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The magazine for
international educators



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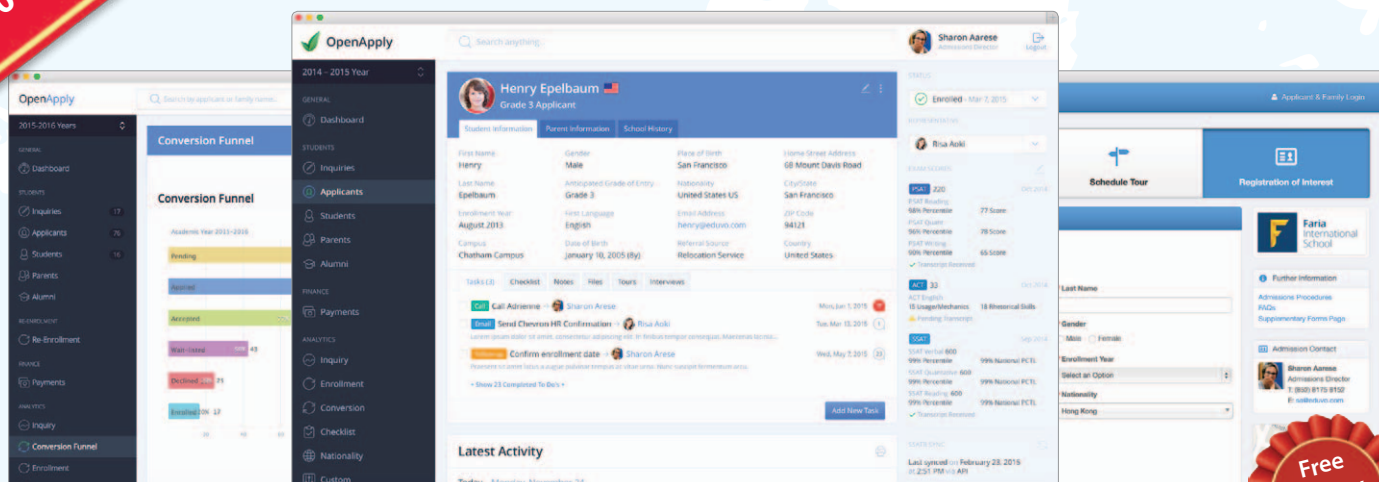
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Starting at a new international school usually begins with a honeymoon phase in which one feels exhilarated and energised, but this is often interspersed with periods of disorientation and disbelief.

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Please let us know what you can offer

Wanted – your expertise, knowledge and opinions

This issue is the sixth since we took over the editorial function which our predecessor, Caroline Ellwood, so effectively discharged for a number of years. One of the professional satisfactions we have experienced in editing *International School* magazine has been the interaction we have been privileged to share with those who have submitted articles for consideration, with those who have written to us to make known their views on the articles that have appeared, and with those who have made suggestions for future 'themed' issues dealing with important aspects of interest to all involved in the promotion of international education in schools throughout the world. We have also appreciated the feedback we have received personally at meetings and conferences. As a consequence we are aware that there exists a significant resource of opinion and expertise across a wide range of readers and potential authors that could make a valuable contribution to the development of the magazine to which, as editors and publishers, we are committed.

We envisage two principal ways in which such development could occur, and which could be implemented in the near future. The first concerns a possible extension of the potential authorship and readership to include a wider representation of the quite diverse stakeholder group that is involved in supporting learning in international and intercultural education throughout national and international

school systems. We have in mind, for instance, technicians, librarians, counsellors, caterers, board members and parents, in addition to teaching staff, administrators and others in institutional leadership roles. The second is to encourage interaction between readers arising from the views and opinions expressed through the columns of each issue – so enabling the progression of ideas, the wider dissemination of activities and the promotion of collaboration and partnership. For a magazine published only three times each year, the follow-up is unlikely to be immediate, at least through the columns of the magazine itself, although we are aware that the inclusion of authors' contact details has led to increased correspondence between authors and readers who are interested to engage in further discussion about ideas of overlapping interest.

Please do let us have your ideas for achieving these, and other, aims for development of a publication that we are keen should meet the needs and expectations of the widening scope of individuals and institutions involved in our most exciting field of international education. You may do so via the *International School* magazine email address: editor@is-mag.com

We look forward to hearing from you!

Mary Hayden and Jeff Thompson

We are aware that there exists a significant resource of opinion and expertise across a wide range of readers and potential authors that could make a valuable contribution to the development of the magazine.

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Extending international mindedness through Japan

New initiative represents a significant move forward for the IB, says Carol Inugai-Dixon

Recent negotiations with the Japanese government have presented an opportunity for the International Baccalaureate (IB) to demonstrate its role as a leader of international education in a globalised world. These negotiations have resulted in the current Ministry of Education investing in the IB by agreeing to translate key documents, including examination papers, into the Japanese language so that interested national schools across Japan can implement a dual language IB Diploma Programme (IBDP). Two of

the required six Diploma subjects will be studied through English, while the rest of the programme will be in Japanese. Such a dual language model has already been successfully trialled and is now established in German overseas schools, but this is the first iteration in a non-European language in a national setting. That the programme will be taught predominantly in a non-European language and in a national setting is of enormous significance in practically extending the IB vision beyond the confines of Western traditions.



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Although a central aim of the IB vision is to create a better and more peaceful world by developing the perspective of international mindedness – which is an awareness of, and inquiry into, diverse ways of viewing, knowing and relating to the world – various factors have meant that up until now the diversity has been somewhat limited and Eurocentric.

One of the limiting factors in extending diversity has been that the IBDP was developed within a context of international schools. Undoubtedly, these contexts played their part in the success of the IBDP, typically providing advantaged learning conditions, ample funding for resources, small cohorts, and supportive families ambitious for their children to go on to university. Thus, to serve the needs of expatriate families of various nationalities, the educational programme had to satisfy the demands of a variety of tertiary education systems and could not be dominated by any one particular national education model. This situation provided welcome freedom for curriculum development while at the same time demanding rigour. The result was a broad and flexible curriculum framework underpinned by constructivist learning theory, supported with rigorous, transparent assessment procedures and aligned with the IB vision of educating for a more peaceful world through the development of international mindedness. The success and subsequent growth of the IBDP is well documented. It has been highly acclaimed by teachers, students and parents and is increasingly accepted by universities worldwide which recognise not only its rigour, but also the relevance of its pedagogy and goal to develop international mindedness in a time of constant change resulting from rapid globalisation. But international schools are a minority in this globalised world and could be seen as elitist institutions with their own unique cultures, often quite separate from the host country in which they are located and with a distinct Western bias fueled to some extent by language options.

Although the IB has always recognised that learning another language is one of the best ways to experience another world view, and requires Diploma Programme students to learn at least one language other than their first language, the languages of instruction and assessment have been limited. The predominant language of the curriculum, in terms of uptake by schools and students, has been English – followed by Spanish and French. This means that, despite students having diverse cultural and linguistic backgrounds, the diversity has had to be negotiated and shared through the medium of a European language. Inevitably some assumed values, the grammar of thinking, and the world view of the language of instruction must to some extent frame the dialogue of the classroom.

Offering the IBDP in Japanese national school contexts with Japanese as the predominant language is an excellent opportunity for students to develop international mindedness in a non-Western setting. Japan has maintained traditional ways of thinking and relating to the world which are incorporated into the present day culture of a modern successful country. There are influences from Buddhist philosophy, Shinto and Tao rather than from Greek logic, Cartesian dualism and the Western Enlightenment.



Offering the IBDP in Japanese national school contexts with Japanese as the predominant language is an excellent opportunity for students to develop international mindedness in a non-Western setting.

Consequently, when diverse perspectives are considered and mediated in the Japanese curriculum it will be through a very different set of assumed values and grammar of thinking.

One of the strengths of International mindedness is that it is an open and constantly evolving concept. How developments in this evolution might inform creative solutions to global issues cannot be predicted, but certainly seeking to extend a diversity of interpretations of its meaning offers opportunities for future synergies that may prove to be effective in some way in furthering the IB vision of a better, more peaceful world.

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The adolescent brain is at a stage of specialising and pruning connections in a 'use it or lose it' fashion. It is crucial for students to make meaning of their learning to help strengthen new connections and to ensure that the existing knowledge and skills are not lost or pruned. We believe that rather than being 'wasted years', these are years filled with fantastic potential and opportunity.



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Generating trust within your team

D Marvin outlines five effective strategies for ‘The Instructional Leader’

Trust is an especially fragile but necessary entity in our work. For the conscientious leader, it takes deliberate planning and devotion to realize it successfully within their team. Once a leader has trust, it is difficult to retain without regular maintenance – instructional leaders often fretfully appreciate this delicate condition. For example, one rash or negligent decision can pervade the outer core of trust, thus beginning a rapid dissolve. Once trust is lost, it is tricky to develop again. Successfully accomplishing shared goals will rely upon the unyielding trust you have built with your

team. As Douglas Reeves states in his 2006 book, *The Learning Leader: How to Focus School Improvement for Better Results*, “There are many things one needs to know about successful management, leadership, and individual success. Among the most important things is that we cannot do it alone.”

As an instructional leader, it is wise to have a plan to help you generate and sustain trust so that you can thrive as an organization and accomplish remarkable feats together. Here are five steps to help build and maintain trust within your team:



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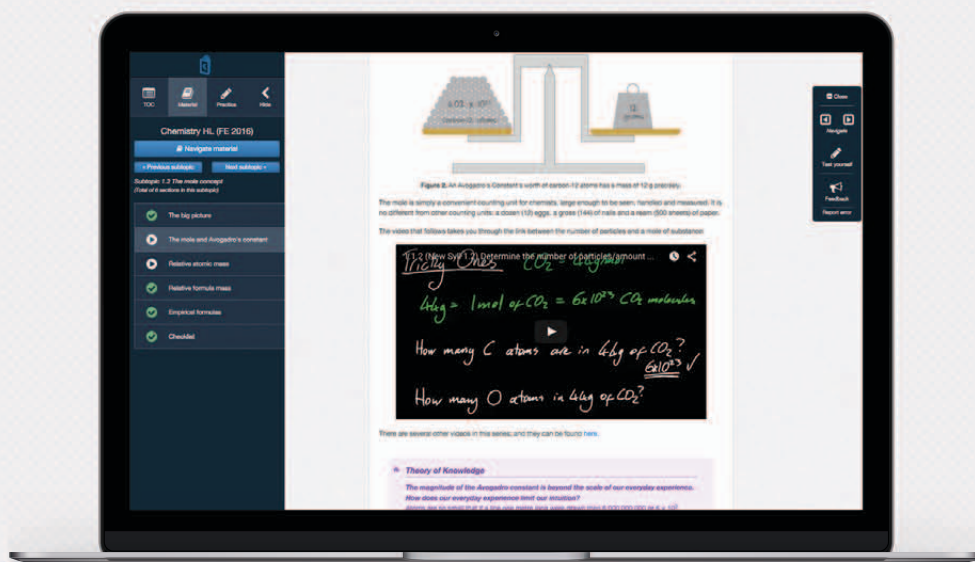
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One of the first approaches to building trust is ensuring the leader puts him/herself out there for evaluation.

Step #1 – Implement a regular evaluative tool for yourself

One of the first approaches to building trust is ensuring the leader puts him/herself out there for evaluation. It is important to indicate to all that you are a fallible but capable learner and leader. Have your team of teachers evaluate you on an annual (or even bi-annual) basis. After each administration, share the results with your team and highlight those areas you are going to concentrate on for the year. The process of the evaluation should be standard practice and consistent. Use the same evaluation tool each year so that you can focus on trends. Administering an evaluation does two things: 1) it indicates that you are interested in learning and willing to grow as a learner; and 2) it shows that you value feedback. For the past five years, I have used an evaluation based on the McREL 21 Leadership Responsibilities.

Step #2 – Do what you say you are going to do

“Trust is not the same as faith in the reliability of a person or system.” says British sociologist Anthony Giddens (1990), “It is what derives from that faith. Trust is precisely the link between faith and confidence.” To build confidence within the team, a leader must demonstrate trustworthy behavior. Reliable leaders follow through with what they say they are going to do. They keep track of those items they have promised. Never let those promised items fade away with no word or action. If you cannot follow through on something you said you would do, then explain why and move on. If you forgot something and one of your team members reminds you of it, apologize for the mistake in overlooking the item and then take care of it in an expeditious fashion.

Step #3 – Be clear about how you will make decisions

Decisions are part of your daily routine as an instructional leader. For those bigger decisions, clearly state how you will be making the determination before you launch into the process. I consistently utilize one of these four decision-making methods: 1) consensus; 2) majority; 3) with input; or 4) without input. Fall into a regular habit of stating which method you will use before making a big decision. Employing this tactic demonstrates to your faculty that you are measured in your approach to big decisions, and that you will see the results through.

Step #4 – Model the behavior you expect in your team

As leaders, we know the faculty is watching us carefully; thus, we must always maintain our professionalism and ethical behavior. Ensure you have read and understood your school's policies and guidelines. Moreover, make certain you follow

the rules exactly. True leaders do not take advantage of a system simply based on their position in the school. If your faculty observes you abusing your power for your own good, then the faculty's trust in you will weaken. Further aspects of your job you should be modeling include:

- 1) Writing professionally
- 2) Staying on top of the latest research
- 3) Speaking kindly and positively of others
- 4) Dressing professionally

Step #5 – Do not treat everything as an emergency

Working in the age of electronic communication has had a profound effect on how we deal with our daily interactions. The ease of email and text has allowed stakeholders and faculty to communicate hastily (and sometimes emotionally) about ostensible catastrophes. Improbably speedy replies are expected to mitigate immediately someone else's perceived crisis. If a leader responds immediately to each email, the implication to faculty becomes *I react to most items and do not have the wherewithal to make decisions in a measured and thoughtful manner.*

Slow down the hasty approach to these professed crises by remembering that timing is less important than simply responding. A standard response time to an email should be between 24 and 48 hours. Replying immediately will only set you up as someone who will react to whatever 'crisis' may arise. Additionally, hiding behind email all day responding to those 'calamities' quickly paints you as a recluse and an untrustworthy leader. Replace your electronic communication with face-to-face communication as much as possible. And take time to ask *Is this an emergency?*

If you are new to your leadership position, consider spending the first year with trust as a priority. Make the most of the five steps to help facilitate your understanding of the magnitude of trust. Be measured and thoughtful in your approach with faculty. Listen more than you speak. Read, hone those writing skills, and build your wardrobe. Above all, faculty need to know that you will not overreact to issues, and that you will be prudent and pragmatic in your decisions.

