

Newsletter

2017



Inside the Global Village
Classroom



Our School Community In the Great Big World

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Newsletter 2017

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The first school to open within the branches of Prywatne Akademickie Centrum Kształcenia (PACK) was the 8th Private Academic High School. It opened its doors in 1993. Afterwards, all the sister schools such as Friderick Chopin Private Academic Middle School (1999), Academos Private Primary School (2008), World Around Intercultural Middle School (2015), and World Around Intercultural Primary School (2015) began operating. Gradually, the school's identity began to gain traction as one with a multitude of nationalities and cultures, which is reflective of such programs as International Baccalaureate and the exchange programs where our students participate in academic life and community projects all over the world. Our most historic partner is the Johanneum Middle School in Luneburg, which was founded in 1406 and began cooperation with us in 1995. Our other international partners are Delhi Public School of Gurgaon, India, Pompano Beach School of Florida, USA, Gjovik Videregaende Skole of Norway, Dorenweerd College of the Netherlands, and Azuoliukas School of Lithuania. Participating in such an international community is vital to building a strong between our schools and the world around us. We have been able to create relationships with individuals involved with UNESCO and Model UN (United Nations). This is how our school community has found its footprint in such a big world.

Given such amazing opportunities has allowed our school community to engage in an exchange of cultural traditions, ideas, histories, and experiences which complete our daily lives. It allows us to come to an understanding of tolerance and respect for "the other" and an active participant in the hunt for a solution to the world's problems. Some people think that having such intimate contact with multiple foreign experiences decreases one's national identity. Those people could not be more incorrect. From my many years of observing such interactions, it is my belief that one truly understands and realizes his or her own cultural identity even more while that person is also developing an appreciation for differences found in other cultures. Our students realize that each and every person has a right to live life in their own unique way. For me, this is the biggest achievement in maintaining such international cooperation.



"I hope that each of you will use the knowledge gained here to be more than a consumer of liberty, but also a defender and enricher of it."
/Madeleine Albright/

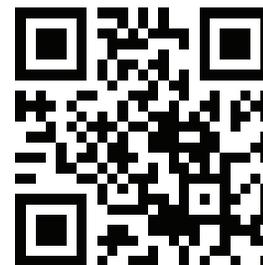


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School: **Pompano Beach High School**

Location: **Pompano Beach, Florida, USA**

Aim: **To develop cultural awareness in the field of education, increase knowledge about the United States and visiting schools, and establish lasting ties between all participants**

Theme of the Summit: **Worldwide Collaboration: Connected Learning on a Global Scale**



Between January 19th and January 27th 2017 six our students took part in the International Summit in Pompano Beach in Florida, USA. Pompano Beach High School hosted its third annual International Summit and invited more than 80 educators and students from eight countries including Brazil, China, Egypt, France, Haiti, Ireland, Switzerland and Poland to participate in the Summit.

This event was designed to develop cultural awareness in the field of education, increase knowledge about the United States and visiting schools, and establish lasting ties among participants. Opportunities included teaching and learning with Pompano Beach High School educators, meeting with university professors and administrators on their campus (Florida Atlantic University), and sharing cultural practices in the community. Educators and other foreign dignitaries were invited to discuss issues in education from specific cultural perspectives.

Apart from that, the programme of the Summit included a visit to Everglades

Holiday Park, a hockey game in BB&T Center or breakfast on the beach at sunrise and many other events during which the delegates could socialise. Living with the host families was an unforgettable experience thanks to which our students were able to improve their language skills and taste American lifestyle.

The visit gave us the opportunity to see how school enables its students to discover new talents, perform at a variety of venues and events and to develop leadership qualities thanks to many extra-curriculum activities in the field of music, sport, drama and debate.

We would like to express our warmest thanks and appreciation to principal Hudson Thomas, assistant principal Lori Carlson and assistant principal Jill Narus for the contribution that you have made to organise the International Summit. We would also like to express our gratitude to the host families and students for your hospitality and tremendous work you have done for all of us.

Students' quotes from the blog:

“ The sentence said by the English teacher „You are a winner and everyone in this classroom is a winner” will stay with me for a long time. ”

“ I personally learned a lot and it was a great experience to present my presentation in front of hundreds of people. ”

“ Our school mates showed us the newest model of interactive drone glasses with which you can visit virtually different countries. It was very amazing and great experience to me. ”

“ It was so sad that we had to say goodbye to all of our new friends. Hopefully the friendships that we have created will last forever. ”

“ Our school mates showed us the newest model of interactive drone glasses with which you can visit virtually different countries. It was very amazing and great experience to me. ”



“The least you need to make anything happen in this world is a single relationship”

Perlowski Statement about her visit to VIIIIPALO, IB World School 006265

In June of 2013, I was honored with an invitation from Principal Jerzy Waligóra to be a visiting teacher at VIII Prywatne Akademickie Liceum Ogólnokształcące in Krakow for one week. I had the pleasure of meeting Anna Krzemińska-Kaczyńska in Gujarat India while teaching for the International Research and Exchanges (IREX) Board's Teaching Excellence and Achievement (TEA). Anna was also there to teach at the Navrachana International School. However, she was stationed in the International division. We had the same host, Mrs. Mamta Kumar. During my first afternoon in Gujarat, we three women sat around the table at Mamta's for tea. It was then that a wonderful international collaborative cohort was formed among the three of us that has proven, so far, to last a professional lifetime.

During my stay in Krakow, I was graciously invited to shadow Ms. Krzemińska-Kaczyńska throughout her days meeting many of the fine faculty and students that attend this institution. I attended a faculty meeting after which I was invited to speak to the staff about some of the similarities and differences I witnessed between the operations of this Polish school and my American one, Pompano Beach High School in South Florida. I discovered that faculty meetings in Poland are extremely similar to those in the US. Teachers questioned grading policies, content workloads, exam results and specific student performance. Teachers in Poland were outspoken and encouraged to articulate ideas lead and addressed by Principal Jerzy Waligóra. I found the meeting to be very much a dialogue between staff and administration and less a “marching orders” experience where leadership tells employees how to proceed. While teachers in the US certainly speak their minds during meetings, there is an allotted time to do so and the question and answer session is much shorter. While both sets of faculties were cognizant of time...for this was the end of the semester...the Polish teachers were keen to stay overtime to be heard and answered.

After the meeting, I offered a short training session to show teachers some ways to help students to connect their experiences to those of the lives of their characters. I am a Master Teacher for the Folger Shakespeare Library and deployed some of the reading techniques I used with early modern text. The Polish teachers were eager to learn. And even though it was late...and people wanted to get home...

even the reluctant had a wonderful time. I promised to make the session short but useful.

For the students, I conducted a series of classes where we explored through image theatre some of the themes of Macbeth! I asked 4 groups of 5 students to create an image of LOYALTY. Each group came up with a picture. The rest of the class deconstructed that image and enough ideas were generated to support acting choices when it came time to mount scenes. Image theatre works beautifully across cultures with language concerns. Students make visual representations of ideas by placing themselves in position so all can make meaning.

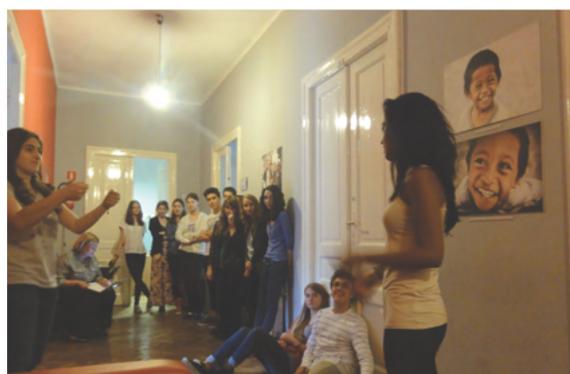
While learning at the school proved fruitful for all involved, much education takes place outside the institution walls. I was privileged enough to be taken on a tour of the city by Bartek Adler, an IB Polish teacher and librarian. The most prominent bit of information that stood out for me along that tour is how important artists, writers in particular, are to the Poles as evinced by the statue of Adam Mickiewicz prominently dominating the Main Market Square. I was then ushered to the eclectic house of Wisława Szymborska where I delighted to open drawers, folders, cabinets, jars...all stuffed with hidden messages and poems. This visit helped me better understand the prominence of literature in Polish culture.

Perhaps the most astounding event I attended was the 4th of July Party hosted by U.S. General Consulate in Krakow and held at Kosciuszko Mound. The American and Polish flags together on the hilltop were a perfect literal and metaphoric symbol of Anna and my collaboration as educators from different counties. This visit gave rise to many more partnerships between our respective institutions over the years. Emily Jones, Dean of the Putney School once said to me, “The least you need to make anything happen in this world is a single relationship.” The learning that has evolved from our single, professional and personal relationship will endure, across cultures, for many generations to come. I look forward to visiting again shortly and spending more time learning from the students.

