Philippe Gallot has worn many hats over the past 35 years. He has been an author, a kite enthusiast, chairman of the Foreign Language Committee of ECIS (the European Council of International Schools) and a public speaker. Throughout this time, whether he was a French or computer teacher, his role as the colorful personality at ISP’s Primary School has been a constant. As he prepares to retire, Mr. Gallot sat down for an interview in which he shared his memories of his time at ISP.

To be continued page 2.
Philippe Gallot Reflects on 35 Years at ISP

How has ISP changed since you first came?
When I first came to ISP in 1972, it was a small school. There were 64 students at Pershing Hall on rue d’Auteuil and we only had classes for kindergarten through fifth grade. The school was going through a lot of moves and program changes. I was used to working in schools with more students, but I thought that the ambiance of ISP was wonderful. Everyone knew everyone, there was a mix of kids and nationalities, and the parents were great. I really admired Monique Porter, the founder of the school, and she is still very important to me.

How did you happen to come to ISP?
I was a potter and was at the farm of an American potter who was a friend. He saw an ad for a teaching position at ISP in the International Herald Tribune and I applied. I was a little “big for my britches” during the interview and said I needed to know if I was hired, because I lived far away and I would have to move. My first task was to give a grammar lesson, and even though I was nervous, I was able to teach the kids and keep them entertained.

What has been the most memorable for you?
For me, the most memorable moments are all the “firsts,” such as bringing my daughter, Lucy, for her first day of school. Today she is a mother of two, and I remember her time at ISP from kindergarten to 12th grade. My son, Edward, also went to ISP and still spends hours talking to many of his old school friends. Other firsts I remember...the first time of teaching. That was when I realized that the life of ISP is like the life in a family. All of the first school events were also memorable for me: Sports Day, Olympic Day, and ice-skating with the kindergarteners for the first time at the Molitor swimming pool. I remember the first International Reception at the American Legion, where people came in costumes from different countries and brought food. It was marvelous. Today, this reception has become a school tradition.

How did you develop a love of kites and what made you share it with your students?
Before I moved to Paris, I belonged to a model airplane club. I flew cable-controlled planes and loved perfecting the skills of being a good pilot. In Paris, I needed an activity that involved the wind, but it was hard to fly planes. I started out with big kites, but I soon moved to fighter kites. I have gotten really involved with kites since then. I’ve written articles and books, such as Making and Flying Fighter Kites. I was invited to the international kite festival in Seattle some years ago held by the World Kite Museum. I formed a kite club, and I was also involved in a world kite competition held every two years. Today, I concentrate on larger kites and use them to take aerial photos.

As director of the summer school at ISP for fifteen years, I was able to pick the programs and activities for the children. I incorporated my love of kites with a kite workshop. I loved sharing this passion because for me, flying kites is a form of release. You know the saying “go fly a kite”? Well, whenever I need to unwind, that is exactly what I do. I keep a kite in my car and whenever I am feeling stressed, I fly it and life’s troubles go off into the sky! I also name my kites after people I love, so they serve as a form of flying memory.

Do you keep in contact with any former students?
Yes, especially with the class of 1993 which is now in their early thirties. I also keep in touch with former colleagues such as Jamal. Thanks to the internet, I am able to get in contact with former students in India, Japan, the US, Indonesia, Malaysia, and more. It really touches me when former students email me to update me on their lives, or when they tell me they want me to meet their children. I’m even going to the wedding of a former student soon.

What has been the most difficult aspect of your career?
Going back to school after the death of my sister was very difficult for me. I was out for two weeks, but the school was very understanding, warm, and supportive the whole time.

What would you like to say to your colleagues before you leave?
I have a lot of respect for my colleagues. We have worked together to make ISP better and bigger! I really want to thank all of the other teachers for all they have done for me throughout my time at ISP, and also the people who help us all daily: Jean Marie, Antonio and Robos, Christine and Katarina. To my dear wife, Susan, I would like to say that I love you more than anything and that you have really given me courage and happiness. I owe everything to you.

By Stefanie Talley, Intern in the Office of External Affairs

Board of Trustees Directs the School’s Strategic Plan

I t is the primary responsibility of our Trustees to plan for the future of this school. This is exactly what they did during the course of this year, when the Board directed a comprehensive planning process which included every member of the School’s constituency.