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Teacher retention versus rejuvenation

Leila Holmyard looks at staff turnover in international schools

"Is it time to move on?" is a question that many international school teachers ask themselves each year, weighing up the pros and cons of their current situation including the stress of moving and job hunting, and the possible professional and personal opportunities that may lie ahead elsewhere. School leaders on the other hand are often pondering "How can we get them to stay?". Recruitment comprises a significant financial and time cost for international schools and a high turnover can affect their reputation, productivity and staff morale. As such, it is unsurprising that many international schools have made staff retention a priority, developing strategies to encourage teachers to stay beyond their first contract.

When I was working in Saudi Arabia, teacher turnover at my school was surprisingly low for a relatively challenging country in which to live, and teachers often signed for longer than the initial two years because life was rewarding both professionally and financially. In fact, most leaving teachers were literally seeking greener pastures after living in the desert for a number of years. Here in Vietnam, distance from home is a key factor that influences teacher turnover. Missing out on significant family events takes its toll over the years and the cost of flights and impact of jetlag can make it difficult to return home regularly, especially with a family. Jobs in European schools are highly sought after, but the comparatively low pay means that life in Europe is not always



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Starting at a new international school usually begins with a honeymoon phase in which one feels exhilarated and energised, but this is often interspersed with periods of disorientation and disbelief.

sustainable. Many European schools state on their Search Associates profile that it would be difficult or impossible for a family of four to live on one salary. Thus, the appeal of higher salaries and domestic help can draw teachers and their families to Asia and the Middle East.

In recent years two major studies have been conducted into teacher turnover in an international school context and their findings support this anecdotal evidence. Odland and Ruzicka (2009) and Mancuso *et al* (2010) both found that personal circumstances and financial compensation are two of the most commonly cited reasons for leaving international schools. Many headteachers often have little control over these factors; however, responsibility for the third common reason for leaving sits firmly on their shoulders. Both studies showed that staff perception of leadership is a key factor in teacher retention. Quite simply, teachers who feel supported and valued are less likely to leave.

Jacques Weber, High School Principal at the Verdala International School in Malta, agrees with these findings, saying that "As a new Principal, I am keenly aware that every interaction I have with teachers throughout the day can affect how they feel about their role in school. It is a big responsibility and it is not always easy with all the other pressures that come with the job".

Many schools encourage the signing of a new contract through retention bonuses and the accumulation of end-of-service payments. Increasingly, however, schools are looking for other ways to retain staff, such as through professional development opportunities. Both my current and previous schools, for example, showed their commitment to providing high quality professional development for their staff through hosting Sir John Jones, an inspirational speaker on education issues. Such investment in professional development makes teachers feel valued and gives them the sense of purpose and mastery which is so vital for promoting a high level of motivation.

Here at the British International School (BIS) in Ho Chi Minh City, contractual improvements have recently been made to take into account the challenges teachers face being far from home. Those teachers who sign a new contract after their first two years can ask for personal leave to facilitate a quick visit home, usually to the UK. Shaun Williams, the Principal, explains that "At BIS, we understand that the longer a teacher is with us, the more family occasions are missed. This may have a negative accumulative influence regarding how teachers feel about the school and life in Vietnam. As such, we wanted to take measures to show that we are mindful of this by introducing the new personal leave policy".

Although keen to retain staff, Shaun Williams also believes that there is an optimum length of time for teachers to stay

in an international school, saying that "Too much change is a problem, but too little can also have a negative impact. Schools can become stagnant if teacher turnover is too low, and new teachers bring fresh ideas and innovations into the school". It appears that some balance is required between retention and rejuvenation.

Louis Bezodis, Deputy Head Teacher at The British School in Warsaw, moved to Poland having taught in international schools around the world. He believes that teachers need around two years to truly settle into a new school and a new country, saying that "Starting at a new international school usually begins with a honeymoon phase in which one feels exhilarated and energised, but this is often interspersed with periods of disorientation and disbelief that it is 'for real'. It is only into the second year that teachers know the school, the students, their colleagues and the local environment well enough to achieve maximum effectiveness at work". If two years is the minimum, what then is the optimum?

My experience is that it depends entirely on the individual teacher. Some established teachers are still learning every day, improving their practice and actively playing a role in the development of teachers around them. A school would never want to lose a teacher like that! On the other hand, some teachers need a nudge towards the door having, in the words of Sir John Jones, "retired but [not] yet told the school".

In summary, teacher retention is a key focus for many international schools because of the financial costs of recruitment and the impact that high turnover can have on productivity, staff morale and the reputation of the school. In spite of this, many reasons for teachers choosing to leave appear to be somewhat out of the control of the school. If schools want to increase retention, it seems that they need to focus their attention not only on financial compensation but also on developing a positive teacher perception of leadership, improving personal circumstances for teachers and offering professional development opportunities. However, schools may wish to consider carefully exactly whom they are encouraging to stay...

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Abandoning the paper chase and going green

Lee Drury explains how his eco-friendly campaign galvanised the whole school community

Riyadh is a remarkable place, from the bustling shopping malls to the sandy expanses of the Rub al Khali. Our school wanted to create our own oasis of green in the desert. However, this proved to be an interesting challenge for us: becoming an eco-friendly school was not initially a top priority for the majority of our parents.

At British International School (BIS), Riyadh, taking a more environmentally aware approach has called for a cultural as well as a practical shift. One of the things that has had the greatest impact is our introduction of electronic school communications, which replaced the paper letters we used to produce. Eighteen months on, we have the support of the entire school community. I am proud to say that we are now a 'nearly paperless' school – but the initiative has brought many more rewards than we first envisaged.

Information at the touch of a screen

I am sure many parents share the frustration of coming across a crumpled letter at the bottom of their child's school

bag, only to find that the information it contains is long out of date. In common with many schools, this is how we previously communicated with parents. Some of the key school documents, such as the annual student report, were delivered via student mail, running the risk of it arriving late – or not arriving at all.

We felt it was time to give families more immediate access to the information they needed to support their child's learning, so the school introduced an online parent portal. This allows parents to log on and see real-time information, such as their child's latest test scores, as well as up-to-date details of their achievement and behaviour.

With more timely information, parents are better equipped to help their child with all aspects of school life. So now, if a parent spots that their child is struggling with a particular task or falling behind in a specific subject, we find that they will often contact us to discuss what they can do at home to help get their child back on track.





Bringing school life home

It may not be surprising to hear that the school's adoption of an electronic route for communication met with the approval of our students: after all, we are educating the digital generation. However, what did surprise us was the extent to which our students were engaged by the opportunity for information sharing.

An important piece of data that we make available on the portal is a child's house point scores. Having access to the number of house points earned is a powerful motivator for our students. Seeing the points recorded electronically encourages them to attempt to gain more points and we celebrate their successes. We even hear of students logging on at home to share their achievements with parents. Interestingly, seeing the house points on screen – rather than on paper – seems to lend them more value in the eyes of a child.

The next step in the transition to electronic communication is to introduce online access to homework. The aim here is to encourage students to get engaged with the tasks, and to enable parents to see what is expected from each homework assignment, and which resources might be needed. We are hoping that this initiative will encourage conversations at home about the topics being studied at school.

In addition, with students from 55 nationalities attending the school, we have many families who travel overseas during the summer and cannot come into school to collect GCSE and A Level results. In the past, these students had to ask someone to collect results on their behalf, or have them delivered by courier, which could be expensive. Now students can receive their results electronically, directly to their mobile phone or tablet, avoiding delays at this important time when decisions are being made about future studies.

Our green journey

The campaign to become more eco-friendly could only be achieved with the backing of the school staff. So rather than presenting staff with a *fait accompli*, the leadership team involved all teachers and administrative staff from the outset. We spoke to everyone about how the move to electronic communication could make their jobs easier, and I challenged them to find a task that would be better completed on paper. So far, no one has identified one.

Change should only be made if it is for the better, and I firmly believe that we have improved the way information is exchanged across the whole school community at BIS Riyadh. Parents tell us that the portal helps them to share in their child's school life and to support their studies. Staff members are fully on board with the initiative as it encourages more interaction with families and gives students the tools to boost their own progress. We are also making savings by not needing to spend money on paper, printing and copying, which is good news for us all.

It is testament to our success that, in the last 18 months, we have managed to avoid printing a single piece of paper communication. Though we are not yet completely paperless as a school, our green journey has started, and we have seen many positive and unexpected benefits along the way – not least that our school is now stronger and better connected.

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One of the things that has had the greatest impact is our introduction of electronic school communications, which replaced the paper letters we used to produce. Eighteen months on, we have the support of the entire school community. I am proud to say that we are now a 'nearly paperless' school – but the initiative has brought many more rewards than we first envisaged.



Students at Marymount International School, Paris. Photograph by Grainne Dunleavy

Where do I belong?

Ruth Druart reveals some fascinating answers from Third Culture Kids

Third Culture Kids (TCKs) – who are they, and where do they belong? Ruth Useem first introduced the term as far back as 1976 to refer to children who had spent their childhood moving from one country to another, usually due to a parent's career. She described them as growing up in different countries but not being integral parts of these countries and, when they return to their country of citizenship, not feeling at home there either. In fact, they feel most at home within the 'third' culture, which is created and shared by people who have experienced a similar upbringing. The term has evolved since 1976, and in its widest sense is often taken to refer to anyone who has spent part or all of their developmental years relating to more than one national culture.

Research into the lifestyles of TCKs has reflected both positive and negative aspects of such a childhood. Problems

have often been connected to a lack of a sense of belonging. Some adult TCKs have commented on feeling that they don't really belong – typical comments include statements such as "I feel like I belong nowhere and everywhere." They sometimes remark that they don't fully understand the expectations of any of their cultures and, while they understand everyone, only other TCKs really understand them.

This idea of belonging to one particular nation could indeed prove problematic for TCKs, but it doesn't mean that they don't have a sense of belonging. When I conducted research into sense of belonging with TCKs between the ages of 11-16 as part of my Masters degree I discovered that they do have a sense of belonging, or indeed multiple senses of belonging. They frequently find it with their family, and/

“I have a home and everything, but I’m not bound by a country. I could pack my bags and move to Sweden tomorrow if I wanted to.”

“I feel like I belong not to a country, but to my home, my school and my triathlon club.”

“I lived and moved in two countries, but I don’t feel like I belong to those countries or that any country owns me.”

“I don’t belong to any country, I believe everyone is a free roamer.”

or in a place where they have spent a considerable amount of time as a family. They also sometimes cite their schools as providing a sense of belonging. Very rarely do they cite a country.

In fact, many were quite averse to the idea of belonging to one country. As one child said “I have a home and everything, but I’m not bound by a country. I could pack my bags and move to Sweden tomorrow if I wanted to.”

Another said “I feel like I belong not to a country, but to my home, my school and my triathlon club.”

Another pointed out that “I lived and moved in two countries, but I don’t feel like I belong to those countries or that any country owns me.”

One participant was very clear about not belonging to a particular country, saying that “I don’t belong to any country, I believe everyone is a free roamer.”

Another said their sense of belonging was “to the Earth.”

Many mentioned belonging in their home, or “in the house”, which is similar to feeling a sense of belonging with their family. As one child said, “My sense of belonging is wherever my family is.” As noted above, family plays a very important role in where children develop a sense of belonging; those in my research often cited places where they had close family or felt closest to their family. One child responded, for instance, that “I feel a good sense of belonging when I spend time with my family and cousins on vacation ... in Virginia, because that’s where my cousins live.”

It appears that having a sense of belonging to a particular country or even countries is an alien concept to the TCKs interviewed in my study. Only two out of the twenty participants mentioned a feeling of belonging to a country, and when the rest were directly asked whether they felt a sense of belonging to a country or countries they all answered no, some being quite adamant that this would never be the case.

As the number of TCKs across the globe increases, our understanding of sense of belonging could be evolving. Possibly, future generations will be less bound by the country they come from, and more free to choose their own identity. Indeed, in Europe the borders between different countries have already become less important. Young Europeans are now free to study and work in any country within Europe, which was not the case twenty-five years ago.

TCKs have often been described as adaptable and open-minded. Willis and Minoura (1996) note that “TCKs display characteristics essentially consistent with Maslow’s self-realised individual.” Self-actualisation or realisation involves achieving one’s potential through personal growth and discovery, and finding a meaning of life that is important to one’s self (Maslow, 1970). Could it be that TCKs are becoming the new, model citizens? These are the people who have learned through experience and lifestyles to be adaptable, having had to learn how to fit in with each new culture.

As one child I interviewed said, “It takes a long time to adapt. I’ve grown in how adaptable I am over the years – adaptable in the sense that I’m open to different ideas and styles so, dealing with all the different problems that come, I know how to cope.”

Another spontaneously said “If I had kids I’d like them to have the same lifestyle I had. You gain a lot of experience.”

It could be that Third Culture Kids have qualities the world is looking for right now, including empathy, adaptability and open-mindedness – and that those with a strong sense of belonging to Earth will have an important role to play in ensuring a sustainable future for our changing world.

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Not another bake sale! Ideas for 21st century fundraising

Tom Brodie offers some alternatives...

Around the international school world, schools are reviewing their fundraising activity. Whether they are raising money for their own funding or a service project, they have begun to recognise that continually asking students, teachers and parents to put their hands in their pockets for parent-baked goods is not always appropriate. Often it is the same parents baking all the time. Some students don't recognize the value of the money they spend and are not cost-conscious, whilst most teachers do and yet feel obliged to contribute. So the purpose of this article is to provide some guidelines and some new ideas to take fundraising to the next level.

MY FIVE RULES FOR FUNDRAISING

1. It must inform about your cause.
2. It must build school spirit.
3. It must be collaborative with students to the fore.
4. It must raise funds.
5. It must be targeted.