Julia Perlowski



The Power of International Stories Project.



Theatrical Workshop.

Celebrating 100 years of American - Polish diplomatic relations with US Consul General Braunohler

by Gerard Presto Dec 6, 2017



U.S. Consul General Walter Braunohler with the author

On December 6th, the students of VIIPALO, IB World School 006265 had the great privilege to visit the US Consul General Walter Braunohler at his Krakow residence for the celebrations of the 100th anniversary of diplomatic relations between the two great nations of Poland and the United States. This special event was one of the twenty hosted all around the country. The Consul gave an interesting presentation of the major episodes happened during these past 100 years. A video clip marked John Kennedy's words from the 1962 speech: "Poland, in its history, has been overrun, cut apart, occupied, partitioned, but it has remained free in the hearts of the Polish people, and as the old song says, "As long as you live, Poland lives"".

Severally emphasizing the continuous strong American support throughout history, Mr. Braunohler mentioned the uncommonly known political incentives. In fact, President Reagan left a lit candle at the White House as marshal law was introduced in Poland. The Consul mentioned the most recent diplomatic visit of President Trump proving the unbreakable bond between US and Poland, despite ongoing changes in US political rhetoric. The entertainment

highlight of the event was a Christmas children's dance performance to the sound of Jingle Bells Rock.

While awaiting US Ambassador Jones's speech live stream from the Embassy in Warsaw, I had the great opportunity to meet Consul Braunohler in person and take pictures together, as well as talk to other honorable guests present. During his speech, the Ambassador directly turned to the crowd gathered at the Krakow event via live feed connection, meanwhile he answered the question about the positive prospects of the future US-Poland relations. The official part of the event was commenced by the Consul's toast in the name of further progress of the US and Poland relationship and by distributing cake.

Eventually, thanks to Counsel Braunohler's sincere courtesies, I got to interview the Consul about his perspective on the experience of consular service in Krakow. Most importantly, the Consul expressed great enthusiasm towards his consular mission in Poland, as well as his intention to maintain his role in Krakow as long as possible.

The transcript of my interview with Consul Braunohler is presented below:

G. Presto: Could you talk a little about your experience as the Consul General of the United States here in Krakow?

Consul Braunohler: Sure. It's been an honor to serve as the Consul General for the United States of America in here Krakow over the past two and a half years. We are really focusing on our economic cooperation, our security cooperation and our people-to-people ties. We seriously believe that if you don't have really close relationships between individual people you can't keep the close relationship between the two countries alive.

G. Presto: Could you explain how it happened that you've become the Consul of the United States?

Consul Braunohler: I've been working as a diplomat for the US government for past 15 years. So this is the height of that. To be the Consul General in Krakow is really an honor. After a lot of work, in a lot of different places, I somehow managed to get this job and it's been my favorite hosting, my favorite assignment in my entire career.

G. Presto: And what do you plan for the future, after you finish your job as Consul of the United States?

Consul Braunohler: I don't know. I don't think about leaving. [laughing]

G. Presto: Oh, okey. [laughing]

Consul Braunohler: It's been a really wonderful life here. I'll probably go back to Washington, back home, because for me ... I love serving my country at work, but it's hard to stay away from friends and family, so it'll be nice to reconnect.

G. Presto: Thank so much.

Consul Braunohler: Thank you.



DP2 Students celebrating 100. Anniversary of U.S.Polish diplomatic relations



U.S. Consul General Walter Braunohler presenting „Poland Once Gave America a Birthday Card With 5.5 Million Signatures” Project



VIIIPALO STUDENTS AT LOUNDOWN INTERNATIONAL YOUTH LEADERSHIP SUMMIT (SINCE 2016)

25th of March - 9th of April 2017

During the period from March 25th to April 9th 2017 a group of four students from our school partaken in the VI edition of the annual Loudoun International Youth Leadership Summit in the United States. They had the opportunity to discuss several different topics (including access to education, environment, refugees, racial and ethnical divisions), take part in group activities and trips to Washington D.C. They listened to guest speakers – civil rights activists: Joan Trumpauer Mulholland and Deng Chol. Finally, they went to an American school, where they could learn about the culture and customs of the US and perfect their English.



VIIIPALO Students at Loudoun International Youth Summit in the USA

Former Secretary of State Madeleine Albright spoke to a group of VIIIPALO students, participants of the 2016 International Youth Leadership Summit in which 200 students from 16 foreign countries convene with Loudoun students about global issues and about the challenges their generation will face as leaders.

The recipient of The Medal Of Freedom, Albright spoke about the global nature of today's world, terrorism, nationalism, the refugee crisis and urged the students to be "doers" instead of "drifters." "No matter where you live or what profession you pursue, all of you will live truly global lives," Albright said to the young people in the crowd. "You will compete in a global workplace, shop in a global market place and travel further and more often than they any prior generation." Albright told the students that in order to succeed they'll need to understand how others around the world live. She told the crowd she decided in college she would go out into the world and use her knowledge to make a difference.

Albright said one day the students will not have teachers to check in and ask how they are doing.

"You will have to rely on an inner compass," she said. "Whether that compass is true will determine whether you become a drifter who's blown about by every breeze or a doer; an active citizen, determined to chart your own course and when necessary, sail unafraid against strong winds. From what I know about this high school and the summit participants, we have more doers than drifters."

Having active citizens focused on change will be important in the world's current and future climate, she said.

"We're living in a time that is more unsettled, more complicated and more in need of a new generation of leaders than anytime that I can recall," said the former secretary of state.

"Never be satisfied with what you know, because by asking questions and listening to others, you can always learn more. Take pride in who you are, but leave room for others to express their pride," Former Secretary of State Madeleine Albright said. "I hope that each of you will use the knowledge gained here to be more than a consumer of liberty, but also a defender and enricher of it."

Source:

http://www.loudountimes.com/news/article/madeleine_albright_addresses_loudoun_students_about_global_challenges432



VIIIPALO Students had an honour to hear the speech of Former Secretary of State Madeleine Albright at the 2016 International Youth Leadership Summit at Woodgrove High School, USA.



Washington Monument

Chosen remarks and observations of the Polish delegates to the Loudoun International Youth Leadership Summit

Trips to Washington D.C.

Besides visiting other high schools that took part in the summit, we also went on a few trips to the heart of the United States, Washington. To be precise, we went there 3 times (not counting 'private' trips with our host families). On our first trip, despite the lack of cooperation from the weather, we had a pleasant tour. We managed to see the famous 'pencil' monument, Lincoln's Memorial, and the Museum of American History. Luckily, the weather during the next trip to D.C. was nice. The shining sun, without even one lonely cloud on the sky, allowed us to see the famous White House and Capitol Building. We had a short tour of the amazing Capitol. The last time we visited Washington we managed to see the National Art Gallery and Museum of Air and Space. Washington, as a city, impressed us with its tidiness and the great size of buildings. A truly incredible city.

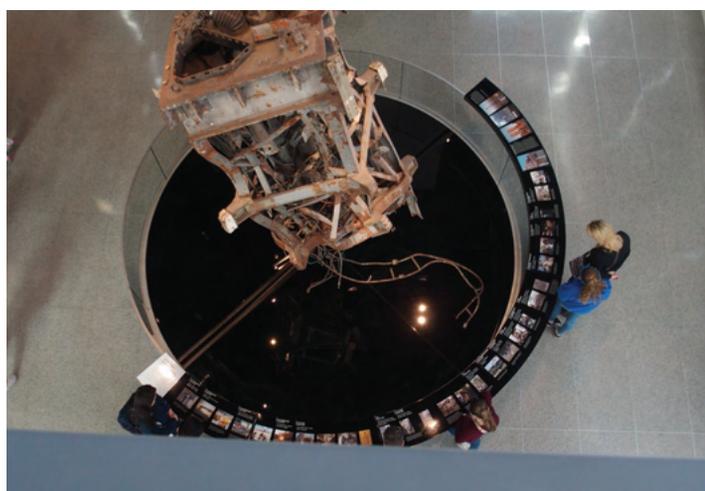


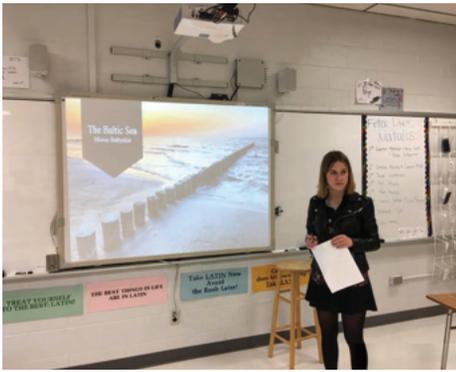
American Patriotism

Whilst in the United States of America we noticed that Americans are the most patriotic people in the world. You can see their flag everywhere - on the streets, in buildings of administration, schools, or even in many homes. American people are very united, they consider themselves a community, taking part in parties, festivals and other cultural events. Many people have told us about the fourth of July celebrations. It is very different from Polish Independence Day, which is treated very seriously. In the US, this day is celebrated in a very big way and peacefully - the Americans also care a lot about safety. This day is very joyful, full of parades and marches - it is the time when you can clearly see the concept of community. It is worth saying that most of Americans know their history very well and, even though it is not very long, they care about it a lot. Summarizing, Americans are very patriotic and they use every opportunity to appreciate their homeland, but at the same time they are very open and they want to experience new cultures and people from foreign countries.

