

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Mathematics Teacher

BEING A PART OF HİSAR

I am delighted to have the opportunity to write for PÖMER, established within Hisar School, where I have worked since the opening of the middle school section in 2001 and witnessed its growth into a well-established educational institution. To write is to live again. To write is to share our experiences, our feelings, our expertise with everyone. To write is to reach the next generations. I would like to begin by commemorating the late Ayfer Yeniçağ, who introduced me to this institution, with gratitude and grace. Her efforts to establish a modern school, her courtesy in social interactions, and the importance she attached to the ideas of her staff still enlighten me.

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Brandon F. KAWA
Director, International Graduate Programs for Educators

EMPOWERING GLOBAL EDUCATORS

At SUNY Buffalo State's International Graduate Programs for Educators (IGPE), we believe that professional learning is not just a requirement for educators—it is a critical driver of excellence in teaching, learning, and leadership. For 25 years, IGPE has partnered with schools around the globe to provide educators with meaningful opportunities to grow professionally, adapt to new challenges, and innovate within their classrooms. Among these collaborations, our ongoing partnership with Hisar School and its Professional Learning Center, POMER, exemplifies the power of professional development to transform schools and support the educators who shape the future of education. Professional development serves as the foundation for educators seeking to thrive in an ever-changing global educational landscape. It offers opportunities to stay current with the latest research, methodologies, and technologies while fostering critical reflection on teaching practices.

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The Learning Teacher

FROM PÖMER's POINT OF VİEW

A school is not merely a building or a place where lessons are taught, it is a system where students are trained for life, where their personalities are shaped as they grow, where their careers are determined and where the foundations of their vision for the future are laid. Being one of the supporters of this dynamic system, PÖMER offers opportunities to support the professional development of teachers, encourage innovative ideas and adapt teaching processes to modern needs.

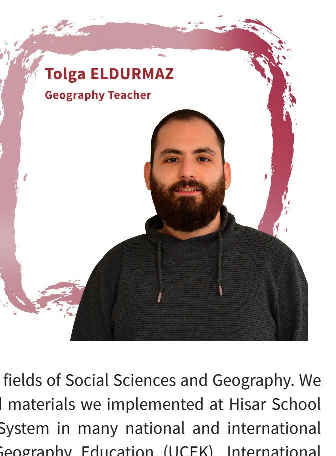
As part of the child protection policy, I have completed the "ECIS Child Protection" Level 1 and Level 2 trainings, which aim to protect students from neglect and abuse and provide appropriate intervention, follow-up, and support. The supervision provided by Attorney Seda AKÇO, which facilitated the planning of measures and steps to be taken in response to potential situations by child protection teams and psychological counselors, helped broaden my knowledge and perspective. Similarly, the regular PCG supervision provided by Psychoanalyst Funda AKKAPULU, which contributed to a deeper evaluation of our professional practice and encouraged multifaceted thinking in challenging situations, played a significant role in my professional development. PÖMER's sustainable education approach aims not only at the development of teachers and students within our school, but also seeks to contribute to the development of teachers across Türkiye by emphasizing the sharing and advancement of knowledge. In collaboration with PÖMER, I took on the role of facilitator for the training titled "Working with Children: Understanding the World from a Child's Perspective" as part of the "We Learn Together" project, which involved teachers from across Türkiye. Knowledge grows as it is shared, and the number of children whose lives we touch through knowledge can increase.

My deepest gratitude to PÖMER for enabling me to be part of the trainings where I both learn and teach, and to the Hisar family for their contribution to the establishment of this center.

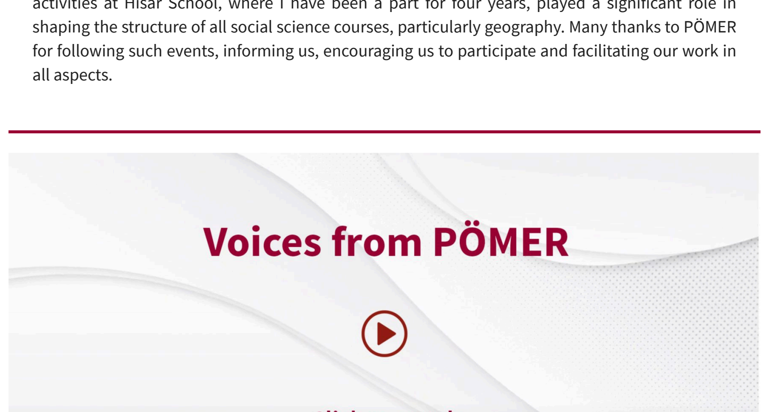
Where does school librarianship stand in a changing and evolving world? How do school libraries look like around the world? Where do we stand in this process? Through ISTE's training "Exploring Future Ready Librarianship: Practices for the Emerging Leader", I had the opportunity to address all these questions and stay updated on developments in school libraries worldwide. This training program helped me diversify ways to guide our students in becoming conscious individuals in the online world by emphasizing the library's role in the school ecosystem, secure access to digital resources, building effective collaborations, and the importance of digital citizenship skills, all in line with the International Society for Technology in Education (ISTE) Standards. Additionally, I participated in trainings on communication, child protection, and artificial intelligence, organized by PÖMER at our school. These trainings not only provided me with in-depth knowledge, but also allowed me to acquire practical skills. The enjoyable atmosphere of the trainings made the learning processes even more engaging and valuable. In our ever-changing world, we must continually develop ourselves in order to keep up with these transformations. In an environment where technology is rapidly evolving, and educational methods and student expectations are changing, we need to update our methods of accessing information and our communication skills. Therefore, taking advantage of professional development opportunities and pursuing new training is of great importance. At this point, I would like to express my gratitude to PÖMER for the educational opportunities it provides.