Did you know that if you give one pound to a 'chugger' (charity mugger) on the streets in the UK, as little as 12p may make it to the intended recipient? (Craig, 2014). Charities are businesses too and have costs in terms of commissions to the chugger, head office, other workers, advertising and a host of other things that go with being a multi-national business. For that reason I won't give my money to large charities, but look to give my time and effort to my own projects where I can account for every penny spent and seek to increase the impact of any funds raised in an impactful way.

Bill Kite, my charity partner of many years, calls this getting 'bang for your buck'. David Durkan of Mountain People refers to it as reversing the charity pyramid (see Figure 1).

Mountain People does this by its school renovation projects providing materials while the villages support the project with time and labour. Is this a model that could be replicated in your school?

Age-Appropriate Support

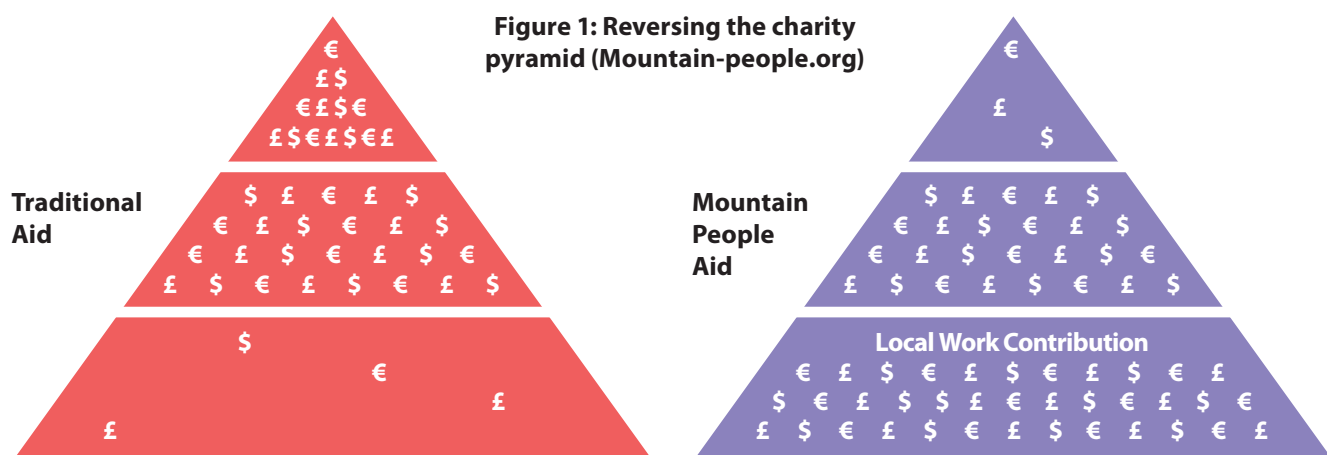
If you are fundraising for a service project in your school, if your Primary Years Programme (PYP)/Middle Years Programme (MYP) students want to take Action for an issue, then they will need age-appropriate support – and even IB Diploma Programme students will need someone to support them and check the books or provide seed funding for an activity. However, our students are often more capable than we give them credit for, especially if they believe in a cause and are given clear targets to work towards.

Connected to the curriculum

One way you can add value to any project is by connecting it to the curriculum. This adds value and real life learning to any project and allows students to see the relevance of their learning. Any fundraising requires mathematics, business, design and marketing skills to get off the ground, and journalism skills to promote it further. A great example from Skagerak International School, Norway is for the playground re-development; students designed the space with scale drawings and budgets as a real world maths problem before the management committee selected a winner.

Utilizing the Parent Council

There is no reason why your Parent Council/Parent Teacher Association (PTA) could not use these guidelines and ideas – feel free to share this article with them. It is harder in the short





A talent contest could be a good method for students to express their creativity and raise funds

term for them to involve students in a fundraising activity, but more valuable and longer-lasting for students if they feel part of a project from start to finish. To me this is a key role of a PTA in supporting the school vision.

Here are some Ideas:

Duck Race: This is a fun activity if you have a local stream or river. Buy 20 or so plastic yellow ducks. Label them. Sell them to owners: Stage 1 is have parents buy them, Stage 2 is to gain corporate sponsors (for examples all the hotels in your town). Then publicise and have a race – or a series of races.

Auction of favors: The community donates a series of one-off and unique experiences or services that parents can then bid for. Success depends on what you can generate to auction, but anyone and everyone can contribute something – whether it is a date night, a dinner party for 4 friends, a weekend dog-sitting, a night baby-sitting or a weekend in a 5* hotel (from the parent who works at the Hilton).

Talent Contest: Have students organize a school talent show. Sell tickets and refreshments. Open to everyone in a supportive manner. A top tip is to get the head of the leadership team to perform and give a little of themselves.

Movie Night: A movie night in school is something students can organize themselves. Publicity is key, plus a good film selection, popcorn, drinks and the essential clean-up crew.

Quiz Night: This could be a student quiz night or a parent quiz night, or both! Ensure you have a teacher team, and have each team member prepare a round of questions on one theme each. Similarly, a pizza and quiz night where each team gets one pizza and one bottle of soda raises the question as to whether to have a big team and more chance of getting questions right, or a smaller team and eat more pizza!

Cake Competition: Have a competition where each

homeroom has to bake and decorate their own cake. Parents can then bid on the cakes to take home. The International School of Brussels has turned this event into an art form, raising thousands of Euros annually.

Beetle Drive: This is a fun evening/afternoon activity that any age group can play. Each person builds a beetle by rolling a dice. Groups sit in tables with one person being promoted and one demoted from each table during each round, and a running score is kept. Have a winner's prize, most artistic prize and wooden spoon.

Wine-tasting (for the parents!): Partner with a local wine shop to provide a fun wine-tasting evening, which could also be a 'Call my Bluff' wine evening. Students can serve and support, providing snacks. Combine with an auction perhaps, after people have had a few drinks.

Pack bags at the supermarket – especially during holidays: Arrange with a local supermarket to have your students on the tills helping to pack bags during seasonally busy times. Ensure you are providing information about your cause, and offer a free service but have open bucket donations. People have their purses out anyway. and are usually feeling generous during the holidays.

Organize a tournament/competition: Any activity that gets the community together to be active or competitive is a great way of raising funds and community spirit. Students can charge each team an entrance fee to cover costs, provide a trophy and contribute to the cause. I have seen basketball, volleyball, video games, tug of war. Aiglon College has an annual triathlon of running, cross country skiing and ski-touring that is run individually and in teams. It is marialed by students and staff. There is an entrance fee and a cup, and sponsorship is possible.

Fashion Show: Students partner with a local shop or even a goodwill store to organize and show the latest fashions. A

Features

fun evening for everyone involved, which helps to develop a lot of project skills.

Valentine's Day Delivery Service: Anonymous candy/cookie delivery/barbershop quartet/flower on Valentine's Day. Students collect pre-completed cards in the week before Valentine's Day and then on 14 February deliver the item and card to the recipient on behalf of the sender. It needn't be anonymous or romantic; it can be to thank a friend for their support. As the practice of artificially growing roses for February has been shown to be environmentally unfriendly and unethical, perhaps stick to the other gift ideas.

Work Day: Students are given a day off school (normally a teacher Professional Development day) and told they are expected to go into the local community to earn a specified minimum amount of money that is then donated to an agreed cause. This has been traditional in Scandinavia but could also be based on the UK Scout 'bob a job' model. Provide further motivation by giving a prize to the person/group who earn(s) the most. Though it could be combined with an entrepreneur unit, it then begins to seem a bit like TV's *The Apprentice*.

Flyer design and distribution service: Students use their design skills to make a flyer for a local business. These are then printed professionally and delivered locally by hand by the student group.

Raffle: Maybe another over-used classic, but if your school has not had one for a while it is worth revisiting. Beware local laws on gambling. Success depends on the prize(s) you can generate (hopefully for free from a local company) and the timing. I always run something at graduation, when everyone is happy and generous.

Gala Dinner: Students sell tickets/tables for a gala dinner with food, wine and entertainment. Parents can buy a table for their friends, and businesses can purchase a table for a staff night out. Students act as the entertainment, waiters and greeters, and do the washing up as well as running other fundraising. The charity dinner has been around for a while. Training is required for students but real life skills are developed. Top tip: work with a good caterer who will work with you and who will ask a lower price in return for using your labour.

Reverse Auction: This is a different style of auction that requires a little explanation, but is worth it. First find a top item that people want (the latest iPad, for example). Try to have it donated in return for having the name of the store printed on everything. People then pay a nominal fee to bid: say 1 Euro. The trick is that the winner is the lowest individual bid. You collect all the money for bidding, PLUS the amount of the winning bid. People like to bid because they stand to win and it is seen as a game of skill. I would recommend making a rule of (eg) 10 Euro bids only. Again, run this for long enough to attract hundreds of bids.

Non-Uniform Day: This probably doesn't need explanation. If your school has a uniform policy, charge a nominal fee to cancel it for a day. Normally everyone is happy to participate. Alternatives could be a dress to impress/fancy dress/come to school in pajamas day.

Silent Auction: Another auction style where you either accept sealed bids for marked items or have a last-person-standing

situation (quite good at the gala dinner). Everyone stands as the bidding opens at (say) 10 Euros and individuals then sit down as the price gets too high. Large egos generate large fundraising. This is especially good if you can offer an item that money can't buy – for example a round of golf with a famous alumnus/politician/sports star. Always have more than one item: perhaps one for the ladies and one for the gentlemen.

Create a school calendar: This is a fantastic project that can grow from the curriculum and then generate fundraising. Design a school calendar and then collect pre-orders before having it printed.

International School Cookbook: Design and collect recipes from your community or from a community you are studying (or both) and then sell a cookbook of the collection. Students can participate in design, manufacturer and selling

Direct Selling: The Girl Scouts of America have been doing this for years and you can buy Girl Scouts cookies to sell for your projects from companies around the world. However, other firms will also work with you to sell their products. This one makes me a little nervous, but I have had students come up with good ideas for products that either everyone needs anyway – toilet rolls was one example – or that everyone should have but doesn't (for example fire extinguishers).

School apparel: By this I don't really mean uniform, but a special edition of something that shows your support and raises funds. A great example is red shoelaces which one school sells to fund its service project. You can also have rubber charity bands made, or perhaps socks of some special colour or design. These can be produced quite cheaply in bulk, and then you just sell them at a significant mark-up to every member of the community to have them show their support.

If you must have a bake sale, link it to other areas of the curriculum and do it at a time when people need refreshment anyway, such as a concert, teacher/parents/student conference time. My top tip for bake sales (apart from following the 5 rules above) is to ask for donations rather than set prices. This makes people read your literature about the cause and give generously.

I hope this article has provided some ideas that may give more impetus to your fundraising, no matter what the cause, and I wish you luck with your project. Remember that the first time something new is tried with a community is the most difficult, but if you can repeat it annually and make it part of your school ethos and expectation then people will come to love and appreciate it.

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CAS in the IBDP – student perceptions

Anthony Hemmens gathers some important and insightful opinions

Far more than the good grades and good university places so desperately coveted by my students, what I have always sought to provide through my teaching is a learning experience so profound that it shapes and directs students for the rest of their lives. Learning needs to be transformative, and brilliant people are its outcome. The tripartite core of the International Baccalaureate (IB) Diploma Programme (DP) contains two components where the opportunity for transformation, and indeed brilliance, is greatest. I'm speaking, of course, of the Theory of Knowledge and CAS – Creativity, Action, Service.

As with the IB Diploma Programme itself, CAS did not begin as a finished product. From its 1970 form as a compulsory course including active involvement in the aesthetic, the physical and the social (Hill, 2010) the programme has evolved and morphed into its present state. Through a later description as Creative, Aesthetic and Social Service activity (*ibid*), CASS then changed to CAS in 1989, with Creativity denoting artistic endeavor, Action meaning physical exertion including sports and expeditions, and Service referring to action beneficial to communities both inside and external to the school (*ibid*). For the early planners and designers of the DP, CAS represented their commitment to learning from direct experience and to encouraging the social service focus of Kurt Hahn's educational philosophy (Peterson, 2011), at that time already actualized at Atlantic College. Attributed to the educational philosophy of John Dewey, Kolb (1984) defines experiential learning as the process of knowledge formation through the transformation of experience.

As part of an education of the whole person, and by taking the student beyond the familiar into new, and possibly 'risky', territory, the experiential learning of CAS is of multifaceted benefit to the learner. It promotes the development of life skills, interpersonal skills, communication skills; it complements academic learning, allowing the learner to see real-world application of academic content and in doing so making that learning relevant and meaningful; it develops attitudes and character as part of the self-cultivating *Bildung*, so central to Kurt Hahn's educational vision; by evaluating consequences, it promotes a sense of responsibility and accountability for personal action; it encourages the consideration of ethical issues as they relate to real people in real time, necessitating sound decision-making skills; by relating global phenomena to local conditions, it promotes international awareness and tolerance. All these are very fine things, but for the final say on the benefits of experiential learning as provided through CAS, who better to turn to than those who have actually experienced it: the students.

Now studying anthropology at the London School of Economics, here's what one of the 68,450 May 2015 graduating DP students had to say in response to recent questions about her CAS experience:

- How was your CAS experience overall and what is the benefit of it?

"To be quite honest, at first CAS seemed really unnecessary in that it's additional stuff to do, that for some people won't change them in any way. In some ways it still feels like that. Yes, I appreciate what it's taught me and the things I did, as many of them I wouldn't have done if I hadn't been forced into it. But I'm grateful now that I did do them. The benefit is learning lessons outside of the classroom - how to work in groups, how easy it is to change a person's life. But also doing other things in amidst your busy schedule and learning the idea of time management and how to have a healthy balance of academia and outside activities."

- What was your most memorable CAS experience?

"When I went to the Philippines for the H4H build. I really knew I was making a difference. I helped build 5 homes for local families, and really know I'd helped to change their lives! This was my most rewarding experience. And I completed both action and service in one go - double plus!"

- What effect has CAS had on you? How has it impacted on your attitudes, knowledge, understanding, values and behaviour today?