Sports

America is known for many sports. The most famous ones are American football, basketball and baseball. Other, less popular but commonly played sports are lacrosse and soccer. The latter has become more popular among American teenagers after the World Cup in Brazil in 2016. Every school in America has its mascot, and a motto which is respected in class and on the field. Being part of the school team in America is a big honour for a student. Nevertheless, it is not that easy to join them, because you need to pass hard trials for the team, and you have trainings for particular sports after school. If your grades are not good enough and your average is not above a certain level, you will get suspended. The football season in the U.S. starts in September, but when we were there the soccer season was on. We watched school American football and baseball matches.





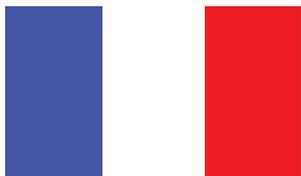
Summary

This trip has been a great experience for all of us. Not only have we learned about different cultures and habits, we gained new friendships from all around the world. We were amazed how people from distant countries, such as: Japan, South Africa and Mexico, can have world views so similar and, at the same time, so different than ours. For these two weeks, we could participate in our hosts' daily lives which directly immersed us into the true American way of life. We've seen the USA from all different perspectives: as students, as tourists and as delegates – which is something achievable only through an event like the Summit.

Combining the traits of an international conference, a school trip and a student exchange, this journey exceeded our expectations greatly. We believe that the splendid experience it has granted us will stay in our memories for a long time.

Aleksandra Lipińska, Olga Bernacka, Jan Udaliszczew, Mateusz Zawieracz





Un échange scolaire - des moments inoubliables!!!



Notre école - VIII Lycée Privé à Cracovie en Pologne-organise beaucoup d'échanges avec les écoles de tous les coins du monde. Et voilà , les élèves qui apprennent le français ont aussi la possibilité de participer aux échanges et aux immersions.

On a visité l'école Charles-Péguy à Gorges au Pays de la Loire, deux fois le lycée Hector-Malot à Rouen en Normandie et les élèves ont aussi séjourné une semaine à Paris. Nous sommes très ouverts aux autres cultures, aux habitudes et avant tout aux langues étrangères que nos élèves étudient au lycée et auxquelles ils s'intéressent beaucoup.

Chaque échange permet à nos étudiants et à ceux qui viennent chez nous d'approfondir leur connaissance de langues et avant tout les échanges ont des effets positifs sur leurs compétences interculturelles et interpersonnelles.

Actuellement, notre école a réussi une invitation à la Conférence organisée par le Lycée Internationale Jules Guesde à Montpellier. "International Educational Cooperation: Practices and Challenges"

Bon courage les élèves !!!

Alicja Wielgórska

Voilà trois étudiants de notre lycée qui parlent de leur séjour en France:

En avril , quatre étudiants de notre école ont décidé de partir pour la France pour y passer deux semaines.J'étais l'une de ces participants.

Un professeur du français nous a accompagnés pendant le vol et puis dans le voyage en train de Paris à Nantes. La fatigue a balayé chacun de nous mais ce qui l'a finie, ça a été la première rencontre avec des familles chez qui on a habité pendant notre séjour.

Le week-end, on l'a passé au bord de la mer où nous pouvions admirer le paysage complètement différent de celui en Pologne - la plage, des cafés avec une bonne ambiance ,très amicale. C'était le premier samedi.

La journée suivante, on a découvert <<Le Puy du Fou>>, un parc super intéressant avec de magnifiques spectacles en plein air et une musique splendide.

Notre premier lundi, c'était le temps de faire la connaissance avec nos nouveaux copains, comparer le système éducatif dans notre pays et celui en France. Une curiosité !!!!!

Là, la physique est combinée avec la chimie et l'histoire avec la géographie, c'est complètement différent que chez nous ! En même temps, la récréation à midi est vraiment rallongée- elle dure presque deux heures, c'est chouette!!

Mercredi était libre, ce qui est ordinaire pour les Français. Je trouve cette idée très confortable parce qu'on peut se reposer et se préparer pour deux suivants jours difficiles à l'école.

A la fin de la première semaine, notre professeur du français et un grand groupe d'étudiants de notre école sont venus à Charles-Péguy. Dès ce moment-là, les excursions ont commencé auxquelles -heureusement-nous avons aussi pu participer.

Des piques-niques, le bowling et d'autres attractions étaient assurés.

Quand nous partions, la tristesse nous accompagnait. Pendant ces 14 jours on s'est habitué à la vie en France. De plus, quelques vraies amitiés se sont nées entre les lycéens polonais et français.

Nous attendions impatiemment l'arrivée de nos amis de France en mai .

Je crois que cet échange a été apprécié par ceux qui ont participé aux cours à l'école en immersion et aussi bien que par ceux qui nous ont rejoints plus tard et qui ont fait partie d'un vrai échange.

Ewa Łukasiewicz

En 2016, nous avons été avec notre professeur de français en France à côté de Nantes. C'était un échange scolaire. Les élèves français nous ont accueillis chaleureusement. Nous avons habité chez leurs familles, nous avons connu la cuisine française et les coutumes françaises. Pendant le séjour nous avons visité Nantes et Clisson, nous avons été aussi à la mer. Nous avons participé aux cours au lycée français. Nous avons passé notre temps libre avec nos familles françaises.

Après, les Français sont venus chez nous. Ils ont visité Cracovie, ils ont aimé surtout le château de Wawel et la Mine de Sel à Wieliczka . Nous avons passé les soirées au centre de la ville.

Pendant l'échange entre notre lycée et le lycée français, j'ai connu beaucoup d'amis français, j'ai passé un temps super et j'ai des souvenirs fantastiques!

Mateusz Mulka

Pendant l'échange polono-français on pouvait apprendre beaucoup de choses sur la culture française, c'était très cool, je me suis retrouvé dans une famille très agréable et conviviale. À mon avis, cet échange m'a donné beaucoup plus de confiance dans les conversations en français, et m'a approfondi la connaissance de la langue.Je me souviens de ce voyage à Nantes comme une aventure très belle et agréable et l'arrivée des Français en Pologne aussi.

Jan Udaliszczew



The 2017 student exchange between Poland and Norway

The Polish-Norwegian exchange between VIII PALO and Gjøvik videregående skole took place in Cracow from 12th to 17th of March and - six months later - in Gjøvik also from 12th to 17th of September 2017. The main purpose was to deepen our understanding of Theory of Knowledge and to investigate the Ways of Knowing and how we perceive the world surrounding us. Of course, that wasn't the only point of our programme, as we also made new friends and got to know each other's cultures.

During the week spent in Krakow we focused on the aspects of cognition, such as emotions, senses and faith. The aim of the workshop was to broaden our knowledge on the synthesis of arts, mostly by investigating works of Stanisław Wyspiański. We showed our exchange partners the historical and cultural sights of Krakow, such as the Old Town, Veit Stoss' altarpiece in St. Mary's Basilica, Wawel Castle's cloisters, and Wyspiański's stained glass art piece - "God the Father" in St. Francis of Assisi Church. Moreover, we went to the Museum of Municipal Engineering, MICET (where we saw an interactive exhibition on the Polish theatre) and the Jewish Community Center, where we attended a lecture on Jewish history and culture. On Wednesday we worked on our presentations concerning the aspects of cognition - we had to think how different people would experience Krakow. Next day the Norwegian students went to the Auschwitz-Birkenau Museum, which proved to be a very emotional experience. On Friday, unfortunately, our exchange partners had to leave for Norway and the farewell was very bitter-sweet.