In addition to the trainings and seminars we attend as a school community, enriching my professional development with courses on my field and topics of personal interest is highly motivating for me. In particular, applying the curriculum-enriching ideas I gain from these trainings immediately in the classroom and receiving feedback from students is extremely valuable to me. Since the day I started working at Hisar, I have taken advantage of many different opportunities provided by PÖMER. One of the most exciting opportunities among these was the "How We Argue: Strategies for Disagreeing with Empathy" training offered by the Harvard Graduate School of Education. In the English department, we work on "persuasive" writing and speaking across all levels; through this training, I had the opportunity to learn practical and effective strategies that students can apply when constructing and evaluating their arguments. I shared the knowledge I gained from the training with my colleagues teaching 10th-grade and through our joint meetings, we exchanged ideas and integrated the argumentative techniques offered by the training into our 10th-grade "Impromptu Speech" unit. In addition to the contribution this training made to my professional development, seeing its practical impact on students truly excited me.

How does a teacher develop their potential while undergoing change? While searching for the answer to this question,
I realized that having a mentor who supports and paves the way for the teacher in the process of discovering and developing their own potential is a great privilege.
I know that one of my supporters in this regard is PÖMER. As I reflect on my development process as a teacher, I realize that my past experiences have been my guide, and my hope for the future has always been my companion. In this journey, I feel that I have been able to grow by staying a bit flexible and gentle, guided by my current awareness and inner motivation.
As someone who has worked at the same school for over 10 years, last year, with a strong desire to further develop my inner change and existing potential, I opened a new page in my professional life at Hisar School. On this new page, with the support of PÖMER, I had the opportunity to attend the Education Technologies Summit and the ATC Fall Teachers' Symposium, staying updated on the latest developments in education. I had the chance to listen to different and impactful presentations on mathematics lessons, especially during the Fall Teachers' Symposium held last October. We were inspired by these presentations and decided to update one of our lesson plans in the short term; in the long term, we set goals for ourselves to further enrich our existing interdisciplinary and differentiation activities. It was a highly productive symposium for me personally. Although participating in such activities can sometimes be challenging due to the intense school schedule, coming together with fellow teachers from different schools who share the same language but bring diverse perspectives, and engaging in sharing, made me feel good. Teaching is an increasingly challenging profession. However, the support, guidance, and encouragement from one teacher to another is one of our greatest sources of strength in this process. I am grateful to PÖMER for providing these opportunities and fields. To further develop myself, participating in trainings outside my area of expertise is among my goals for the upcoming period. To fortify my mental health, I would like to take courses on Healthy Boundaries, as well as Emotional Resilience and Stress Management, to prevent burnout in a fast-paced environment and enhance emotional resilience. By attending these trainings, I believe I can both strengthen myself individually and make my class practices more effective. In this regard, I believe the opportunities provided by PÖMER, which support our development, are a great advantage for us teachers.



In my opinion, a teacher is responsible for sharing their knowledge and experience not only with the students in the classroom, but also with the society and each individual member of the education system. Therefore, a teacher should be involved not only in lesson plans, in-class activities, and course designs but also in the numerous sharing platforms within the field of education. They must stay updated on developments and practices in their field, constantly renew themselves, and share their own practices, which they consider to be "good examples" with other educators. In the post-pandemic period, there has been an increase in conferences, symposiums, workshops, and summits that teachers can attend, particularly in the fields of Social Sciences and Geography. We had the opportunity to share the plans, designs and materials we implemented at Hisar School with many stakeholders of the Turkish Education System in many national and international events, including the International Congress on Geography Education (UCEK), International Symposium on Social Studies Education (USBES), Fall Teachers' Conference (ATC), Education Technology Summit (ETZ), Education Technology Platform (ETP), and Education Change Conference (EDC). Following these exchanges, we have received many positive feedback emails from Turkish teachers who have implemented the shared lesson plans and designs in their own classrooms. Moreover, we had the opportunity to meet participants from different countries, regions and schools and get to know their work. The knowledge we gained from all these activities at Hisar School, where I have been a part for four years, played a significant role in shaping the structure of all social science courses, particularly geography. Many thanks to PÖMER for following such events, informing us, encouraging us to participate and facilitating our work in all aspects.



Nilüfer ÇAĞIN
Professional Learning Center Coordinator

FEEDBACK PROCESS

Learning Forward is an organization focused on professional learning for educators. Founded in 1969 by a group of educators interested in professional learning, Learning Forward organized its first conference in 1970 and was officially structured as an organization in 1978. The theme of this year's 55th annual conference, held in Denver from December 8-11, 2024, was "Reach New Heights for Students". As one of the leading figures of the Learning Forward organization and an internationally recognized expert in the field of professional learning, Joellen Kililon was one of the speakers at this conference. Killion's areas of expertise specifically include measuring the impact of professional learning on schools, instructional coaching, analyzing the relationship between student achievement and professional development, and the development and implementation of educational policy. One of Joellen Killion's sessions at the conference was on the process of feedback. You can find the notes from this session below.

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