"I think, depending on which CAS activities people do, it benefits students in numerous ways. A number of my CAS activities involved preparation work before an event – TEDx, H4H, Earth Club Farmers Market. This experience has impacted on my appreciation of what goes on behind the scenes of events, what goes into making things happen. CAS has also made me want to help more in terms of community service, and I plan on joining a few different community service societies now that I'm in university. I think also, looking back on the IB, CAS made it all the more rewarding, especially knowing we have gained all these transferable skills and that we've kind of completed the whole package, if that makes sense? As in, I have an appreciation for the IB and those who take it, and what it taught me in and outside of the classroom."

With the publication in March of a new CAS guide for students graduating in 2017 and after, 2015 saw the introduction of the biggest CAS initiative from the IB in over a decade. More

“Looking back on the IB, CAS made it all the more rewarding, especially knowing we have gained all these transferable skills and that we’ve kind of completed the whole package, if that makes sense? As in, I have an appreciation for the IB and those who take it, and what it taught me in and outside of the classroom.”

substantial than the 2008 guide it replaces, the new 2015 guide details some significant differences and some crucial changes to what’s come before. Main points arising from my analysis of the two guides can be summarized as follows.

What’s different

Greater guidance is given now on what constitutes CAS experience and different categories of experience; a more extensive description is provided of what each of the three CAS strands entails; reflection is more extensively explained; there’s a greater emphasis on the cohesion and conjunction between the three elements of the core, describing how they complement each other and support the promotion of the DP’s overarching aims; the case for CAS and subject connectivity is more explicitly stated.

What’s new

For starters there’s a title change; the Action strand of CAS is now Activity, although the strand descriptor remains essentially the same. The number of learning outcomes has reduced from 8 to 7. The combining of Learning Outcomes 2 and 8 (challenges and skills) in the 2008 guide forms Learning Outcome 2 (LO2) in the 2015 guide, with students needing to “demonstrate that challenges have been undertaken, developing new skills in the process” (IB, 2015: 11). A CAS project, of sequential experiences lasting at least one month in duration, has been introduced that challenges students to “show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving and decision-making” (*ibid*). Students will now be expected to produce a CAS portfolio to document and evidence their CAS engagement, showcasing their experience and demonstrating the achievement of the CAS learning outcomes. The need for consultation with CAS students has been formalised with the introduction of an interview schedule, whereby three interviews over the duration of the programme, between students and CAS coordinators or advisors, will be conducted and documented. And finally, drawing on the work of Cathryn Berger Kaye, and by way of guiding CAS experience, students are to use five procedural and sequential stages as

a framework for CAS activities and projects; investigation, preparation, action, reflection, and demonstration.

So, challenging times ahead for schools in their delivery of CAS, and exciting times ahead for students – who can expect a richer and more supported experience. But then, challenge and the future are exactly what CAS is all about. Let’s give the final word to the students, again in response to recent questions.

- What were the biggest challenges with CAS?

“Finding the time to finish everything and to do things that were suitable for me (I’m not an athletic person but I was able to find athletic things to do even though the available choices weren’t great). Also, typing up very lengthy reflections – I would’ve preferred to do a video blog, vlog sort of thing, which is, I think, more personal.”

- Going into the future, how do you see CAS staying with you as you move forward?

“I think I’d say the skills I learned from activities I wouldn’t necessarily have done if it wasn’t for CAS. These are the things I see staying with me into the future.”

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Year 1 pupils at International School Suva learned about sustainability through a litter pick at the City Harbour

Inspiring genuine action

Shantini Saberi and Jillian Young say that pupils should be encouraged to use their initiative

'Let deeds, not words, be your adorning.'

It conquers all human endeavours. It is the cause of our progress and egress. When coupled with choice and free will and not driven by instinct, it is what distinguishes us from all creatures, great and small. It is action. Most importantly, 'We learn best by doing. We have known this to be true for quite some time. More than 2,500 years ago, Confucius observed "I

hear and I forget, I see and I remember, I do and I understand.'" (DuFour *et al*, 2006 p.1). The whole business of education is founded on the premise that human beings should be schooled to be able to know and understand so that they can take action or 'do' that which will benefit their kind.

Given that it is known that action is a valid and valuable mode of learning, and that the learning process is consolidated when theory is tested through practice,

we might ask whether action, doing and practice account for a high enough proportion of what is currently taught in schools. Taking action is a direct or indirect display of the connections made through the inquiry process that acknowledge students as active participants in their learning. It provides them with a chance to exemplify leadership and exhibit positive attitudes in a meaningful way. Genuine action comes from the students – so what role do teachers play?

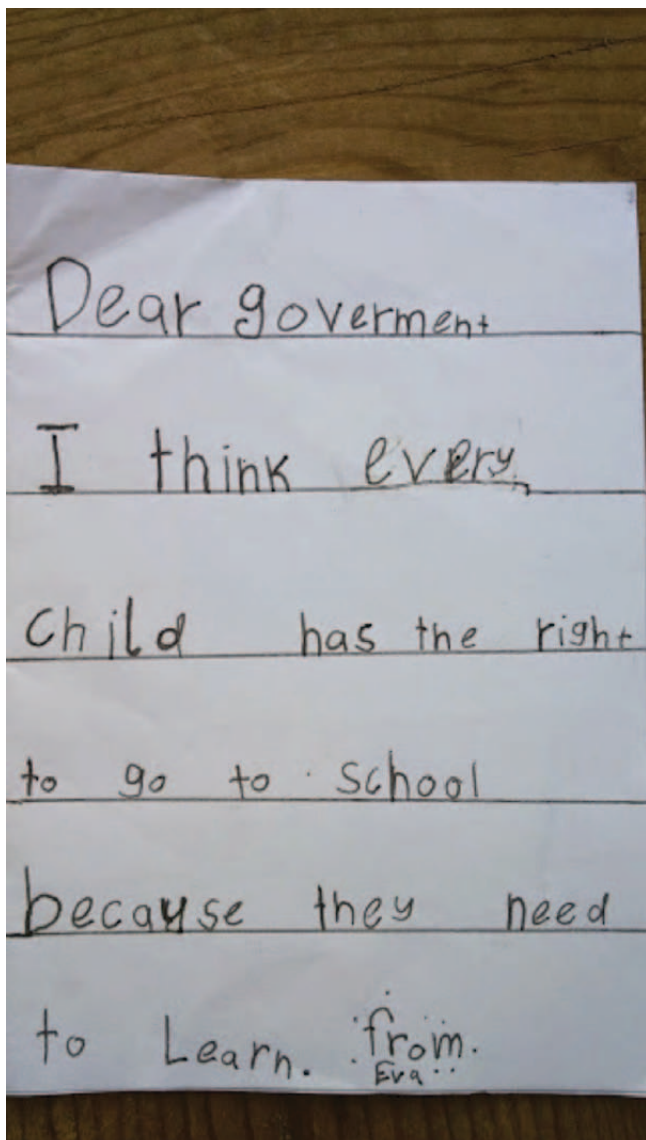
Recognize it: Teachers should start by considering that there is a wide spectrum of actions that can be considered as 'taking action' and that age group, the school's location, and a multitude of other factors can influence the actions being taken in school. Taking action involves students applying creative and critical thinking to solve real world problems, and it is a teacher's responsibility to recognize when their students are displaying genuine care and concern. Action can be big and deliberate, such as writing and submitting a proposal to the school council to fix solar panels onto the roof of school buildings or running sports clinics in areas that show need. Simple actions can include a student learning about water conservation, and making a conscious effort to fill his glass only with what he knows he will drink after recognising that he always takes more water than he can

finish. Students learning about organization systems, or suggesting new classroom monitors or a line order roster to make the classroom better organized and efficient, can also be recognized as action – taking what they have learned and using it to make their world better.

A great deal of action happens outside of school. Communication between home and school is essential. Parents need to be educated about the role of action in education and encouraged to celebrate it with their children and their teachers.

Action can make a valuable contribution to assessment. An example of a student learning about children's rights, writing a letter to the government expressing her concern that all children should go to school, provides a valuable insight into the concepts the student already understands as well as a foundation to build on and take further. Action initiated by students themselves can demonstrate that a provocation was successful in sparking the emotional engagement necessary to sustain the eagerness to apply the knowledge and understanding gained throughout an inquiry.

Model it: While it may not be student-initiated, action can be modelled and undertaken as a learning engagement to develop understanding in any inquiry. After all, could not learners who have not made connections be 'taught'





Examples of learning by taking action include litter picks, helping an animal rescue club and visiting a mobile kindergarten. The letter opposite left was written by a Year 1 student as part of her inquiry about children's rights.

concepts and ideas by taking action? Participating in clean-ups, setting up recycling or composting systems, and planting trees are examples of real-world learning where students can also feel proud of the difference they have made. Writing letters or making videos voicing support or concerns help students to identify relevant stakeholders, consider perspectives and present their knowledge and understanding in creative ways.

Teaching lessons incorporating guest speakers, stories and videos of others taking actions can be powerful, especially when those examples are seen as being led by peers. Active modelling by teachers, learning engagements and role models can motivate students to choose to act and provide inspiration when deciding on their actions.

Contextualize it and promote reflection: On a water treatment plant excursion, as part of an inquiry into water conservation, students insisted on reporting a leaky pipe to the manager. He laughed them off and told them it was OK. His lack of concern caused the students' jaws to drop: "But you're wasting so much water!" Teachers should be there to contextualize and provide support if, in the real world, students' efforts to make a difference are not met with the same enthusiasm and commitment as they are in school. Students should recognize that while all efforts to take action

are worthwhile, not all will be successful. It is important to congratulate learners when action is taken and to encourage perseverance and consideration of different perspectives.

A valuable part of the action cycle is helping students to recognize what they have accomplished through their actions and where they could go next. Reflection can be the focus for students to recognize their personal and social growth, the importance of being socially responsible and how it makes them feel. It provides an opportunity to build and test a personal set of values. Through reflection students can begin to recognize that even small or individual actions can make a difference.

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Education beyond league tables

Andrew Fitzmaurice looks at the extra value the performing arts can offer to schools

Inspiring people to learn, and instilling a passion for learning, are both crucial to a successful education. For too long, governments around the world – and many schools themselves – have reduced the fundamentals of education into league tables, depriving learning of its joy. As educators, we have a responsibility to return enjoyment and inspiration to the classroom.

To instil this in our own schools, Nord Anglia Education – a network of international schools – have collaborated with a world-renowned performing arts conservatory, The Juilliard School in New York City. The new collaboration, which has seen the development of a music curriculum in close cooperation with Juilliard and Nord Anglia staff, has been rolled out in ten of our schools this year. It will be launched in the rest of our schools next year. The collaboration came about as a result of our belief – one shared by Juilliard – that the performing arts play an invaluable role in society, helping

to inspire a passion for learning in young people that flows across all subjects.

Unfortunately, this creed is not universal. It is an all-too-common criticism now of many education systems that an over-emphasis on league tables of examination results has had a limiting impact on children's education. Over-reliance on league tables has had a reductive influence on education and has resulted in the narrowing of curricula. We believe that education should go beyond examination results, and focus on educating the whole child. It should develop children intellectually, emotionally and culturally.

Preparing children for work remains an important task for all educators, which is why it is so important that the curriculum includes the performing arts. We believe that an instruction in music, dance and drama helps unlock the skills that inspire children to engage with all their studies, and

*Performing arts lessons at the British International School of Chicago.
Photographs by Todd Rosenberg Photography.*





develop a lifelong love of learning. The programme itself is not aimed at elite musicians – this remains the preserve of The Juilliard School. Rather, it is an attempt to inspire and engage all students.

The curriculum's innovation lies in a number of crucial elements, which differentiate it from music teaching more generally. Firstly, the breadth of the repertoire that students study will expose them to music from across the world – right the way from the European masters to traditional Chinese folk music. Secondly, the curriculum places heavy emphasis on each student's skill development. Through the medium of the keyboard, students will learn not only musical skills, but also creativity and collaboration – transferrable skills that will serve them throughout their academic and professional careers. Finally, the curriculum will be complemented by ongoing engagement and visits by members of Juilliard's faculty and alumni. This will provide our students with direct interaction to elite performers, helping to inspire their love of learning.

The value of performing arts, however, lies not only with inspiration – although this is certainly central to its importance. We know, and the supporting body of evidence

is well developed, that learning music and the performing arts is linked to stronger academic performance. It helps improve literacy, mathematics and overall cognitive development. Indeed, evidence suggests that students who participate in learning the arts achieve higher grades in school.

The argument for using the performing arts as an important building block in every child's education is clear. Music, dance and drama inspire children and bring enjoyment to the classroom. They support the development of lifelong skills that are transferrable to the workplace, and enhance academic achievement. They also help our children develop into emotionally and culturally rounded young people, ready to engage with the world in its entirety. There are few forces in the world more capable of unifying people than the performing arts, and inspiring a love of culture in children is something we should make a priority. It would enrich us all.

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Students at ACS Athens build on their history lessons by enacting scenes in which they 'live' the life of ancient Greeks

Where learning comes alive and magic happens

'A country has borders, but education has not', say Stefanos Gialamas and Peggy Pelonis



Walking into the courtyard of the American Community Schools of Athens (ACS) one sees the citizens of Ancient Greece come alive dressed in classical Greek garments, having lively discussions in the '*agora*' – a central gathering place in Ancient Greece where discussions took place regarding politics, athletics, art, spirituality and all aspects of life. Is this an isolated flashback to the past, recreating a scene for the purposes of demonstrating a lesson plan, or is it part of a philosophy of education about how history is learned and integrated? The Holistic Meaningful Harmonious (HMH) philosophy of education encompassed in a learning paradigm called Morfosis allows learning to take place in creative and innovative ways. When students live, breathe, speak and hear history the events are engraved within their memories. Historical events become meaningful and are owned by students, stored in their minds ready to be used when needed because they have not only words but also pictures, interactions, conflict resolution opportunities, critical thinking and improvisation in order to create their scene. Enacting situations in the '*agora*' is based on script that students write after history lessons and research, giving them the opportunity to 'live' the life of ancient Greeks.