The aim of the workshop conducted in Norway was to design a city based on the model of a human cell. During our work we had to focus on the different ways of knowing and how they influenced our work. In groups of six we had to answer The Big Question: "To what extent is a cell a good model for a city?". Although at first it seemed almost surreal to us, soon we all found our way and knew what was expected of us. We had eight groups with designated places such as Guam, Egypt, Nepal, Lofoten, Vietnam, The Amazon, New South Wales, and Uganda. We had to design



How does religion shape our cognition? Workshops in Jewish Community Centre of Cracow.



Polish and Norwegian Students Working on Cell City projects.



Some students prepared presentations, other made miniature models.



Polish and Norwegian Students Working on Cell City projects.



How does religion shape our cognition? Workshops in Jewish Community Centre of Cracow.



Troll. Author: TitanicaArt / pixabay.com/

a city based on the model of a cell, work on the metaphor, answer The Big Question (taking into consideration the pros and cons of our 'model'), and reflect on how Ways of Knowing helped us throughout the whole work process. On Wednesday, we started our projects with a crash course in Cell Biology with the Norwegian biology teacher Beatte, followed by the start of our work. After school we went to see the Gjøvik Olympic Cavern Hall and then we toured around the city. The next day we continued our work and in the evening we socialised as a group. On Friday we presented our projects and reflected upon the work done, focusing on Ways of Knowing (memory, imagination, reason, language) and how they helped us throughout the whole process. On Saturday we went to see the capital city of Norway - Oslo. At first, we visited the Norwegian Museum of Science and Technology and saw multiple interesting exhibitions and then we moved to the city centre where we saw the Opera House, the Royal Palace, and the gardens surrounding it. On the sixth day we had to leave, but there was enough time for us to spend the final hours in Norway with our host families.

Thanks to the exchange we expanded our academic knowledge regarding the ways in which we perceive the world. However these weeks weren't only a learning experience but also a social one. We made new friendships and got to experience another culture - and also share ours with the Norwegian students. We are very grateful for the opportunities created by the exchange programme and wholeheartedly recommend it to every student in our school.

Katarzyna Frączek
Marta Zemanek
DP 1B



All of the groups had riveting ideas and projects.

Photos by Agnieszka Pędziwiatr and Bartłomiej Adler.



TOK workshops' side effects on teachers...

Bartłomiej Adler

Our school has been cooperating with Gjøvik videregående skole since 2014. Each spring the Norwegian students and teachers visit Kraków for one week and then the Polish group goes to Gjøvik in September. The exchange is always dedicated to some specific IB Diploma aims. Students are supposed to do a project focused on developing the IB learner profile features, exploring and fulfilling some TOK and CAS requirements and, last but not least, to have some fun together.

This time the workshops that both schools organize for the exchange were concentrated mostly on the ways of knowing. The students had an opportunity not only to do things together, but also to reflect on some aspects of cognition involved in the process. The main purpose was to prove that each time you learn and create new things you may engage various abilities of your brain. It seems that the students really appreciated the idea of the workshops, as most of their final presentations were really impressing. I must admit that preparing the program and supervising the process of the exchange is always a pleasure for me.

The Colours of India

Show me so that I can stand
On your shoulders.
Reveal yourself so that I can be
Something different.
Don't impose on me what you know,
I want to explore the unknown
And be the source of my own discoveries.
Let the known be my liberation, not my slavery.
/by Chilean biologist MATURANA/

A note from Polish exchange students, from Polish-Indo Exchange on the study visit to Delhi Public School in Gurgaon, India

As a seventeen-year-old student from Kraków, India has always been some kind of a fairytale, a dream that may or may not be seen in reality. Due to Bollywood movies that I have been watching with my sister throughout our childhood, I have painted a picture of this county in my mind as a colorful, beautiful, and inspiring place with an extraordinary history and religion. When I heard about a student exchange with India that my school participates in, first thing I did was of course to sign up and notify my sister also. I could not believe that it was really happening until the very last moment.

Before my departure, I read some articles about India just to know some basics about life there because it does not really resemble what is shown in Bollywood movies. I was aware of the population problem, poverty, and the lack of water so I thought I would be more or less prepared for this trip. But I wasn't. Our exchange took place in Gurgaon, known as one of the leading financial and industrial cities of India, situated very close to the capital, New Delhi. Seven students from each school participated in the exchange in 2015, meaning fourteen families were also involved. We were placed with typical Indian families so that we could discover how they function, what the social code is, and how it is different their culture is from ours. We were of course a bit stressed at first because right after landing, we had to spend two days alone among unknown families. But instead I discovered that in India, I would have friends waiting for me.

We spent the first day with our host families at their respective homes in order to acclimate. The second day was spent in New Delhi so we could see how residents live there. My first impression was not a nice one because I felt a bit like an intruder in a megacity. Everybody was staring at us and I did not take those glances as positive ones. After we got back I felt a bit sad, I did not know what to do to make everybody understand that I am not different, but a friend. But then I have tried to put myself in their position and understand their way of thinking. It helped me to discover that those looks were not at all negative. They were the glances of curiosity. I look different, I have skin, hair, and eyes are all of a different color than what is native. I walk differently and talk differently so it was obvious that I was



Exchange Partners with a visit to VIIPALO



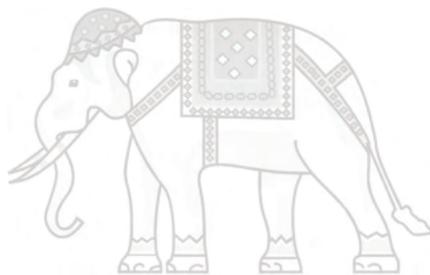
Amber Fort, Jaipur, Radżastan, India;

perceived as an oddity. I would probably do the same in their situation. After I understood these dilemmas, I have started to discover their mentality too. I have noticed kids playing cricket a lot, mothers dressed in beautiful saris sitting on a street and talking, my peers smiling to us and waving. Finally after coming to this realization, the truth about Indian people being talkative, open-minded and extremely kind was revealed to me.

I think what I enjoyed the most during this exchange visit was being with my Indian family. I could have spent these two weeks only with them. I loved talking to my partner's mother about religion and culture in India and Poland, I loved teaching them some Polish words and also learning Hindi with their help. But what is even more important it is that this visit gave me an opportunity to understand how families in India function, and I could then see the differences very clearly. Now, I understand that home is supposed to be a place where you feel comfortable, you can relax, and there are not many rules to follow. Food is extremely important, shared meals are a necessity, and a guest in the house should be treated like a god.

Thanks to my stay here, I have learned things that I would have not be able to explore only by visiting with my family. I do not know how to thank the exchange school Principal and project coordinators: Ms. Sapna Dhawan, Ms. Mamta Kanti Kumar, and Ms. Anna Krzemińska-Kaczyńska for making this experience happen. I can honestly say that this exchange visit changed my life. Exchanges like these enable young people to learn and discover plenty of useful things about the world. It is a fact that the world is shrinking, but along with that our possibilities are getting bigger. It is all about experiencing and breaking boundaries right now, globalization and international education are vital. Schools like VIII PALO and DPS Gurgaon are examples of schools which are aware that they are responsible for the future of this world. The Principle Ms. Aditi Misra, engraved an important message that imbedded deeply in my mind during the welcoming ceremony at school. She told us that we are the future leaders of the world, and that I can become the one too. It made me understand that I can really make a change, make something better for others. India and Poland are the places where a lot can be done by the students of tomorrow.

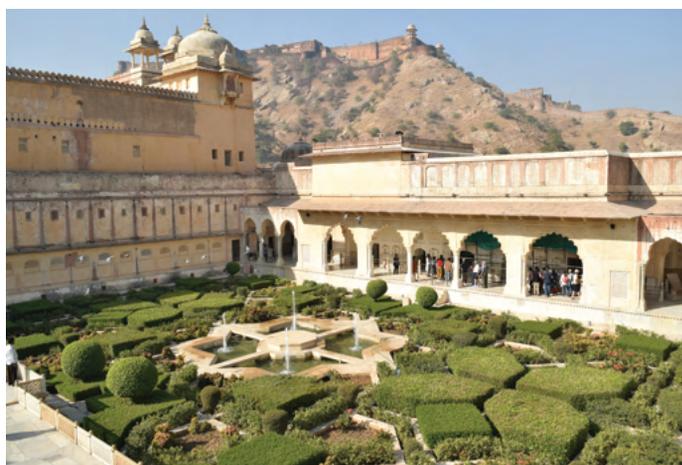
by Natalia Nikoniuk (2015)



<http://krakowtonewdelhi.blogspot.in/2015/03/polish-student-reflection.html>



Amber Fort, Jaipur, Radžastan, India; author dr Radosław Uliszak



Amber Fort, Jaipur, Radžastan, India; author dr Radosław Uliszak



Tadž mahal, Agra, Uttar Pradesh, India; author dr Radosław Uliszak



4th Rhythm of Indo-Polish Exchange 2017/2018

By Olga Bernacka (2017)

Royal Orchid, Jaipur, Radżastan, India;

Between 20th of November and 2nd of December I had an opportunity to visit India. I know that this country is famous for its openness and diversity, but I was surprised to find just how open and diverse it was. This was my first journey to Asia and this made the journey all the more significant. We all know what life in Europe looks like, but I wanted to see the realities of life far away. I thought that two weeks would be enough to see everything, but I soon realised that I was wrong. Now I think that even a year in India would not even be enough. This country is so multidimensional and rich in culture, that I can truly say that my point of view on Asia before going there was unbelievably poor.