In a 2-day intensive weekend directed by consultants Adele Hodgson and Matthew Chuck, 14 members of a Task Force met to create the first draft of a strategic plan for ISP. It has since been approved by the trustees, parents, teachers and students. What resulted is a cohesive and structured path for the school to follow in the next five years. The seven key areas which will be addressed are: Educational Programs, Faculty, Facilities, Finance, Information Technology, Leadership and Organization, and Governance. Each of these will be led by members of the school and action plans will be established, outlining the tasks that will enable us to achieve success in all of the above areas.

Beyond the obvious benefits of having such a plan of action, the Strategic Planning process unites the entire school community and galvanizes our efforts towards a main and central goal. That goal is now for “ISP to be a leader in international school education through the strength of its programs and its commitment to students, faculty, and staff, enabled by effective leadership throughout the school and solid finances.” We are well on our way!
Children grow and develop through their interaction and communication with others. From a very young age, they grow and learn through contact, by observing and by imitating. In adolescence, they need to continue this development in order to grow their self-confidence and to understand their limits, and that is where the work of physical education intervenes!

At ISP, we consider Physical Education an integral part of other subject areas, as the MYP dictates. Physical Education is therefore taught in tandem with Health, which allows students not only to make connections in other areas, but also to gain a greater understanding of the importance of their own bodies. We seek to allow each student the chance to find an activity which will bring out his or her best, even if the student is not at all "sportif". PE is not only devoted to physical development, but also to moral and social development.

We try to teach principles and strong values that will help our students in the future and that are underscored by the MYP: tolerance, respect, how to play with others, going beyond one’s self, gaining self-confidence, first-aid training, and how to be part of a team. In addition, PE gives students better concentration, better digestion, less stress, and better sleep habits. Even small doses of physical activity can have great results and can have long-lasting and positive effects on one’s behaviour.

During the PE classes, we have numerous and varied motor activities: group sports, racquet techniques, artistic and individual skills, both indoor and outdoors. And, after school, we have a large menu of activities to develop a spirit of competition and to raise the bar in terms of personal goals. With the help of other teachers, we also have soccer, baseball, and basketball teams where we test our skills against other schools.

Finally, we also provide longer-term sporting events during the vacations, where students are able to participate in skiing, golf, or surfing. As we are a very creative group, the PE Department is planning to explore other opportunities for such “stages sportifs!”

Do not hesitate to be active, to be patient, and to persevere. Listen to your body and take care of it!

by Bertrand Mouscadet, Head of PE (Facilities)

On May 16th, the Primary School gym at Ranelagh was transformed into an exhibit of works by the kindergarten class. The presentation was the result of a six-week effort in which the kindergarteners studied the styles of great artists such as Picasso, Kandinsky, Matisse, and Van Gogh, and then recreated their masterpieces. This was accomplished through the use of a variety of mediums, with pieces ranging from clay sculptures to water-paint landscapes. The students played active roles in all aspects of the show: they created all of the pieces themselves, were on hand to offer snacks to visitors who came to see the exhibit and took turns giving tours. Ultimately, the exhibit was a success, offering a chance for the students to present the results of their hard work to parents, friends, and members of the community.

On February 14th and 15th the International School of Paris’ 5th grade had its annual art exhibition, to present the works of art they worked so hard on.

Every person in Grade 5 (individually or in groups) had to create a work of art that was supposed to reflect something that is currently happening on Earth. Some people chose things such as Pollution, Global Warming, War/Peace… and others chose things that are significant to them (from their country etc.)

The exhibit was a great success. GS created their artworks during the school hours in their classrooms, and had to skip subjects such as math. The exhibit was finally presented on the first floor of 13, rue Beethoven, on the I.S.P. high school campus.

We designed this art exhibition for our Unit of Inquiry: Arts in Action.

The organizing theme was: How we express ourselves.

The central idea was: Art develops in connection with society.

The points of inquiry were:

- The different aspects of society/culture that are reflected in art.
- Techniques and styles of a given artist/period.
- Different art forms.
- Communicating art.

The 5th grade voted for the name Artique out of all the magnificent names that they could think up. They had three days to work on the art and then they organized the different jobs (camera person, journalist, guard etc.). In the end it was: “well laid out!” quoted an anonymous source!

The 5th grade were visited by the WHOLE SCHOOL and many parents, and most of them enjoyed the exhibit. Hee-Eun, Mihoko and Tonomi from grade 9 thought that “the grade 5 students are great! They are so good at art! We were really impressed with Sun Trash!” And Anupama Nair said that it was “fantabulous!”