In another part of the ACS Athens campus instructional dogs, students and faculty are engaged in answering interesting questions. A student asks 'How many steps do the two dogs [Iro (a French Bulldog) and Arnold (a Beauceron)] need to take to cover 50 meters? This is enjoyable; I never thought this type of learning could be fun. Is this mathematics? If it is then I love mathematics.' Learning mathematical concepts is fun and intriguing when students are engaged in meaningful and enjoyable ways. Students first make an educated assumption, then debate among themselves about the validity of their assumptions, and then experiment by walking and counting steps for Iro and Arnold. One of the children wonders 'What does a step mean for a dog with four legs?', naturally moving the teacher in the direction of helping students to develop critical thinking skills. A third student suggests that the dog's paws be painted with non-toxic, water-soluble paint so the dog can leave paw marks which the students can count. Iro covers the distance with 60 of her steps, and Arnold in 30 of his steps. Therefore $60 \text{ Iro steps} = 30 \text{ Arnold steps}$ is the conclusion!

This was a lesson that will be etched vividly in the children's minds. The questions continue: 'if we ask Iro to do the same

What does a step mean for a dog with four legs?





The 'very virgin olive oil' learning experiment was a hit within the ACS community

again, what will happen?' They repeated the experiment and they found that Iro took 62 steps and Arnold 32. Mary said 'Well they were tired, and it took more steps to get where they wanted.' So, what is the correct answer – 60 or 62 for Iro and 30 or 32 for Arnold? Greg suggested that "61 is between 62 and 60, and 31 is between 32 and 30, so let's accept 61 for Iro and 31 for Arnold". The teacher then explained that they had just defined the average between two numbers and all students recorded the new mathematical concept they discovered together. Learning is meaningful when students can relate it to personal experience, and while comparison measurement is a very difficult concept, finding the average or the 'mean' via this method is a concept well understood.

In the HMH model, Holistic refers to using all the senses (or as many as possible) to learn. The lesson becomes Meaningful when it applies to children's lives in a way that is interesting to them. Harmonious means that the teacher aspires to

create harmony within the child; seeing the student happy to learn and creating opportunities for the type of learning that is aligned with the goals of the teacher and the curriculum.

A similarly meaningful experience takes place in high school when one walks into the classroom and wonders what the United States Supreme Court is doing in an ACS Athens classroom. Several students attempt to persuade the rest of the class, which acts as the United States Supreme Court, to decide a particular case in their favor. Two groups argue about whether the issue under debate is constitutional or unconstitutional. The debate includes arguments based on the Constitution of the United States. The class ultimately votes, bringing to life the unique American system of government. Topics include:

'Should the national security agency collect data from third parties (phone calls, emails) in order to maintain national security?'

A student asks 'How many steps do the two dogs [Iro (a French Bulldog) and Arnold (a Beauceron)] need to take to cover 50 meters? This is enjoyable; I never thought this type of learning could be fun. Is this mathematics? If it is then I love mathematics.'



What is the United States Supreme Court doing in an ACS Athens classroom?

'The public school districts have a right to free school teachers who teach the scientific method of strengths and weaknesses of biological evolution'.

'Citizens who reasonably believe their lives are in danger may be granted immunity from prosecution for murder under the 'stand your ground' law'.

Research of American history leads students into a living, breathing thought experiment which ignites their curiosity and creates a platform for taking risks and developing their debating skills (Nelson and Ruelens, 2014).

Naturally Middle School could not be left out of this process, as students decide to engage in a learning experiment combined with community service where they organize the gathering of olives from the olive trees on campus. They harvested the trees, contacted and arranged for a small family-owned oil production unit to process their olives and to produce almost 100 kg of high quality olive oil. In addition they bought bottles, developed the logo and graphics for the bottles, and sold all the bottles at a comparable price raising money for a good cause. The 'very virgin olive oil' became a grand 'hit' within the ACS community and every last bottle was sold in record time. Here then was a lesson in planning, negotiations, collection, oil production, packaging, marketing and serving humanity by fund-raising. Beginning with the birth of a concept which was developed and brought to life, students learned about business, leadership and service all in one!

Taken together, a philosophy of education (Morfofis: Holistic, Meaningful, Harmonious), a leader who inspired this creative approach, an institution comprised of faculty

and administration willing to take risks, and students and parents embracing this model of education create a recipe for developing students who are indeed 'architects of their own learning'.

Perhaps the time has come to engrave in our minds that "a country has borders but education has not" and thus to allow learning to take its natural path – which is to understand the world, develop new knowledge, and find answers to current and future challenges for the benefit of all citizens of the world. As educators, we may choose to learn from the new generation of students and their way of learning – why and what – before we unload countless facts, procedures, and techniques in the classrooms of our schools.

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Seven ways your online learning platform can help parents

Seb Francis on a new approach to school communication

A lot has been written on the benefits that a properly used learning platform – sometimes known as a Virtual Learning Environment (VLE) or Learning Management System (LMS) – can bring to students and staff in supporting teaching and learning within and outside of school. What's good for the student is undoubtedly in the parents' interests too.

Working in the e-learning industry, many of my conversations with international schools centre around parental involvement as a key objective. I believe that a well-managed learning platform is an invaluable tool for schools in really making a difference to the involvement and engagement of parents in their child's education, and I've put together here some suggestions as to how parents might be better involved at your school.

1. Staying up-to-date with students' daily tasks

One benefit of allowing parents access to your learning platform is the opportunity it provides for them to view their child's day-to-day schedule. Rather than relying on a copy of the term's timetable on the notice board, access via the learning platform allows them to view up-to-the-minute information, including last-minute schedule changes and one-off events. In my experience, with both parents and teachers often tied to busy schedules, it's a real benefit to be able to share this information quickly and directly, without having to rely on the students as the sole conduit.

2. Awareness of achievements and concerns

In many of the schools I've worked with, key data such as registration, attendance and behavioral notes are readily available to staff, but often aren't shared with parents until the next parents' evening or report card. Speaking to headteachers, it is clear that there's significant value in giving parents updates if there's a potential problem, or ensuring they're aware when their child is due some extra praise. Schools are able to facilitate this by setting up learning platform accounts for parents as well as students, with one-click-access to real time information on their child's welfare. For even more immediate communication, I've seen that schools are increasingly utilising bulk email or

SMS messaging via the learning platform – an ideal way to communicate quickly with groups of parents.

3. Keeping abreast of students' academic progress

Most learning platforms can be set up to allow parents access to their child's gradebook, so as to keep track of their academic achievements throughout the school year rather than having to wait for a report card at the end of each term. One common concern I hear from schools, though, is whether parents are able to interpret and understand the data properly. The best learning platform training courses are designed to include parents as well as staff and students, to ensure that they are comfortable accessing, and more importantly understanding, the way the various assessments and grades work. Positive or negative trends can then be spotted earlier, and discussed with the student or teacher as appropriate, leading to fewer 'surprises' when it comes to parents' evening.

4. Supporting parents as a group

Access to information of this kind gives parents a better understanding of how their child fits within their cohort of fellow students, which can be reassuring, and allows groups of parents to have an informed discussion about their children's progress. I would advise using the reporting tools in your learning platform to see what proportion of parents are taking advantage of this access and, if the numbers are low, plan a reminder email or letter.

5. Providing parents with the resources to assist their child

Most parents are keen to assist their children wherever possible with out-of-school learning, and this is one area in which access to the learning platform really comes into its own. I believe it's invaluable to allow parents access to the full range of resources related to their child's studies, which they can use to research the subject and provide better guidance where their child is having difficulty. Examples include set texts, video or audio overviews, interactive quizzes or even online games.

Most teachers I've spoken with agree that with access

to all the relevant exam dates and coursework deadlines, parents are in a much stronger position to help students plan and prioritise their work effectively, and ensure no key milestones are missed.

6. Fostering parent-teacher links

Communication between teachers and parents is key to a student's success. For many schools, though, opportunities for face to face contact or even phone calls are usually limited to one or two occasions per term. There's a great deal of frustration within schools I've worked with, caused by either teachers or parents not fully understanding the other's motivations or expectations, and leading to a perceived lack of support in one direction or another.

Ensure parents are aware that your learning platform is an available channel of communication. In my experience, this should be addressed from the outset where possible, making sure that parents are considered as a stakeholder group within your implementation plan. Encouraging regular communication via the learning platform can lead to better understanding between your teaching staff and parents, helping them to assist students by offering a unified approach.

7. Allowing real-time access to key information

Modern learning platforms can be used just as well from a smartphone or tablet as from a desktop computer. For busy parents this is a crucial advantage in enabling access from work or on-the-go when time allows. Check your learning platform is designed to work across devices. If not, speak to

your provider - the solution may be as simple as adding a new theme. We spend a lot of time with our client schools on developing easy-to-use interfaces for teachers, students and parents, with a different focus and features for each group.

I would say that even quickly checking in once a day for five minutes can make a huge difference to how involved parents are in their children's schooling, and the ability to access the platform through an intuitive interface reduces the perceived barrier to those who are less technically literate.

Next steps

If you are not already offering parents at your school all the features mentioned here, the best way to start would be by speaking to your learning platform coordinator or the company that provides your learning platform, to find out which of the features are available to you currently, and how other features could be successfully implemented. For access to the most in-depth data, your learning platform should usually be integrated with your student information system; your provider should be able to offer advice if this functionality isn't already in place.

Whatever stage you're at with e-learning, it's always worth involving parents as much as possible, to foster strong home-school links and allow the whole school community to be involved in teaching and learning.

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Forthcoming Conferences

February 8-10: Association for the Advancement of International Education annual conference, Atlanta, US.

February 25-26: COBIS Conference for PAs and Secretaries, Bucharest, Romania.

February 26-28: Alliance for International Education world conference, NIST International School, Bangkok.

March 4-6: AISA Leadership Conference, Cape Town, South Africa.

March 11-12: COBIS Conference for Teachers and Support Staff, Doha, Qatar.

March 17-19: IB Asia-Pacific Regional Conference, Hyderabad, India.

March 19-20: St Paul's Education Conference, in association with COBIS, São Paulo, Brazil.

March 21-22: COBIS Conference for Marketing, Development and Admissions Staff, Prague, Czech Republic.

March 31-April 2: EARCOS Teachers' Conference, Manila, Philippines.

April 1-2: ECIS Annual Leadership Conference, Rome, Italy.

April 14-15: COBIS Conference for Teachers and Support Staff, Lagos, Nigeria.

May 7-9: COBIS Annual Conference, London, UK.



Alliance for
International
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World Conference

Bangkok, Thailand
26 – 28 February 2016



Engaging with Difference

Finding Ways Forward



Hosted by NIST International School Bangkok

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Alliance for International Education

World Conference: Bangkok, Thailand
26 – 28 February 2016

Engaging with Difference *Finding Ways Forward*

AIE conferences, held in alternate years, aim to bring together those involved in the promotion of intercultural understanding and international education, including researchers and practitioners at every level of education throughout the world. The 2016 conference programme will include keynote presentations by distinguished speakers, and a series of related strand sessions based on small group presentations and discussion around a range of strand topics. There will also be opportunity for those with common interests in the differing age-related phases of education to get together to share experiences, as well as a host of other informal opportunities for the exchange of views and experience around the overall conference theme of **Engaging with Difference**. All participants will be members of one of the strand groups, and those who wish to make a presentation within one of the groups should submit a proposal via the AIE website, as outlined below.

Call for Proposals

To submit a proposal, please upload to the conference website an abstract of the proposed presentation (not exceeding 300 words), together with the name(s) and full contact details (telephone number and e-mail) of conference presenter(s).

Each presentation will last for a maximum of 20 minutes, followed by 25 minutes of discussion. Presentations must relate to the overall conference theme (**Engaging with Difference**) and may be based on completed research or other projects, on-going programmes, or on ideas for innovative schemes or topics for future exploration.

We welcome proposals in the following areas, from which the strand themes will be devised:

- Curriculum implications for engaging with difference
- Leadership and Management of engaging with difference
- Global Citizenship
- Professional development of teachers for engaging with difference
- Recognizing different forms of success
- Schools and their wider communities: engaging with difference
- Engaging with difference in teaching and learning
- The role of technology in engaging with difference

Register to participate in the conference via the AIE website: www.intedalliance.org

To submit a conference proposal, go to 'Call for Proposals' on the AIE website:

www.intedalliance.org

The open-ended task

Hedley Willsea starts a lesson with nothing in particular planned...

When I was 14 years old I spent a lot of time in the school library during what seemed to be the endlessly cold and rainy grey days of a UK January and February. I know I'm not alone in hating these months, given the wealth of material I can find on the internet when I search 'winter blues' or 'S.A.D.'. My parents lived in a suburb which looked exactly the same as any other (I'm thinking of the Dursleys' house in the Harry Potter films, though I was lucky enough to have my own bedroom rather than a cupboard under the stairs), and this didn't exactly fuel my enthusiasm as I dragged myself to school each morning.

The school library was a two-storey affair, all glass and concrete, and it was the brightest single room on the entire campus. As soon as it rained, you found yourself rubbing shoulders with half the school. But that was okay because it was big and warm and dry. I never quite got into role-playing games, and there was definitely a social stigma around those pale acne-ridden boys who had raised avoiding games and sports lessons to a professional level; they seemed to form a covert group in the corner of the library, even during summer. The truth is, despite the gibing and what would now be described as bullying, the rest of us were slightly in awe of them. We could never begin to understand the complex rules, and the reference to 'character points' sounded like something from our English lessons so it was, as far as we were concerned, something to be avoided at all costs during breaks. But during those rainy grey days I would watch and listen, and I began to admit there was something to be said for actively participating in a narrative under someone else's control, armed with nothing more than pencil and paper.

Fast forward twenty three years and fourteen years of teaching, and here I am about to start a lesson with nothing in particular planned. At the risk of incurring the wrath of the administration, there is no lesson objective on my board. I'm just going to see what happens. As I make coffee in the staff room I grab three sugar cubes, and by the time I arrive in my classroom I've borrowed a jar of coins from the office and a screwed up sheet of blank paper from the recycling bin. I place my props on top of a student's journal from last month's discovery week trip to Istanbul.

My Creative Writing students, a mixture of fourteen to seventeen-year-old boys and girls of different nationalities who have chosen the course as an elective, are sitting around a large table. 'I just want you to be able to tell me a story five minutes before the end of the lesson. Here, use these' I declare as I place the objects on the table. The sugar cubes cause some initial bemusement: 'What are we supposed to do with them?' The question is being directed at the rest of the group, and it is soon answered with 'Let's put them in the jar with the coins', and then 'I know, it could be magic ...'. Ten minutes later and the jar of coins is magic, as are most

of the objects by now. At this point I realize that magic is a get-out clause, so maybe for next time I will draft a task sheet with some parameters. By now I've lost track of the sugar cubes but one student asks 'So do they actually need to go into the jar? Maybe they could be for reading the map'. She is deferring to her friend, who has decided the crumpled blank sheet of paper is an invisible map and will be found hidden inside the student's journal by the main character.