Without a doubt, I was a little bit afraid when I came. I was about to spend two weeks away from home and with people who I did not know properly. But my worries soon turned out to be groundless. After a short while, I noticed one very important thing – these people really wanted to create a home for me. The hospitality was incredible. I did not expect that much and I still do not know how to express my gratitude. There are friends and there is family, and there are friends who become family. My Indian family helped me forget about any homesickness I had and I actually found my own little world there. I have never got on with anyone that fast. My host mother and host father created a safe place for me which I could call “home”.



Indian unique culture, Jaipur, Radżastan, India;

One of the things that made the greatest impression on me was the architecture. I had the chance to see many important monuments, including the Qutub Minar, the Lotus Temple, the Agra Fort and obviously, the Taj Mahal. I have seen many beautiful places in Europe and America, but I have never seen such care taken over every detail – everything is polished up and very well planned. You can feel the soul in the monuments and the intention of their creators. It is an absolutely amazing feeling.

I was prepared to see differences – I can even say that I hoped to see them. But some of them turned out to be a surprise for me, including the size of the school. I was shocked to see how big it is and how many students attend it – about six thousand! The diversity among the students is clear, but what impressed me greatly was the incredible respect with which they treated one another. India is a place that gave me a lesson in tolerance and openness towards others, which is such an important thing in the 21st century with its concerns about diversity, religion and changes. Marcel Proust once said, “The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.” I truly believe that seeing how Indian people treat each other, gave me new eyes. I now see that Europe should learn from Asia how to live in community. I want to live in a world which is as open as India.



The Lotus Temple, New Delhi, India;

Nowadays, people are always in hurry. If I was asked to name one ability which this exchange gave me, I would choose the ability to slow down. India is deeply dedicated to meditation and finding peace. Yoga classes have shown me that slowing down is nothing bad and that stopping for a moment does not have to be wrong. Indeed it can be helpful. This ability is extremely important for me as a student.

When I was about to go back to Poland one of the things I said was, “Goodbye and thank you for your hospitality once again.” My host father looked at me and said, “Family doesn’t say things like that. Don’t thank us – we did this, because you are our daughter and this is the duty of parents to provide safety. And don’t say ‘goodbye’ say ‘see you soon’. The family stays together.” This is what India looks like. It is one big community, which shows foreigners how to be responsible for others and how to treat each other. I will definitely go back there one day, because I cannot imagine a place which would have more to teach me.

BREAKING BARRIERS... CREATING NEW BOUNDARIES



Mamta Kanti Kumar
Indo-Polish coordinator
from Delhi Public School

“
*Imagine all the people living life in peace,
You
You may say I'm a dreamer. But I'm not the only one...*
lyrics of the "Imagine" song by John Lennon

The above lines so rightly suggest that we can dream of a world where peace abounds, where diversity is celebrated, and despite the varied geographical boundaries and cultural differences, we think as one. This is a profound thought, because we can dream with our open eyes. The platform of International Student Cultural Exchange has helped us in realizing our dream of inspiring students to be global citizens.

The Indo Polish Exchange in its 4th rhythm between Delhi Public School, Gurgaon, India and VIII Prywatne Akademickie Liceum Ogólnokształcące, IB World School 006265, in Kraków, spearheaded in Poland by visionary Principals: Professor Jerzy Waligóra and Ms. Aditi Misra from DPS Gurgaon, provide this opportunity to their students to bridge the gap between geographical regions and break cultural barriers. Project teachers add the fine nuances and subtleties to the exchange thus encouraging in the students a passion for global learning and appreciation of other cultures. Today, these leaders, with their support, have helped to break barriers and create new boundaries International cultural exchange programmes are important for students across the world because when we experience different cultures, we gain a deeper understanding of ourselves and those around us - deepening our knowledge of foreign cultures, our own culture, and at the same time strengthening international relationships.

Leaving the familiar behind and plunging into the unknown shows a commitment to understanding other people and cultures; and a commitment to learning about the world in

a way that books, school assignments, and a professional career can never reveal. Going abroad as an exchange student will not only give the participating students a big leap towards their future goals but is also a life-enriching experience for the host student and family.

The exchange helps the students to make lasting connections and living with a host family, they are integrated into the family. This enables the visiting students to become aware of the inner concerns, hopes, and dreams of a family, a neighborhood or city, a nation, and global community. With this realization comes the corresponding knowledge of what it means to belong to your own country and culture. The participants develop leadership skills, self-confidence and a greater understanding of the complexities of the world around them.

As exchange students, the participants are enriched with experiences such as building new friendships, taking responsibility for themselves, respecting differences and embracing the beliefs of others; and while exploring and learning about the lives of others, discover new aspects of their own personalities.

The fifteen day international exchange offered by both the schools gives the students the taste of global diversity and collaboration, and initiates the students into a leadership role in the 21st century.



Headmistress of DPS Gurgaon Aditi Misra with 4th Rhythm of Indo-Polish teachers and students



Austausch mit Johanneum

Der erste Tag startete bereits relativ früh und bot den deutschen Gästen einen ersten Einblick in die Kultur Polens. So besuchten wir alle zusammen zunächst den Kościuszko-Hügel, auf dessen Spitze sich eine Aussichtsplattform befindet, von der aus wir einen wunderschönen Blick auf ganz Krakau genießen konnten. Danach ging es in ein Museum, welches unter dem Marktplatz im Herzen von Krakau liegt. Dort lernten die deutsche Schüler etwas über die weit in die Vergangenheit reichende Geschichte Krakaus und Polens.

Am Sonntag gab es kein festes Programm, damit die Gäste ausreichend Zeit mit ihren Gastfamilien verbringen und gemeinsam etwas unternehmen zu können.

Am darauf folgenden Tag gingen die deutschen Schüler erst in die Schulen ihrer Austauschpartner. Dort schnupperten sie kurz in den Unterricht rein und wurden von Schulleitern begrüßt. Direkt im Anschluss brachen sie zu einer Führung durch die historische Altstadt auf. Den Nachmittag über hatten sie Zeit, die Stadt gemeinsam mit ihren Partnern zu erkunden.

Der Dienstag bot ein straffes Programm; wir starteten morgens bei schönstem Wetter mit einer Tour durch das jüdische Viertel Kazimierz und besichtigten einen jüdischen Friedhof sowie eine Synagoge. Darauffolgend ging es in ein Museum für moderne Kunst und direkt im Anschluss in das Galizische Museum, wo wir zusammen typische jüdische Tänze lernten.

Die nächsten zwei Tage unternahmen wir Tagesausflüge: nach vier Stunden Unterricht führen die deutsche Schüler am Mittwoch nach Auschwitz und wurden durch das ehemalige Konzentrations- und Vernichtungslager geführt. Dieser Ausflug war zwar nicht gerade unbeschwert, aber er hinterließ einen langanhaltenden Eindruck, da er half, die gelernten Fakten über den Holocaust mit einem eigenen Bild zu verbinden und somit den Schrecken des systematischen Massenmordes zur Zeit des Nationalsozialismus besser erahnen zu können.

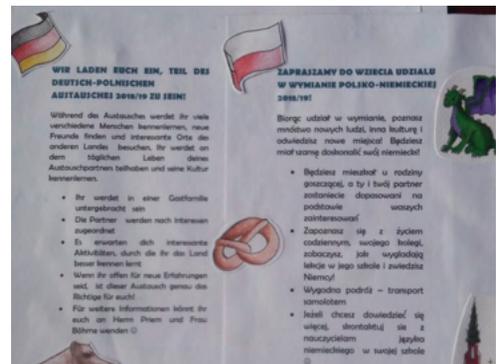
Am Donnerstag fahren wir morgens mit dem Bus in die Berge, um genau zu sein nach Zakopane. Dort unternahmen wir eine kleinere Wanderung und führen mit einem Skilift zu einer Aussichtsplattform. Nach einer Mittagspause, besuchten wir ein Museum in einem für Zakopane typischen Holzhaus, welches die Werke regionaler Künstler ausstellt. Nach einem ereignisreichen Tag, führen wir abends wieder zurück nach Krakau.