Mrs. Peverelli praised the piece titled “Climate Change” and said, “very visual and scary!”

* This exhibition really showed how we need to do something about our planet. (Anonymous)

I as the journalist think that the artists worked long and hard and created very relevant and beautiful works of art, that were presented very nicely. The 5th grade teachers and students alike were very enthusiastic about Artique and the school looked incredibly amazing.

By Lily Hertling, Grade 5

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The world Really Is coming To ISP!

The end of the year is quickly approaching and with it comes a scheduled Model United Nations simulation hosted by ISP: AMIMUN. On the weekend of June 2nd and 3rd, students in grades 6-9 from The American School of Paris, Marymount and ISP will flock to the new building with hopes of a constructive, enjoyable debate.

Model United Nations (MUN) is a programme for students of almost all ages to simulate the diplomacy and actions of the United Nations. In my own personal experience MUN has been a very beneficial extra curricular activity that has provided me with skills that I never thought could play such an effective role with school work, social skills, and attaining an open mind.

Three other 10th grade students (Aparna Nair, Emilie Gagnon and Arjumund Masood) and I are working very hard to supply the participants with a propitious environment in which they can be as effective as possible. We are all hoping that this year will be the best yet and that we can make it happen.

We already have a lot of confidence invested in the conference and any help would only make it better.

by Luke Tubinis, Grade 10

Vive Molière!

Jean Baptiste Poquelin, dit Molière, a vécu au 17ème siècle. Il a écrit beaucoup de pièces de théâtre sur la bourgeoisie et l’aristocratie et, en France, c’est une légende. Mais pour les enfants et adolescents de France, il n’est pas très célèbre. Mais après deux cent ans, ça va être important que les jeunes Français comprennent pourquoi il est une légende.

by Jamie Fraser, Grade 8

Notre visite à l’école St Bernard


by Kiyona Mizuno, Grade 5

Living with Lions

Environmental Systems Comes Alive!

Last summer, biology teacher, Colin Mulholland, and lab assistant, Marie-Cyrille Lavalle, spent twenty days in the Hwange National Park in Zimbabwe. Their objective was to bring real-life experiences from the bush into the classroom, and to enhance the curriculum of the new IB science course, Environmental Systems. In this interview with Marie-Cyrille, we learn of their adventure and how it has shaped the course and their own lives.

What was the goal of your expedition in the Hwange National Park?

We wanted to study every aspect of a scientific phenomenon, from start to finish. When you watch a National Geographic show on the television, you see lions in their natural habitat. But, we wanted to answer the questions of why they were there, how they were tracked, who supervised the study, who formed the team? This was what we discovered in Zimbabwe, working with an amazing team leader named Jane whose life has been spent among the animals in this game reserve.

Exactly what did you do?

There were five of us and we split into two teams. We tracked animals, mainly lions, with a collar system which sent out signals from a collar that had already been placed on one lion in each den. The number of beeps increased the closer we got to the lions. Each month, data from these collars was collected and placed into a large database back at the base camp. Once the data was in the computer, patterns emerged to show us how the lions moved from zone to zone, what their eating habits were like, what they killed, and what they did with the remains. These were called kill-sites.

What did you learn from these sites?

When we visited these sites, we found the remains (bones or fur) of animals that had been eaten…giraffes, hyenas, etc. We also found the waste left by the lions themselves. We learned that lions eat once a week, and we were able to track how many animals were devoured, what species were eaten, and how this affected the balance of the environment. We took the specimens we found at these sites back to the labs to analyze all the data. This enabled the team to understand the continually changing population of the Park, to see if there were too few or too many of any one species.

Was there one experience that was the most memorable?

We spent 24 hours in one spot, not moving for an entire day and night, observing the animals that came and went from a watering hole. There was an enormous number of elephants. While I was sitting quietly on the edge of our 4x4 vehicle, an elephant came extremely close to me. I stopped breathing, not knowing what he was going to do. Suddenly, Jane, our leader, uttered something unintelligible to the elephant, as if she were speaking their “language,” and the elephant suddenly wandered away. It was a moment I will never forget.

How has this experience changed the way you view your job at ISP?

From my time in Zimbabwe, in the bush as well as in the cities, I now see that what we are doing here at ISP has fundamental importance in a broader sense. To develop future leaders who will make a difference in places like Zimbabwe is what an international education is all about.

by Kiyona Mizuno, Grade 5

by Luke Tubinis, Grade 10

Notre visite à l’école St Bernard

VIVE MOLIÈRE!
Every year three groups of students from the three sections of ISP tread the boards at Salle Adyar. Here are some images and memories of the productions put on this year.