I periodically remind the students of the time, and five minutes before the end of the lesson they draw everything to a close. Yes, this is one of those dream classes of only ten students who have chosen my Creative Writing elective because they are genuinely interested in writing, and they

**At the risk of
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to see what happens.**

work well together. You know, the kind of class that other teachers smugly write about and you think 'But real life isn't like that; we have to differentiate and we have to maintain discipline'. By the end of the lesson a coherent story has been presented involving the use of a setting, genre, narrative, plot and three central characters. There has been no in-fighting, no classroom management issue and the sugar cubes have remained intact – though next time I will definitely produce a task sheet; I will determine two pre-selected groups so students do not sit next to their usual partners, and each group will work on a different task involving a rotation so that both groups work on both tasks. The general consensus within the class is that it was unexpected and fun but constructive. 'Why was it fun but constructive?' I ask. One student offers a reply: 'Well, we didn't need to write much, we were left alone and we just got on with it'. He adds: 'Y'know, sometimes the teacher-led stuff is kinda lame ...'.

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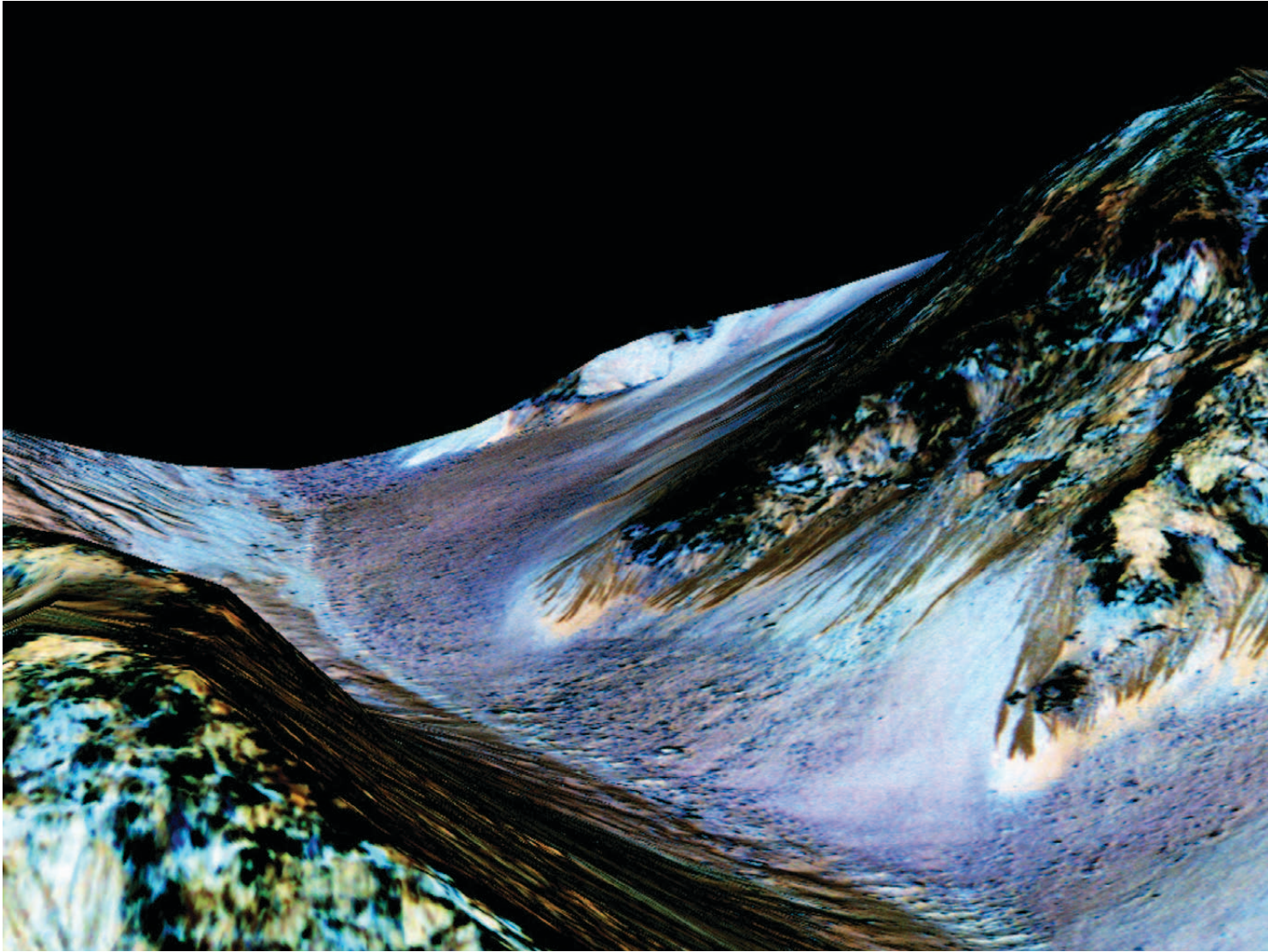


Goldilocks, Curiosity and the search for life on Mars

Richard Harwood takes a closer look at some extraordinary images

NASA's famous 'Blue Marble' photograph, snapped in 1972 from Apollo 17 about 5 hours after launch from Florida en route to the moon, is shown here in its original 'upside-down' orientation. The Apollo 17 trajectory put the astronauts with the sun at their back and Earth at their front, so the whole planet

was lit up. A cyclone can be seen in the Indian Ocean just off Tamil Nadu. Though many unmanned spacecraft have since snapped photos of Earth, this is the first and last picture of the entire illuminated planet taken by a human. Three weeks later Life magazine flipped it 'rightside-up' and put it on the cover.



The photograph is significant for many reasons, not least that it emphasises the so-called 'Goldilocks phenomenon' relating to the origins of life on Earth. The Earth is remarkable because it is the only planet in our solar system where conditions are such that water can exist extensively on its surface in all three states of matter, and throughout the whole of the planetary year. The 'Goldilocks' phenomenon relates to the surface temperatures of three neighbouring planets of our solar system – Venus being too hot, Mars too cold, while the Earth is 'just right'.

During October 2015 NASA released the images and data from their Mars Reconnaissance Orbiter to show that there could be flowing water in rivulets in the Martian summer (not year round) and that this raises the possibility of life. They point out that the water is likely to be very salty (mineral-rich), which lowers the freezing point (possibly by up to 80C).

A computer-generated image of the surface of Mars showing the streaks on the slopes that could have been generated by flowing water is shown above (NASA).

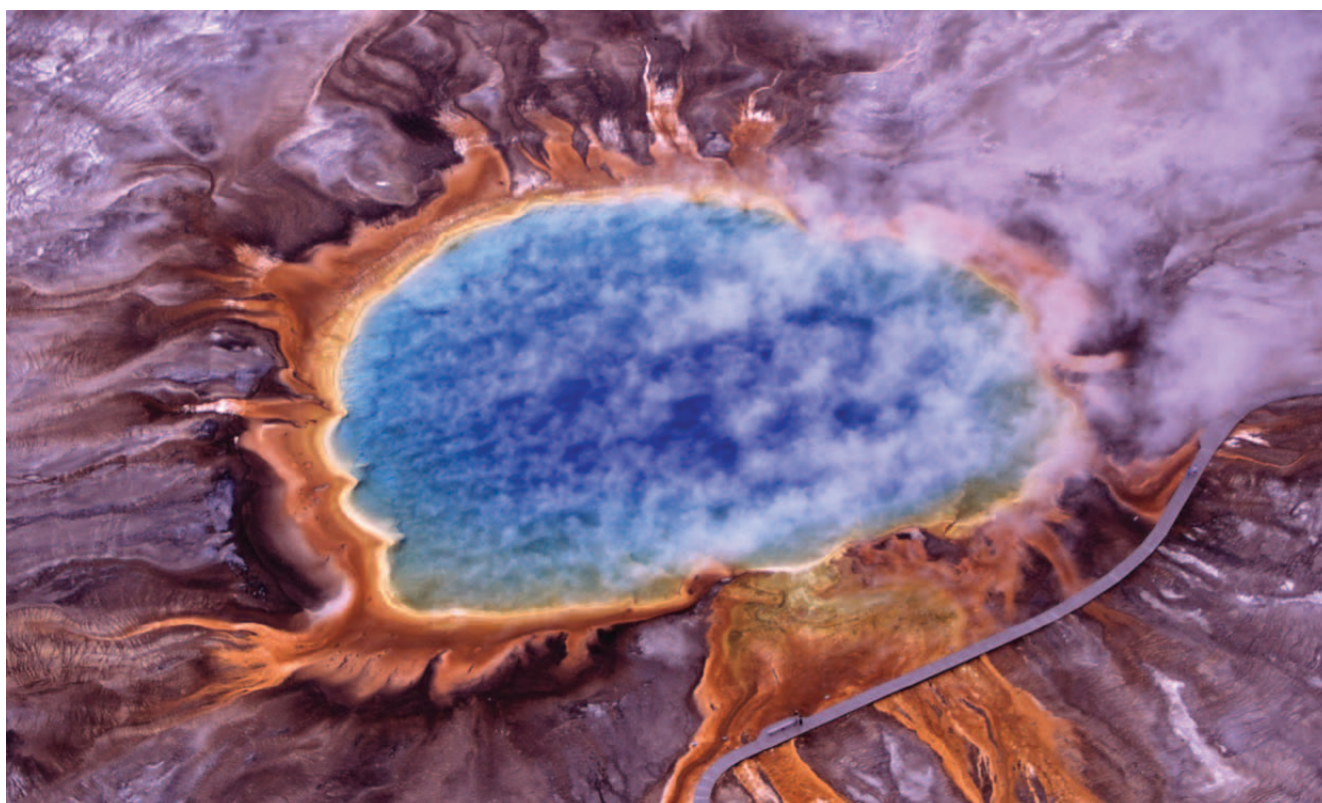
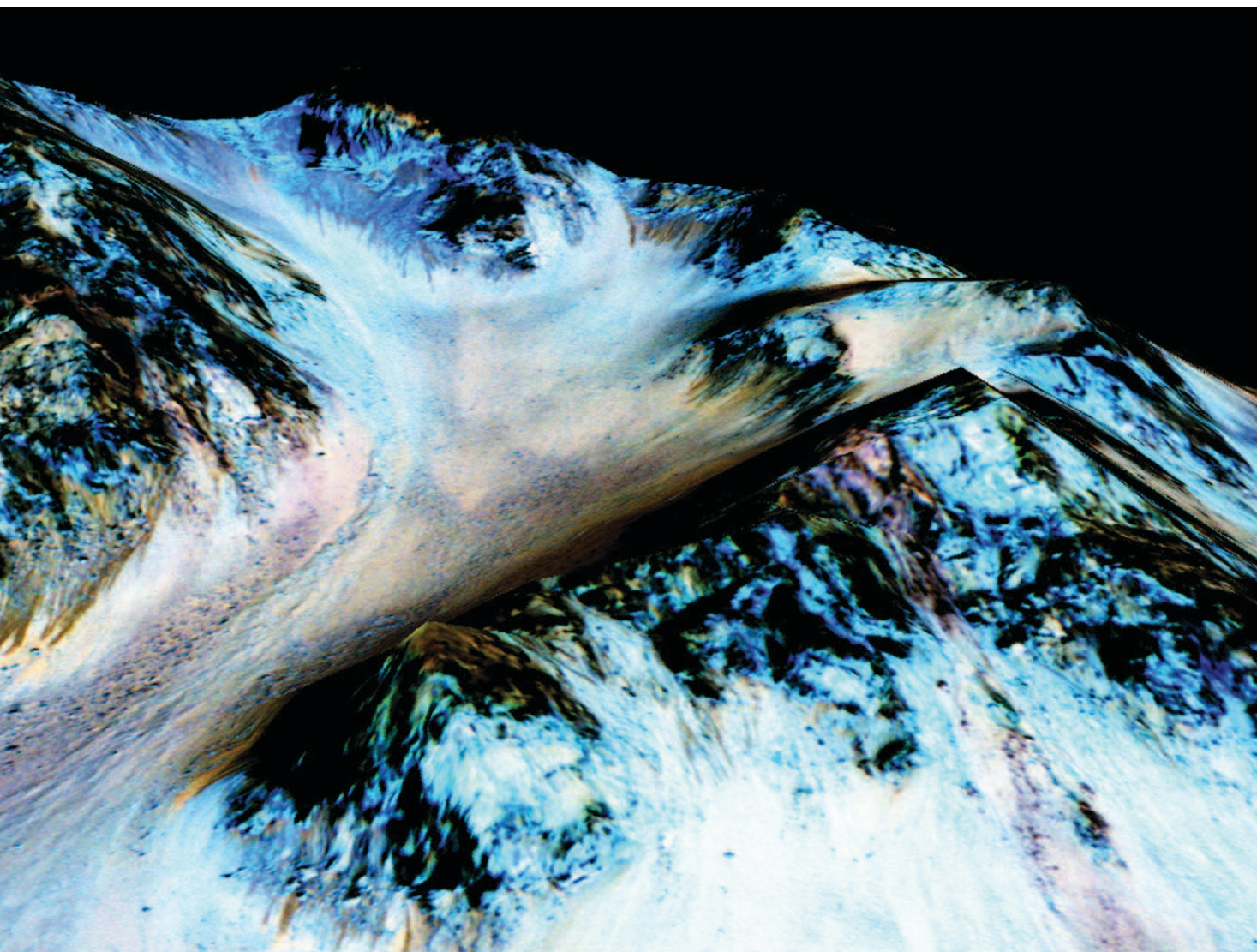
Scientists think they can now tie the dark streaks (recurring slope lineae, or RSL) seen on the surface of Mars to periodic flows of liquid water. Data from the satellite show these features, which appear on slopes, to be associated with salt deposits. Crucially, such salts could alter the freezing and vapourisation points of water in the sparse air of Mars, keeping

it in a fluid state long enough to move. Evidence for the types of salt involved, such as deliquescent perchlorates, comes from the Curiosity Martian rover that has been sampling the surface of the planet since 2012.