Am Tag der Abreise konnten wir zunächst etwas ausschlafen. Am Vormittag gingen wir in das Nationalmuseum und schauten uns Leonardo da Vincis „Dame mit dem Hermelin“ an. Den Abschluss des Austausches bildete eine gemeinsame Schiffstour auf der Weichsel, die noch einmal eine andere Perspektive auf die Stadt bot. Nachdem Austauschpartnern noch Zeit miteinander verbracht haben, trafen wir uns abends am Flughafen wieder, wo wir uns von unseren Gästen verabschiedeten und uns für die schöne Woche bedankten.

Alles in allem hatten wir eine sehr schöne Woche, nicht zuletzt aufgrund des warmen und schönen Wetters. Meiner Meinung nach ermöglichte der Austausch den Schülern nicht nur neue Freundschaften zu schließen, aber auch Vorurteile abzubauen.

Ich würde die Teilnahme am Austausch auf jeden Fall empfehlen.

Katarzyna Kudła



Julia Galos, klasa 1 pDP A

I could certainly call the exchange Germans one of my favorite school trips. I think we made great use of both our stay in Germany and the stay of the Germans in Poland. We visited a lot of interesting and historically important places and worked on educational projects, but, first of all, we met many wonderful people. One of the things I liked the most about the exchange was that our day was not completely filled with organized activities. This gave us enough time to truly integrate with our newly acquired colleagues and get to know their culture and habits. I think that for all participants the exchange was a very interesting experience which will be very well remembered.



Interview with **Persia Walker**, the Vice Consul of the United States of America at the US Embassy in Poland

by Gerard Presto

The transcript of the interview

“ Recently, I have had the great privilege to meet the Honorable Vice Consul of the United States, Persia Walker. During our conversation, Ms. Walker mentioned several interesting aspects of her profession, gave university application advice and talked about her experience with writing books. ”

G. Presto: Good afternoon Ma'am. Do you mind answering a few questions in a short interview with me?

Ms. Walker: Sure, no problem, ask me whatever you'd like.

G. Presto: I would like to ask about your job and responsibilities as the Foreign Service Officer in Poland. What are they?

Ms. Walker: I am a Vice Consular Officer so most of my responsibilities involve making decisions about visa applications. In particular: tourist visas, immigrant visas, student visas, cultural exchange programs. I've also done the immigrant visa lottery and I do American Citizen services, you know: Americans' getting their passport, they register new babies, report death in the family and that's basically it.

G. Presto: Okey, thank you. You've also served in Brazil as far as I know. So could you tell me about the differences between serving as the Consul in Brazil and in Poland. Is there much of a difference?

Ms. Walker: Well, it's a different demographic, but the biggest difference is the weather...

G. Presto: Okey, that's the proper answer. [laughing]

Ms. Walker: That really makes a difference. [laughing] It sounds like a superficial answer but it's a real answer in the sense that in Brazil it's basically warm all year round so you have a lot more sunshine and that helps to get through a long day of interviewing applicants. I basically do the same numbers, about a hundred people a day. However, the most important part is really the similarities. Poles and Brazilians are both extremely good travelers and the Poles are, people are very polite, they are really really polite. They take "no" very graciously. I mean it's hard sometimes. Part of my job is saying "no", "no, you can't have a visa", "I'm sorry". But people are very good about it.

G. Presto: Thank you. You've studied at Columbia University. Would you have any advice for the future students of university on what to do to be in such a successful position of a student at an Ivy League University. What was your motivation?

Ms. Walker: I was struggling to get my first job, it was very hard and Columbia has a very good reputation. It's a very good school and I did get work as soon as I left Columbia. So I would advise people who are interested in doing journalism to do some work in it first so you had something to write about in your application, be honest in your application and if you can be specific about the kinds of things you'd like to cover, that also really helps. You know, if you have an interest in human rights issues. Columbia is one of the schools interested in people who are giving back to society, as a whole school, it's not just the Journalism Department. But I think it's important for anyone who is applying to a really good school to

demonstrate that they know the subject matter they are interested in, that they have done some work in the area, they have realistic expectations about it. There is a specific reason why you are applying to a particular school, that particular department. Because every school has its own personality and has its own focus. So if you apply to Columbia, there is a reason. If you apply to Northwestern journalism, there is a specific reason. And when you write your essays, tell them why you want to go to that school, that program, for example: it helps you fulfill this specific dream.

G. Presto: Today you've talked about African Americans, the Black Lives Matter organization. So my question is: do you have any impression that it might've been more difficult for you to achieve what you have achieved because of your skin color? Respectfully, of course.

Ms. Walker: You mean it would've been easier if I were white. I think so.

G. Presto: That's a clear answer.

Ms. Walker: Yeah, when I was raised my mother told me, as many children in our generation were told, you have to work twice as hard to get half as much as a white person. And I clearly remember when I was accepted to Columbia University, talking to this young man I worked with and he also wanted to get into Columbia. He had been refused and he told me that the only reason I got accepted into Columbia was because I am black. It didn't occur to him, he could not accept that I got in because I worked hard. It was only because I'm black and I guess it made him feel good. So you work hard and the credit's taken away from you.

G. Presto: Okey, and my final question is. You are also a writer, you write books. I have not read any of your works yet, but definitely that's gonna come soon. Should we expect any more publications of yours in the future?

Ms. Walker: I haven't been writing since I joined the State Department. I did write a short story a couple of years ago and it appears in the Mystery Writers of America. I tend to write about historical fiction, about crime in Harlem during the Jazz Age in the 20's in New York. But as I've said, since I joined the State Department in 2011, I haven't been writing steadily. I do plan on resuming writing once I go back to the States. I will be working in fraud alright. [laughing]

G. Presto: Thank you so much Ma'am.

Ms. Walker: You've asked me really wonderful questions, you're a really good interviewer.

G. Presto: Thank you, it was a pleasure to talk to you.

VIIIPALO Students at The World`s Largest Model United Nations Conference in the UN Headquarters, New York

In August of 2017, students from VIIIPALO had a chance of a lifetime to participate in the World`s Largest Model United Nations Conference that took place in New York City in the United Nations Headquarters. It aimed to educate, nurture, and imbue global citizenship in each student attending the conference. The participants from across India, Nepal, Japan, and Poland had a chance to make paper presentations, have discussions on the UN Security Council reforms with the decision makers, and interact with like-minded students from across the world.

The group from VIIIPALO was warmly welcomed by the General Consul Maciej Golubiewski at the General Consulate of the Republic of Poland in New York, at 233 Madison Avenue, the so called "Jan Karski Corner" (it is a consular mission of the Republic of Poland in the United States). The General Consul presented to us his path into the diplomatic world, as well as eagerly shared his view on education in the USA.



At the Consulate General of the Republic of Poland in New York, the meeting with the Consul General Maciej Golubiewski



Visiting Permanent Mission of the Republic of Poland to the United Nations in New York, with Deputy Representative of Poland to the UN Paweł Radomski

That, Mr Golubiewski added, didn't happen. But the Polish nobleman's progressive thinking was also put to work in his homeland. "He was also very much for the reform of the Polish state," Consul Golubiewski said. "He granted nobility to some of the peasants that he enrolled in his insurrection against the Russians. He was very much a democrat, not speaking politics but democrat in the sense of enlarging the sphere of liberty." Golubiewski also spoke of the values he wants Americans of Polish descent to appreciate the most. He praised them for bringing the right values into this society. "Poles are family, faith, tradition-oriented people, by and large," he said. "This has always been the strength of America. Strong churches, strong families, strong cultures, strong faith. It really makes it great, and Poles have that. Poles have that very healthy orientation" (news.wbfo.org).

The students could also learn more about an important Polish figure General Tadeusz Kościuszko. In fact, 2017 was announced the Year of celebrating General Tadeusz Kościuszko. The Consul General focused on the life of the Polish nobleman who joined the cause of the newly-born United States in the American Revolution. Among his legacies is the campus used by the United States Military Academy Preparatory School, better known as West Point. It was designed by Kosciuszko. "A lot of Poles don't know that Kosciuszko was actually an engineer, not only an insurrection fighter against Russia in Poland and then of course in the Revolutionary War for the independence in the U.S.," said Mr Golubiewski during his visit to WBFO. Kosciuszko was also, as Consul Golubiewski stated, a pioneer in civil rights. He urged his friend and colleague Thomas Jefferson to free slaves. Kosciuszko also encouraged him to give all his possessions to those slaves once freed.