For the Love of Three Oranges

This year Grade 6-8 Play was “The Love For Three Oranges” based on an Italian story and presented in the spirit of Commedia dell’ Arte. Jugglers, tumblers, singers and dancers were a colourful addition to the finely tuned comedy acting of the students.

In a complex story of plotting, power and passion the characters transported the audience to the home of a giant where the Prince was able to steal three oranges which then grew and grew right before the audience’s eyes! Was there a soft centre? You bet! Three beautiful princesses appeared.

Although two sadly died very quickly, the third was to return home with the prince but true love was blocked until the stage hands took charge of the story. As one happy audience wrote later, “Pantomime, Pirandello, post-modern deconstructionism (TFI), magic realism, circus...something for everybody! Brilliant.”

by Clodagh Ryan, Director and Babara Kelly, Musical Director

The sound of waves

ISP, as an international school, draws upon a whole wealth of cultures for its academic program. In class we are constantly learning about differing opinions and ways of thought whether it be Art, History or World Literature. However, when it comes to theatre our school has long used Western playwrights and scripts for our student performances. That’s why I was proud to be part of ISP’s English-language production of The Sound of Waves, adapted from the novel by the well-known Japanese author, Yukio Mishima. Our director, Mr. Anderson, took dialogue and imagery directly out of the novel to create a play that would work for actors, dancers and audience alike.

Although it was in English, Mr. Anderson kept the Japanese heritage both in the script and on the stage. When we were first assigned costumes, I remember how many in the cast were disappointed that we would not be wearing the elegant kimono and robes we had imagined, but rather simple clothing that befitted the poor fishing village background of the story. The dancing also kept true to the fishing theme, evoking life on a small island. Mrs. Haule also enforced acting discipline by patiently explaining time and time again why in a traditional Japanese society it was unlikely the lovers would elope. The final atmosphere was largely created by the set design as well. By using suitable props and a creative decor while retaining the humbleness of the village, the actors on stage felt as if they really were in Japan, fishing or falling in love or even diving for pearls. The highest compliment I got as an actor was that I had acted as a traditional Japanese boy would have. As an actor trying to get close to the era and values, so different from our modern Parisian life, that was the highlight of the evening. Successfully recreating the atmosphere of Yukio Mishima’s novel would have been impossible without great directors, fantastic musical talent, a stellar dancing cast and a set that had all the intimacy of the fishing village.

by Erik Kogut, grade 11
**History teacher by Helen Beale, parent volunteer of the Second World War” we had been learning about the Holocaust. Such an immense, incomprehensible and sensitive subject...**

By the end of Grade 10’s study of “The era of the Second World War” we had been learning about the Holocaust. Such an immense, incomprehensible and sensitive subject is always a challenge for any history teacher. We approached the topic through the concept of remembering in the form of creating a class exhibition. The class considered what they wanted the message of their exhibition to be, as well as what was appropriate for the age range of students who use the classroom. They were also aware that stereotypical treatment of the Holocaust can often lead to discrimination itself, and didn’t want to create anything that would be offensive or problematic to Jewish, French, German or students of any nationality. After looking at the creation of the Holocaust Museum in Washington, working in pairs, the class created images and text to go into their exhibition. These varied from photographs to abstract art and poetry. With a lucky coincidence of timing, following the creation of our class exhibition, the Maison de Paris put on an exhibit relating to this topic: the deportation of Jewish children from France during the Second World War. In visiting this exhibit, Grade 10 students were able to examine its purpose, how it had been put together and displayed, and comment on this in the light of their recent project. They also had the opportunity to talk to French Holocaust survivors and hear about their experiences first hand.

By Helen Beale, History teacher

**Grade 9 Holocaust Exhibition**

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**Auction Raises Record €50,000**

Because nearly 75 percent of students’ tuition serves to fund salaries, fundraising at ISP is critical to provide the best resources for our students, enhance buildings and playgrounds, provide books for the libraries, and install new technology in the classrooms. Last year’s auction raised money for a baby grand piano and the playground at Ranelagh. This year, the new projectors will make it possible for every teacher to have this technology readily available in each classroom, and will greatly enhance their ability to integrate it into their curriculum.