The announcement of these findings – and the coming together of evidence from different projects – is an exciting development, especially because of its implications for the potential of microbes existing on the planet today. Such microorganisms would, of necessity, be extremophiles needing to exist at very low temperatures and high salinity. However, we know from the study of extremophiles on Earth that life can not only survive, but actually thrive in conditions that are hyper-arid, very saline or otherwise 'extreme' in comparison to what is habitable to a human. In fact on Earth, wherever we find water we find life. That is why the discovery of water on Mars over recent years has been viewed with such excitement.

Right: Thermophiles (a type of extremophile) are thought to be responsible for the bright colours of the Grand Prismatic Spring in Yellowstone National Park. (National Parks Service, USA).

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Gift-wrapped education

ET Ranger laments the consumer age

Don't you love Christmas, with its shiny, bright gifts to catch the eye of well-meaning and well-heeled Grannies? In due course they are each unwrapped with cries of wonder, and gradually migrate to the cupboard where all the previous wonders rest. Are you shopping for educational wonders?

We live in an age dominated by consumption. The seducers of the retail jungle strut their stuff in front of us, promising profit and pleasure, and we look at one another to see which is judged the most desirable by our fellow-consumers.

It is also an age of empowerment. We purchasers want the feeling that we are in charge. Do you know the story about the manufacturers of Betty Crocker cake mix, who multiplied their sales by asking the housewife to add an egg, miraculously making it feel home-made instead of boughten? But in this market we cannot be left in charge, or we might buy from another stall. For an entrepreneur the ideal role is that of the monopolistic provider. 'Solutions' is the cry, 'we have solutions!' And the best way to have a unique solution is to invent a unique problem.

In the 1970s satirical soap opera, the eponymous Mary Hartman was haunted by the fear of a waxy yellow build-up on her floors. What terrors can we be freed from by an appropriate oblation of cash? Do we feel emotionally overloaded? Calm is available through meditation, centredness, me-time. De-stressing is essential if we are to live in perfect serenity; we can buy colouring-in books for adults (but whatever you do, don't go over the lines!). Is the world less than perfect? Positive Psychology has happier ways of looking at things. The recent publication of the DS-5, the American Psychiatric Association's fifth compendium of mental illnesses, has multiplied the number of human conditions which are considered pathological and therefore meriting treatment. (Sceptics within the clinical community observe how many of the new 'conditions' can be treated by drugs currently available from the pharmaceutical industry.)

Yet we need emotional pressure; it is what drives us to do right. What we perceive as stress is what keeps us alert. We need loneliness; as John Caccioppo explains in his book of that simple title, it is what forces us to make friends in our social species. And we are bound to find imperfections in the world because it is by distinguishing right from wrong that we can learn to do what we need to survive. The feelings that we have of comfort and discomfort are precisely what directs us to do the right thing.

Sadly, consumerism also operates in education. There are producers and consumers, services and served, and there are those who engage in marketing between them. This is a part of the system; well and good. But marketing should be the means, not the end. In a competitive market new schemes

are rushed into production without effective testing, and marketed to anyone whose budget qualifies them to buy. The problematic area of 'brain-based learning' deserves an investigation of its own, but I am thinking at this particular moment of Learning Styles packages. Matching Learning Styles, or MLS, is a practice that sounds utterly reasonable: if a student likes to learn in a particular way, they will learn best from a teacher who teaches in that way. Obvious. An industry has grown up to serve this assumption, with standardised tables, a range of questionnaires and instruments for determining the style, and professional courses to pass on the skills to teachers in schools that follow these schemes. It is what Other Schools are doing these days, parents tell us. And yet there is no evidence that it works. Correction: in an extensive study of 71 different ways of classifying learning styles, only one case was found in which valid experimental evidence had been collected that showed effectiveness. In another meta-study, eight systems gave indications that MLS might work, while another 8 systems suggested that contrasting styles worked better. Doubts have been accumulating since the 1990s, yet the industry rolls on.

Directors of international schools have limited time to make a difference. Like the divorced father taking his children out at the weekend, we may spend indulgently on a package that will be our memorial. This is not to say that commercial systems are useless. There is the 'Hawthorne Effect', that telling people they are being measured often leads to improved results; there is a general virtue in enthusing colleagues in efforts to improve learning. But if we want to improve learning in culturally-diverse classrooms there are surely higher priorities than adopting the current fashion in Western countries. International schools which adopt these systems are making utterly unwarranted assumptions about the uniformity of children in 200 countries of the world.

**Directors of
international schools
have limited time to
make a difference.
We may spend
indulgently on a
package that will
be our memorial.**

Students at Wellington College Tianjin, which opened in 2011



China – leading international school growth

Demand for English-medium education shows no sign of slowing down, writes Richard Gaskell

Over the past twelve months China has experienced more international school growth than any other country in the world. An increasing desire by wealthy Chinese families, living in China, for a western-style English-medium education for their children is driving this growth. However, because of strict restrictions on what and where Chinese nationals can learn, the international schools market in China is currently a segmented one; for the most part dividing the schools into those for expatriates and those for Chinese nationals.

China's segmented market

Children of expatriates living in China are able to attend what the country's Ministry of Education calls Schools for the Children of Foreign Workers (SCFW). These schools are not allowed to enrol local Chinese children except for those who have a parent with a foreign passport or those migrating from other Asian countries. The ISC Research Market Intelligence Report for China states that there are currently 114 such international schools in China with an enrolment of 55,000

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students. Included in this category are such schools as the International School of Beijing, Shanghai American School, and several UK independent school brands such as Dulwich College (which has three schools located in Shanghai, Beijing and Suzhou), Harrow International School in Beijing, and Wellington College in Tianjin and Shanghai. Beijing, Shanghai, Chengdu and Guangzhou are the primary locations for SCFW schools, although demand for places at many of these schools is down year on year, particularly in Beijing, as a result of the departure of a significant number of western expatriate families.

Growth in the international school sector in China is actually being driven by the emergence of other types of schools that are accessible to Chinese children, most notably Sino-foreign cooperatives and Chinese-owned private schools. Sino-foreign cooperative schools are a relatively new development. These are joint ventures between a Chinese owner (typically providing the land and financial investment), and a foreign education company or school that provides the learning and teaching and, frequently, an educational reputation. Importantly, both expatriate and Chinese students can attend these schools although government restrictions currently limit them to secondary and higher education only.

A few Sino-foreign cooperative high schools have been established in recent years, mostly connected with an American or European brand, typically offering both Chinese and western curricula working towards international qualifications, and using English as the language of learning. Dulwich College is an example. In addition to its three SCFW schools, Dulwich also works in conjunction with two high schools in Suzhou and Zhuhai to offer a UK-oriented curriculum to Chinese nationals. These schools reflect the Dulwich learning approach and students study for IGCSE and A level exams with the aim of progressing to higher education in the UK and US.

Currently, Sino-foreign cooperative schools comprise only 2% of the Chinese international schools market. However, of all the school types in China, ISC Research believes these will be the most attractive for foreign entities wishing to invest in the future.

More options for Chinese children

Also accessible to local children are Chinese-owned private bilingual schools; an increasing number, offering Chinese/English learning, are now opening. These schools have a distinctly international focus and many offer internationally-recognised qualifications. HD Ningbo is an example. It is a Chinese-owned private school for Chinese children located in Ningbo, Zhejiang Province. The school provides bilingual learning for children from years 1 to 9, and learning in the language of English from Year 10. Maths is taught in the Chinese style while other subjects follow a more western approach, with children studying for IGCSEs and A levels. The school is partnered with the UK's Hurtwood House School for Year 10 and above. Chairman of HD Ningbo, Tao Sun, explains the value of this partnership: "They help us with a lot of things, particularly the education philosophy, and the teaching and learning."

Tao says that many Chinese parents now realise that, for their child to thrive and succeed in western higher education, they need to start learning and speaking English as soon as they can, and they also need an education that includes

the development of personal skills. To help deliver this, HD Ningbo has introduced a house system in the style used by UK public schools. "We also have a lot of team sports to help the children build their characters, and music too," explains Tao. "They're a very important part of our education".

HD Ningbo is one of many Chinese/English bilingual private schools that are developing rapidly throughout China. ISC Research predicts these schools will continue to grow. However, for overseas investors this sector is of limited interest because foreign organisations cannot legally own any part of a Chinese private school.

In addition to these two international school types for local children, within some Chinese public schools there are also international streams for high school students. This option has, though, fallen from favour with China's Ministry of Education.

ISC Research has identified 411 non-SCFW international schools and over 152,000 students (mostly local Chinese children) currently studying international programmes at non-SCFW international schools in China. This suggests that fewer than half of the enrolment at China's international schools are expatriates, and the ratio looks set to widen as more schools open that are accessible to Chinese children.

New developments for China

New international school developments in China are now being announced regularly. These include the first phase of Wellington College Bilingual Shanghai. This will be a private school for local Chinese children that will fully integrate both Chinese and British education, and provide a 50:50 immersion programme where learning will take place in Mandarin and English. "The approach will combine the philosophy and pedagogy of Wellington with the requirements of the Chinese curriculum, which is compulsory for children aged 6 to 15" explains Director of International Business Development at Wellington College, Helen Kavanagh.

In addition, King's College School Wimbledon has announced it will set up three British-style schools in China, primarily for Chinese students. The school, which will act as a consultant, is partnering with Shanghai-based education provider Dipont to oversee operations. The first school, Nanwai King's College, is due to open in Wuxi New Town in September 2018.

"There is an insatiable demand by Chinese nationals for English-medium education, and an enormous number of Chinese families are now able to afford the high private school fees," says Chairman of ISC Research, Nick Brummitt. "Within China's private school market, an international school sector is developing rapidly, with the dual curriculum school model currently the most popular. Wealthier local families are sending their children to these new schools to give them a pathway into American, UK or Australian higher education. This demand is creating many opportunities for school operators to move into, or expand within, China."

Richard Gaskell is Director for International Schools at ISC Research (part of the International School Consultancy ISC), which has been the leading provider of data and research on the English-medium international schools market for over 20 years.
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Creating a more peaceful world forty students at a time

Workshop report by Jennifer Mansur Sertel, with Aybike Oguz and Izzet Sengel

52 people from 4 countries historically at odds with each other. All willing to meet 'the other'. All willing to be changemakers. One July week in Istanbul in which perceptions change and paradigm shifts occur. It's the annual WINPeace workshop!

Who were these 52? They were 10 students each from Turkey, Greece, and the Greek-speaking and Turkish-speaking parts of the island of Cyprus, as well as educators and former participants. The goal? To create changemakers/ Ambassadors of Peace to join the 900 Ambassadors of Peace we have graduated since 1999.

The week's program is based on the principles of Peace Education; Peace Starts Within. We first examine our identities and our prejudices, then provide training in non-violent communication and human rights. The Cyprus issue is presented as an example with which to practice these concepts. The week culminates in being stepped through a process that enables students to be changemakers in their own communities.

There is one main organizer in each of the 4 countries. Each organizer belongs to the Women's Initiative for Peace (WINPeace) network: a group of Greek, Turkish and Cypriot women who work for peace. The hosting of the camps rotates between the countries, with each country sending a trainer/ chaperone to accompany 10 students. Past participants are used as interns. Activities in July fell into two parts.

Part I: Background and Skills

Our baggage, our selves

The first activities explored our partisan identities and stereotypes. How do we perceive ourselves? How do we perceive the other? [Who is the other?] How would we like to be perceived? What are our prejudices?

How to communicate [non-violently, of course]

Fotini Sianou of Greece gave a synopsis of Marshall Rosenberg's model of non-violent communication.

Mediation

Prof Neophytos Loizides of Kent University presented a workshop on different techniques of negotiation and mediation. He introduced the concept of BATNA (the Best Alternative to Non Agreement). He then invited the students to solve the Cyprus issue in 20 minutes, in a structured simulation involving role-playing one of the 5 parties (Turkey,

Greece, North and South Cyprus and the EU). Students had to agree on different points including power-sharing, confederation and the issue of Turkish settlers. The goal was to reach a win-win agreement, and in most cases this was achieved.

Gender and human rights

Prof Maria Hadjipavlou briefly explained how gender is constructed by society and how it is often imposed on children by families. Izzet Sengel led 2 sessions: one on gender and the male perspective, where students explored how traditional roles are not only harmful for women and girls, but also for men. The other was a creative drama exercise designed to explore prejudices against different subgroups of society [Muslims, Christians, Jews, LGBT, etc.]

Storyteller Akira Stander led a session involving dance and color in her kaleidoscopic storytelling session. The human rights activities were experiential and run by Mine Atli, a human rights lawyer with an activist background from the KAYAD organization in Cyprus.

Part II: How can we institute change?

Once the background skills and concepts were covered, it was time to try them out in a group project. But first we had the students meet some role models on a personal level.

Meet the changemakers!

We invited the trainers of the workshop and other local changemakers to tell their own personal stories in 2 panels. One of the changemakers, Nora, was a former WINPeace workshop participant and intern.

Plan a project

We wanted the students to create something in groups so that they would practice the above concepts and form teams and friendships through working together. The end product of their team would be an actual changemaking project that they could later implement. This series of sessions was run by Aybike Oguz. First, the groups explored the concept of social entrepreneurship, and discussed real-life examples using the Ashoka fellows website. Then they were asked to interview each other to identify a social problem in their communities that breaks their heart, and then analyze it. Following this, they were asked to choose one social

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LOOKING FURTHER

Students had to agree on different points including power-sharing, confederation and the issue of Turkish settlers. The goal was to reach a win-win agreement, and in most cases this was achieved.

problem as a small group and design a project that would solve this problem. The students presented their projects to each other and received feedback on how the projects could be improved. They discussed how the projects could actually be implemented in their different communities.