At the United Nations Headquarters in New York

"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover."
/Mark Twain/

Thanks to the General Consul, the group of VIII PALO also paid a diplomatic visit to the Permanent Representative of the Republic of Poland to the United Nations in New York. The students could learn about Poland's new role as a non-permanent member of the UN Security Council in 2018-2019. Those diplomatic visits have made unforgettable connections between students' education and the world around them.

After 3 intensive days of discussions and visiting the most famous places in NY, such as the Statue of Liberty, Times Square, or 9/11 Memorial, the group continued their U.S. journey, heading for Washington D.C. with its great history, monuments and spacious parks, to end up a life journey in Florida, where they visited theme parks in Orlando. Indeed, through the Eyes of NASA program, on 21st August, 2017 students could witness the first "coast to coast" solar eclipse visible in the United States in about 100 years. What made it so unique was the fact that "the August 2017 eclipse was the first with a path of totality crossing the Pacific and Atlantic coasts of the U.S. since 1918. Also, its path of totality made landfall exclusively within the United States, making it the first such eclipse since the country's declaration of independence in 1776. Prior to this, the path of totality of the eclipse of June 13, 1257, was the last to make landfall exclusively on lands currently part of the United States. NASA". From the Kennedy Space Center Visitor Complex, although it was only a partial eclipse on Florida's Space Coast, the youth found many ways to watch the rare astronomical event. They were able to sit in the Rocket Garden and watch the moon begin to cover the sun. Complimentary certified eclipse viewing glasses were provided, and space experts were on site to engage with all students, even astronauts answered some questions and offered commentary throughout this memorable life event.

As Alicja Pasek, one of the MUN participants mentioned: "We met a lot of new people from different countries, we practised our English and diplomatic skills, and at the same time, we learned a lot about the world, the USA and Polish role in a shrinking world. We saw what a diplomat's life looks like and we had an amazing and adventurous time. Not so long ago, such a trip would have only been possible in our dreams. Today, we know that dreams can come true, all one needs is to believe in themselves and strive for the best and cross the sky limits. We were given an amazing opportunity and we eagerly grabbed it. Hours of preparations and studying proved worthwhile. At first, our task may have seemed to be difficult and unrealistic (representing Poland at a conference, an overseas journey, getting to know a new culture, new people and traditions), but everything came out well. We tried to solve the world's problems in cooperation with youth from different countries, we saw places that we had only known from films, and for a while, we were in the centre of the American culture, which has such a big influence on our everyday life. We will never forget this journey and we will always remember the time when our dreams came true".



Opening Ceremony of Indian International Model United Nations



VIII PALO Representatives at the United Nations Headquarters in New York



VIII PALO Representatives taking part in IIMUN at the UN Headquarters in NY



The Statue of Liberty National Monument on Liberty Island

Often saying, “yes” to an international exchange is something that as parents and teachers we do to benefit our students - **Allyson Daly**

Allyson Daly is an experienced English teacher. Alumna of the Teaching Excellence and Achievement (TEA) Program, conducted the workshop for our IB DP Students within A Good Person Speaking Well Project in 2015.

In her teaching career, she has served as Wayne County Teacher of the Year, Wayne School of Engineering Teacher of the Year, and Eastern Wayne Teacher of the Year. At WSE, she is the lead high school English teacher, pioneering the implementation of the Literacy Design Collaborative, a program that coaches teachers to bring writing across the curriculum. Her TEA trips to Poland have provided her with the opportunity to form a steadfast friendship with dedicated colleague Anna Krzemińska-Kaczyńska. Together with respected partner Mamta Kumar, these three educators have worked on such projects as Images of International TEA Teachers and Their Students (a book published in 2011), The Power of Culture Project: Coming of Age in the Global Village (a book published in 2013) as well as this project, A Good Person Speaking Well (DVD released in 2015). All projects, accessible at: <http://book.annakrzeminska.pl/>, <http://stories.annakrzeminska.pl/>, <http://speakingwell.annakrzeminska.pl/>, were supported financially by awards from the Bureau of Educational and Cultural Affairs of the U.S. Department, through a program administered by International Research and Exchange Board (IREX). Allyson Daly hosted a high school student Dominik Wielgórski last fall and organised his 4-month educational visit to a college in North Carolina.



Speaking Workshop by Allyson Daly

My dear friend, Anna, asked that I reflect upon the value of international exchanges and the bonds built from them for your newsletter. We have just put Dominik on his plane to return to his loving family after almost four months hosting him, glad to have had him come, sad to have let him go. Last night, my family hung ornaments on our Christmas tree, listened to the strains of “Silent Night,” and imagined how our friends in Poland were preparing for the season. Now, my students and family consider what time it is in your country as we move about our day, and our ears have special radar for news of Poland because we love people who live there.

Often saying, “yes” to an international exchange is something that as parents and teachers we do to benefit our students, for the advantages to building international fellowship are many: First, students move into the role of hosts, which often brings out their best qualities. I watched my students become more generous, thoughtful, and creative. In America, people and schools are often far apart and students took responsibility to make sure that Dominik had transportation to get home. Those car rides for all of us were opportunities to come to understand each other. As hosts, we all took joy in sharing firsts with him, like tasting foods, taking him to a play as well as a musical, carving pumpkins and visiting haunted houses at Halloween, sharing Thanksgiving, visiting each other’s homes, learning how to body board in the Atlantic, hiking the Appalachian mountains, and taking pictures by the White House. Second, getting to know each other breaks down stereotypes, and in some cases, helps us understand where they are coming from. Explaining our culture helped us see it through another’s eyes, and often inspired us to want to be better. Yesterday, a student gave me a third and unexpected reason. The exchange brings students and teachers closer together too, she said.

Most importantly, we learn to shape the world into a place we want it to be, a place where our students will find purpose, peace, and justice, where strangers become trusted friends, or better yet, family. For my students, Polish people are like Dominik: intelligent, determined, gracious, funny, adventurous, and optimistic. Many of them will come to visit Krakow because of him, and from my experience in your country, they will find your people to be all of those traits in truth, as well as marvel at your beautiful city. If you come to America, consider passing through our city, Goldsboro, North Carolina. We will show you one stereotype that, at least here, is founded in some truth. American food is messy—and good. We invite you to come try some. We will get the barbeque and the napkins ready for you.

Allyson Daly

A GOOD PERSON SPEAKING WELL
- IREX Small Grant Project 2015

1. A Good Person Speaking Well: Teaching the Debate Process with Teachers and Students in Poland, India, and the U.S.
2. Final Debates in Poland.
3. Lessons From History's Powerful Speakers: Queen Elizabeth I and Abraham Lincoln.
4. A Good Person Speaking Well: Reflections on the Journey and the U. S. Student Debates.
5. The Vignette in India.
6. Mock Interviews in Poland.

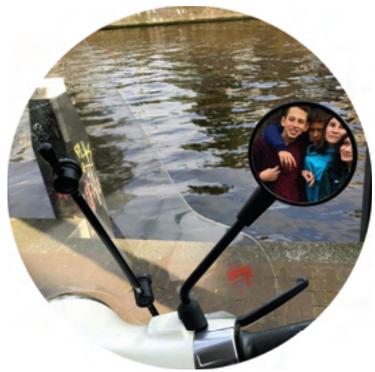
Project coordinator: Anna Krzemińska-Kaczyńska (Poland)
Project implementation and mentoring: Allyson Daly (USA)
Project collaborator: Mamta Kanti Kumar (India)
Project teachers: Kalpana Bisaria (India), Rekha Ajay (India)

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4th Dorenweerd College Exchange



Author: Natalia Kantoch

This year marks the 4th edition of the student exchange between Prywatne Gimnazjum Akademickie no 6 and Dorenweerd College based in Doorwerth, the Netherlands. Our students had an outstanding opportunity to visit their Dutch counterparts and experience the way of life in the Netherlands. The exchange took place 25th – 29th September and its main focus was the military operation “Market Garden” performed by the Allies during WW II.

Dutch, German and Polish students worked together on a project related to the operation mentioned above. The main idea was to decide whether the operation was successful or not. Due to the fact that the students come from three different countries (Poland, the Netherlands and Germany), their attitudes and approaches towards the war were different and thus exchanging their opinions on the outcomes of the operation broadened their knowledge and cultural awareness.



Marysia Koper & Julia Jaroszek, PGA no 6 students

The best thing in the Netherlands was the trip to Amsterdam because it was so much fun. We had a lot of free time so we could go where we wanted. We also liked the environment and fresh air in Arnhem. We met many nice people. The only thing that we didn't like was that we had 'lessons' without the Germans. Riding a bike everywhere was something new for us, it was a little bit hard but nice. To sum up, the exchange with the Netherlands was a good experience.