“It was a tremendous evening for parents and the school,” said ISP primary school parent, Lisa Naranjo. “I only want the best for my children and that means state-of-the-art resources for their education. What better way to give back to ISP than by bidding on such a fantastic array of items. As a parent, it feels great knowing that we helped make it possible for the school to invest in such groundbreaking technology.

Kindergarten teacher, Karen Beristain, who worked for weeks with her students to produce amazing Auction items, was also delighted to help those parents who are always willing to give me a hand in class. I was able to provide an authentic learning opportunity for the children in geography and ecology, and we worked very hard on the project and for almost 1 1/2 months, a long time in the life of a five year old. They were proud of their work and we were very happy with the results. I was pleased to participate and am already looking forward to next year!”

Next year’s event is already in the planning stages, and we are looking for volunteers. The auction committee is the perfect way for parents to get involved at ISP. Made up of ten committees – ranging from marketing to decorations to community outreach – there is a spot for everyone.

Please contact Charlotte Kunz (chtkunz@hotmail.com) or Shoshana Lombardi (shoshana.lombardi@gmail.com) to learn more about next year’s auction and/or to join the committee.

By Shoshana Lombardi, parent volunteer

**Reflections on a Soup Kitchen**

As a part of their MYP community and service project, Grade 9 students spent two hours helping serve drinks and food to homeless people in a Salvation Army soup kitchen in the 17th arrondissement of Paris. This humanitarian action was organized by French teacher, Monica Devos and Art teacher, James Chedburn to help students understand the problems of the homeless. There will be four more such evenings where 6 students (different each time) will help serve food in May and June. The plan is to continue this project into next year as well.

I pense que cette expérience m’a beaucoup aidée à comprendre comment c’est grave que les gens n’aient pas de nourriture ou de maison. Après, j’étais très fière d’avoir aidé. Je pense que plein de gens devraient faire cela car cela leur ferait comprendre à quel point c’est important. Je suis sur qu’ils arrêteraient de se plaindre de leur propre vie et qu’ils se rendraient compte.

by Aurelia Langford, Grade 9

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By Anthony Adams, Grade 9

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by Aurelia Langford, Grade 9
Let’s be heroes

By Victoria Pickup, Grade 10

Because you’re dark and mysterious,
I know I’ll never empty you
You are one of the people I will never see through

We could fly together,
Each holding the other’s hand,
Become super heroes,
And together rule land

We would strip the world of color,
Until it is but white
Then we can see through every person,
No more secrets will they hide

We will be the outcasts,
But we will reign with pride
No one will see us,
At least not on the inside

They may try to capture us
But it’s faster we will move
Dodging trees and buildings,
You always were smooth

We’ll keep on flying,
Over the ocean

Past humanity
In a straight forward motion

Eventually we will land somewhere,
where we will both want to stay,
there we will set up camp, and never go away

We’ll be the only super heroes to ever succeed,
to complete our mission, just you and me
I’ll never see through you
But I’ll be satisfied
we’ll reign the world together,
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I know you feel the way I do,
And I know we can succeed
Grab my hand, let’s take off
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Nobody will know what has struck them,
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we’ll reign the world together,
and we can do it with pride

I know you feel the way I do,
And I know we can succeed
Grab my hand, let’s take off
One quick white breeze

Nobody will know what has struck them,
When we know what they shall do
One quick white breeze

Nobody will know what has struck them,
When we know what they shall do

Let’s be heroes

By Victoria Pickup, Grade 10

Because you’re dark and mysterious,
I know I’ll never empty you
You are one of the people I will never see through

We could fly together,
Each holding the other’s hand,
Become super heroes,
And together rule land

We would strip the world of color,
Until it is but white
Then we can see through every person,
No more secrets will they hide

We will be the outcasts,
But we will reign with pride
No one will see us,
At least not on the inside

They may try to capture us
But it’s faster we will move
Dodging trees and buildings,
You always were smooth

We’ll keep on flying,
Over the ocean

Past humanity
In a straight forward motion

Eventually we will land somewhere,
where we will both want to stay,
there we will set up camp, and never go away

We’ll be the only super heroes to ever succeed,
to complete our mission, just you and me
I’ll never see through you
But I’ll be satisfied
we’ll reign the world together,
and we can do it with pride

I know you feel the way I do,
And I know we can succeed
Grab my hand, let’s take off
One quick white breeze

Nobody will know what has struck them,
When we know what they shall do
But of course that won’t matter when I’m soaring with you.