With our Dutch exchange partners. Author: Joanna Bajda

Julia Ptak & Alicja Podsiadło, PGA no 6 students

Our first impression of the Netherlands was that the landscape there is so flat. There weren't many hills. People there don't wear helmets when they're riding a bike. Everyone cycles there. Our hosts in Holland have a huge and modern school and also magical vending machines. Those machines dispense food and soft drinks. They were more modern and cool than ours. In Poland, our vending machines don't dispense food gently. Instead, they drop it down and the food might be broken. Many children in the Netherlands play field hockey. There are a lot of trees and grass. The streets and cities are clean.



Her Grachtenhuis - the museum presenting the creation of the Amsterdam canals, and why they're still special and unique. Author: Joanna Bajda

Joanna Bajda – English teacher

The Netherlands is flat as a pancake - literally, so riding a bike there is not necessarily as physically demanding as in other countries. The bicycle really is the default mode of transport for many people, come rain, or wind.



At the Dorenweerd college. Author: Joanna Bajda

The Arnhem area is wonderfully green and picturesque, with delightful parks and country estates. No billboards or outdoor advertising to spoil the site's beauty!

Żaneta Dylağ – English teacher

One of the many highlights of that short, yet eventful visit to the Netherlands was a day trip to Amsterdam. The city welcomed us with what looked like utter chaos with pedestrians, bikes, and cars trying to make their way through the maze of narrow streets. Later, to my amazement, the traffic proved to be seamlessly flowing without error. What struck me the most, though, was that you could traverse the city centre on foot and reach almost every must-see venue in virtually no time. All in all, the whole exchange was a thoroughly gratifying experience, be it a poignant moment of reflection at the war cemetery and an eye-opening visit to the Airborne Museum in Oosterbeek, or a fun day in the country's capital.



At the Dorenweerd college. Author: Joanna Bajda





Doctor Shadowing Program in Innsbruck

Maciej Zajęc IB DP 2



During this year's holidays, I visited Innsbruck, Austria for a doctor shadowing programme. I spent four weeks there, in which I met four different doctors and worked in four different hospitals, both private and public. I lived in a small, agritourism house, about one hour by bike from Innsbruck. I was able to cycle everywhere, but also the public transport works very well, and it isn't a problem to use buses. All of the medical staff speak English very well, but knowing basic German was extremely useful for me in my everyday life. Innsbruck is a beautiful town, located near the border between Austria and Italy, in the Alps. In my free time, I was able to go hiking in the mountains or sightseeing around the town.

As for the doctor shadowing programme, the first week of my stay in Innsbruck was spent going to a private hospital, Privatklinik Hochrum, where I was able to see different surgical procedures. The doctors allowed me to stand as close as one meter from the operating table. I was able to see everything clearly and ask questions about the operations they were conducting. It gave me an opportunity to see what the work of a surgeon looks like, and to check whether it is something of my interest. Also, it allowed me to see how I react to blood and operations.

During the second week, I went to a public hospital, where I participated in surgeries and joined the gastroscopy team to see their work. What was surprising for me was the quality of equipment that they were using, as gastroscopies are conducted using a camera to see what is inside the stomach or the large intestine. I was able to clearly see the insides of the human body and put my biological knowledge into use.

I spent the next weeks in private office of professor Klinger, where I had the opportunity to see different, smaller operations. All of these experiences gave me an important insight into the everyday lives of medical doctors of various specializations. I was given a chance to see first-hand the operations, talk to practitioners, and make new friends. It also was a test for me, whether I can spend a month completely on my own, and whether being a doctor suits me. This experience motivated me, and reassured me that medicine is something that I do find interesting.

I would recommend such an experience to everyone who is thinking about studying medicine, as it gives you an important insight into medical profession which you cannot get in Poland. This is because students are not allowed to see surgeries. Such an experience not only allows you to test yourself, but also can constitute a great addition to your personal statement when applying to a university.



Dear Scholarship Donor Ms Marianna Nadolska,
I am honored to be the recipient of the Medical Scholarship in Austria. My educational pursuits would not be possible without your generous support and the opportunity that you and my school have given to me. My lifelong dream of attending medical university is moving forward, thanks to generous educational scholarships like yours. Once again, thank you for the vote of confidence and the medical school scholarship. I am committed to my education and to the health care field, and hopefully one step closer to becoming a doctor.
Thank you for enabling me to have this opportunity!

Sincerely,
Maciej Zajęc

Teaching English in Poland Program (TEIP): Krakow

For the past three years (2015-2017), the Teaching English in Poland (TEIP) program, organised by the Kosciuszko Foundation in New York City, USA, has provided English language and American cultural experiences for Polish middle and high school students during a two-week intensive day program in the city of Krakow. Each summer, experienced teachers from the U.S. have joined an American Staff Leader as the American team. Together, they have designed English conversational language activities and cultural experiences where American holidays, American history, and American school traditions have been shared with the program participants. Field trips to local sights in Krakow have also been developed to help the Polish students practice their English skills through discussions and explanations with the American staff.

The TEIP program in Krakow, also has provided educational opportunities for Polish students to learn about Thaddeus Kosciuszko and his many significant roles in American history. At the end of the program, the students have demonstrated their knowledge and learning about Kosciuszko in English through art, music, and dramatic presentations.

This English language and American culture program in Krakow has also provided opportunities for the Polish teachers in the school and the American teachers to share teaching strategies and techniques in English and to cooperate in the classrooms together. Outside of the TEIP program, the Polish staff in coordination with Anna Krzeminska-Kaczynska, the Polish Coordinator of the program, developed cultural trips in the local Krakow area, to provide rich experiences for the American staff to learn about the Polish language, Polish culture, and Polish history.

The Teaching English in Poland program in Krakow has been a unique, diverse, enriching language and cultural experience for hundreds of Polish students, Polish teachers, staff and administration, as well as the American teachers and Staff Leader, over the past few years. We look forward to next summer and the future as we continue this English language and intercultural program with more Polish students and the special global friendships and collegiality that are created in this short but enriching, life changing intensive program.

By Dr. Gretchen L. Espinetti, American Staff Leader



Dr. Gretchen L. Espinetti with students Matylda Hojnor and Zofia Tomalska

Global educator at PACK - Paul Minshull



Hello, could I introduce myself? My name is Paul and I come from England. I grew up in the lovely seaside town of Clacton-on-sea. When I was twenty years old I graduated from Hull University with a BSc. in Botany and Geography.

My first job was to run a Youth Hostel. I had this place in the back of a former school. The cloakroom was used as the girl's dormitory and the chemistry laboratory as the boy's. I used to get these funny looks when I showed the guests to their bedrooms.

Then after several years of travelling and working on the continent, I returned to England penniless and without a place to stay. Fortunately, I had a friend who put me up. I was told that I might be able to get a job teaching English in Japan. So I put an advertisement in the Japan Times newspaper. It read, "university student looking for a job teaching English in Japan." I did not really expect an answer, but to my astonishment, two weeks later I received a reply from the principal of a large preparatory school in Japan. He wanted me to teach in his school and he was going to pay me 250,000yen per month. So what could I do but head off to the far east?

I spent the best part of fifteen years teaching English in Japan and China. My wife, Misako, is Japanese and my three children were all born in Japan. Most of the time I worked in a lovely city on the north coast called Kurayoshi. Here the snow in winter would easily exceed a meter in depth and icicles would form off the roof which were taller than my children.

We returned to England about twenty years ago, and since then, I have taught English to the Japanese managers at Honda, and have

also been working in a residential language school. The language school is situated in an old manor house near to Oxford. We would have small groups of teenagers over from the continent and they would stay from a few days to a couple of weeks. In the morning they would study and in the afternoon they would visit nearby places of interest.

It was here that I developed my stories. The students seemed to find out that I had lots of stories to tell, and would often plead with me to tell them the stories instead of doing the exercises which they should have been doing. So, I eventually got wise to this and I wrote exercises to go with the stories. Each story then became a lesson. I now have 23 lessons and the level of these lessons varies from the very basic to the higher levels. These are now published in a book called, Teaching English Through Stories.

I first came to Krakow in May of 2016. My mother, who is nearly 90 years old, wanted to come to Krakow in order to visit Auschwitz, and I had wanted to teach somewhere on the continent for quite a while. I knew quite a few Polish people in the town where I lived and had made friends with them, so I wondered if, while my mother and I were staying in Krakow, I might be able to drop into some schools and find out what it was like to teach there. I visited five schools. I returned a second time in September and taught again in three of the previous schools I had visited including Prywatne Gimnazjum Akademickie nr 6. I very much enjoyed teaching here and I am very pleased to say that Mr Waligóra asked me to come and teach at the school on a full-time basis. I accepted his kind offer. I have been made to feel very welcome and I really hope that the students here will benefit from my teaching.

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