Some Reflections

A few years ago, I contacted some of the former participants and asked what they remembered or thought about the workshops. This is what some of them said:

"WINPeace was an amazing experience for me which truly expanded my horizon. The fact is that it is extremely difficult to learn nations, cultures, history and lives from books, it is almost impossible to abolish prejudice by pure information. But when you meet people who think somehow different than you, who are able to point out parts in history that you have failed to perceive, then you start to change your whole algorithm of thinking. You start to understand others, you begin to develop empathy. Understanding each other and meeting at a common point ... This is really a vital fact that I have learnt during WINPeace and has become one of the most valuable traits that I have." [2001 participant]

"WINPeace 2011 was one of the most amazing and remarkable experiences I've had. Not necessarily because of the gorgeous city (Istanbul) that we were living in, but mostly because of the opportunity that we were given to spend a whole week with 40 teenagers working together, interacting with each other. By the end of the week we had become a family, we had shared together so many awesome moments, learned and gained from the different cultures present. I found the different topics that my peers chose to discuss with us during the week very exciting and important so we'll be able to build strong and healthy relationships with others in the future. All in all I believe this peace camp made us better people, taught us many values such as equality, collaborative leadership, empathy, etc and made us gain a lot of new friends." [2011 participant from Greek Cyprus]

"I believe that what WINPeace is really great at is proving to everyone that we all can live together as one and not as different nations without losing our individual identities ... We learned by doing. The first day in WINPeace we established our ground rules, which is, as we have been taught, the first step to solve a conflict in a way where everyone can win. Establishing the ground rules together enabled us to have the environment in which we all could live as we wanted. For example we wanted to sleep a little bit later than usual

and we talked about it together and that enabled us to have the time that we wanted before we slept. We created the environment where everyone could feel comfortable by listening to each other's' needs and trying to answer those needs. With this atmosphere it was much easier to understand other people Every single moment was special in WINPeace, I wish I could live that week over and over again whenever I want to, which would be practically every day of my life. This was a week that really changed my life in a very good way, and I am not just saying it, it literally did so." [Participant from Turkey]

"The activities and lessons were really helpful for widening our perspectives in various issues. The activity where groups wrote about their communities and other people's opinions about them was the turning point of the camp as we had the chance to see the reality in different communities and not just what the media tells us." [2011 participant from Turkey]

I have learned much about peace education from organizing these workshops for 16 years. I have learned from the interns, the students as well as my fellow educators some of whom are Fotini Sianou and Beth Athanasiadis from Greece, Dr Maria Hacıpavlou, Meral Akinci, Mine Atli, Dr Omur Yilmaz and Magda Zenon from both sides of the divided island of Cyprus, as well as my colleagues Izzet Sengel and Aybike Oguz whose help was invaluable in this year's workshop.

A peaceful world can happen if we, as educators, provide our students with the skills to work for a better world. Let's do it!

Some resources for activities

Human Rights: www.eycb.coe.int/compass/en/contents.html

Non-violent communication: www.cnvc.org/

Peace education: Kraft, G and Sertel, J, Peace Starts Within: Activities to promote Non Violent Behaviour, to be published by Bogazici University Peace Education and Research Center, Istanbul; Yilmaz, Ö (2011) Leaders for Inclusive Free of Bias Education – A Peace Education Guide for Teachers and Youth Workers. KAYAD, Cyprus

Negotiation (a classic resource): Fisher R, Ury W and Patton B (eds) (1992) Getting to Yes, Random House business books

**Jennifer Sertel is Outreach Director
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A close-up portrait of a young man with dark, wavy hair that is blowing in the wind. He is looking slightly to the right with a neutral expression. The background is a soft, light beige color.

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Prince Mired (third left) with ICS staff and delegates, displaying their 'Included, Challenged, Successful' conference wristbands

Included, challenged, successful...

Sheena Nolan and John Bastable report on a conference with a difference

Sharing the concern of the organisation 'Next Frontier Inclusion' founded by Bill Powell, Ochan Kusuma-Powell, Kevin Bartlett and Kristen Pelletier that 'not all international schools also embrace learning diversity', the International Community School (ICS) in Amman, Jordan decided to share its vision of inclusion with schools and training colleges across the country.

ICS is an inclusive 3-18 school whose aim is to "provide the highest quality British-style education" within a "caring, diverse and inclusive environment". The school has over 700 students on roll with more than 60 different nationalities represented. Within these numbers, 8% have a Special Education Need, 5% are identified as being Gifted or Talented, and many have English as a Second (or even third or fourth) Language (EAL) – 9% of our students receive targeted EAL teaching. Some students are in all three categories. Over 50 of our students receive some level of support from a team of nearly 30 staff, made up of six specialist teachers and a team of Learning Support Assistants. Their needs range from complex, where the students benefit from full-time adult support, to weekly, small group intervention for social skills development. The vast majority of support is provided in

mainstream classes where Learning Support Assistants will work with groups of students.

On 25 and 26 April 2015 the ICS opened its doors to over 50 educators from across Jordan who were delegates at our 'Included, Challenged, Successful' Inclusion Conference. The conference was formally opened by His Royal Highness Prince Mired, who leads the Higher Council for Disabilities in Jordan. During his impassioned speech Prince Mired informed the delegates that:

"...for the first time in the history of our country, national statistics, announced just last month by the Higher Council for Affairs of Persons with Disabilities (HCD) and the Department of Statistics, point to the fact that 13% of our population have some sort of a disability... and what is more is that our own working calculations at HCD indicate that only about 3% of our children with disabilities receive some form of education."

"As is the case with almost every new idea or project, we (The HCD) do face impediments. These are aggravated by the economic status quo in Jordan; the political turmoil in the region and its impact on our overcrowded schools, coupled with our limited financial resources – factors with a negative



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and damaging impact on the prerequisites of inclusion and the prospects for students with disabilities."

"Inclusion can and does work. Countries including the United States, United Kingdom, Sweden, Ireland, Japan and many others have numerous best practices we can all learn from. With a little will power, ability and creativity, a lot can be done. But for now, allow me to highlight only some of the successful and exemplary strategies and techniques derived from these global practices:

1. An inclusive school helps promote acceptance and respect for and of difference
2. An inclusive school reflects creativity and innovation
3. An inclusive school is an accessible and approachable school for all

His Royal Highness concluded his speech with the following statement:

"With an appreciation for the fact that every child – irrespective of whether or not he or she has a disability – is entitled to quality and dignified education and learning that is much more than simply completing the curricula, we can collectively answer to the needs of our children, enabling them to take their rightful place in society – and ultimately making that long sought-after dream of a national inclusive education system a reality for us all."

HRH heartily thanked ICS for being the leading school in Jordan in this area, for the work of the Principal John Bastable and his team, and for the example the ICS is setting to other schools in the country and the region.

Day one of the conference then took the format of brief, informative talks about four topics: ADHD, Autism Spectrum Disorder, Dyslexia, and Gifted and Talented identification. Presentations were made in the main by members of ICS staff, although the dyslexia presentation was given by Dr Widad Akrouk, founder of Al-Masar Child Development Services in Amman; an organisation with whom we have a strong partnership. After each presentation, delegates were invited to break off into either a Primary or Secondary workshop led by our skilled classroom practitioners. Their brief was to share strategies that they use successfully every day in their classrooms to facilitate the learning of students with particular difficulties. Our overall objective was to equip delegates with ideas that would enhance their practice with effect from their very next teaching day.

Day two was a normal school day in ICS as our weekend is Friday and Saturday. It opened with a presentation about the financial implications of inclusion, which was very well received and gave rise to a lively question and answer session. After this, delegates were split into groups of 10 and taken on a tour of the whole school, dropping into classes with the opportunity to talk to students and teachers. Delegates were encouraged to ask questions and look at the displays whilst in each class.

The afternoon was spent in the 'ICS Marketplace', which meant that members of staff responsible for such areas as differentiation, alternative curricular pathways, access arrangements, intervention programmes, provision for EAL and Community Service had the opportunity to display their work on a stall and speak briefly about it.

Whilst we had shared our vision of inclusion with delegates and they had the opportunity to see it in action during their tours, the most important people in all of this



are the students and their parents. Thus, a cross-section of seven students were invited to address the conference and share their experiences in an inclusive community. They were followed by sharings from a group of parents, again representing our community in terms of nationality, age of child and needs that they face. These last two sessions were possibly the most powerful of the whole event, and yes, a few tears were shed. ICS staff realised how immense is the positive impact that inclusion has for families, and felt privileged to be in a position to make this difference. Several delegates spoke movingly about their desire to return to their schools and begin the move towards inclusion immediately.

Throughout the conference we had a Question Box available, and any queries that had not been addressed in the Marketplace were then brought to the floor and answered by either the students, parents or members of the Learning Support and Senior Leadership Teams. One particularly searching question was 'How long does it take to make a school inclusive?'. Our emphatic answer was two-fold; a school will constantly strive to improve inclusion as it is not a finite place, and unless there is total commitment from the Board of Governors and the Senior Leadership Team, it is an aspiration that is difficult to achieve. Inclusion is an institutional state of mind, not the remit of one or two individuals within a school.

Did our conference make a difference to the wider community in Jordan? Feedback suggests that delegates left us inspired and enthused. Already, within two weeks after the event, we were asked to visit a college to advise on disabled access and to deliver further training in several schools.

Although the conference took a lot of preparation, everyone at ICS was proud of what we achieved in such a short period of time. Having inclusion as a normal part of a school's life takes time to develop, but hopefully we have given the delegates some ideas on where to start and on what can be achieved with open, accepting and creative minds.

Further Information

Al-Masar Child Development Services, Amman: almasar.edu.jo

Next Frontier Inclusion: www.nextfrontierinclusion.org/

John Bastable has recently retired as Principal of the International Community School in Amman, Jordan, where Sheena Nolan is the Director of Special Needs. Email: s.nolan@ics.edu.jo

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IB continues to grow in Turkey

Jale Onur outlines activities aimed at improving awareness of the IB

The first International Baccalaureate (IB) programme in Turkey was launched by a private school with the IB Diploma Programme (DP) program in 1994. Another school followed it the next year, adding first the Middle Years Programme (MYP), then the Primary Years Programme (PYP). Slowly, other schools started following suit, including one state school which emphasises the social sciences. Now, some private science high schools are working on the possibility of offering the IBDP, which may boost the number of programs – already at sixty, with over 800 Diploma candidates in Turkey in 2014 according to IB statistics.

IB statistics also show that the average success of the Turkish IB students is a little over the world average. This is important because, unlike many international schools or some state schools around the world that offer the IB Diploma, implementation of the program in Turkey is permitted only as an ‘add-on’ to the existing national program. Therefore, Turkish students have to satisfy the requirements of the two programs, those of the national Ministry of Education and those of the IB. There are some overlaps in the requirements, including similar content in a couple of courses such as mathematics and the sciences, but other subjects, including literature and social sciences, are vastly different as highlighted in research conducted by Bilkent University for the IB in 2014. Satisfying both sets of requirements as well as preparing for the university entrance examinations brings quite a lot of extra load and requires additional effort for the Diploma students.

In spite of the extra burden, with the influence of globalization and increasing difficulty of attaining secure jobs, the desire of parents to prepare their children better for the future enhances the popularity of the IB programs arising from their international recognition for high standards and preparing students well for tertiary education and life. The hard work required of IB students in a way is paid back as their life is easier after high school. Those who choose to study abroad enjoy the benefits of such a rigorous education with quite easy acceptances by universities and extra credits earned at university that shorten the duration of their studies, help them with scholarships and ensure easier adaptation to higher education resulting in higher achievement. IB graduates choosing to attend Turkish universities cannot use their IB Diploma for direct entry, but they are awarded more scholarships than others and inter-university transfers are made easier for them at private, foundation universities. The recent IB-Bilkent University research also showed that the timely graduation rate of DP graduates is forty percent higher than for the non-IB group.

The Head of Development and Recognition of the IB Africa, Europe, Middle East (IBAEM) region announced during his speech at the most recent ‘IB Day’ for Turkish schools on 28 March 2015 that Turkey has become the second largest market for IB in the region. Maybe for this reason, IB has been paying growing attention to developments in Turkey and is increasing support to IB schools in different ways. The IB has funded two successive research projects led by Bilkent University, Ankara: one completed in 2014 to explore IBDP alignment with the Turkish curriculum and its impact on the university achievement of the IB graduates, and the other exploring the implementation of the Middle Years Programme, which is still in progress. The goal of these projects is to raise awareness of all the stakeholders involved about dimensions of the program quality. I anticipate that they will be followed by a third research project, about the PYP, so that discussion about the range of IB programs will be informed by research data.

Other activities aimed at increasing awareness of IB programs in Turkey have been undertaken during this past academic year. For example, the IBAEM initiated a Higher Education Event on 4 November, which took place immediately after the annual Theory of Knowledge

IB graduates choosing to attend Turkish universities cannot use their IB Diploma for direct entry, but they are awarded more scholarships than others and inter-university transfers are made easier for them at private, foundation universities.



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Conference. The goal of the Event was to inform Turkish universities of the DP program in particular, which prepares students for university education with academic and life skills including critical thinking, time management, language skills and international mindedness.

Another activity was the workshop on 27 March 2015 for interested schools. This was a very necessary development, given that helping candidate schools on a voluntary basis was becoming too much of an additional burden for experienced IB schools due to the enormous increase in numbers of new IB schools. The popularity of this workshop clearly demonstrated the need. Some schools complained that they had not been able to take part in the IB Day because it was overbooked in spite of capacity for 1200 participants. A number of experts from the IB organization participated in the IB Day, including James Monk for the DP, Robert Harrison for the MYP, Terri Walker for the PYP, Richard Henry as Head of Development, Shannon de Groot, Head of Professional Development and Anna Lourdes Herrera as Online Professional Development Manager. Also present were representatives from universities that offer the IB Educator Certificates, including Professor Jeff Thompson and Dr Mary Hayden of the University of Bath – who have published extensively on all aspects of international education, Dr Robin Martin and Armağan Ateşkan from Bilkent University of Ankara, as well as practising IB teachers from Turkish IB schools, shared their best practices with the participants.

The popularity of professional development opportunities such as the IB conferences and workshops points to the great need teachers feel for training because their own formal education has generally not included an international dimension. IB tries to provide professional development workshops all around the world, but that is quite an overwhelming commitment for school budgets. On-line opportunities are thus becoming more popular, although there will always be the need for face-to-face training and networking. As a result, the number of universities that offer the IB Educator Certificates is increasing rapidly around the world. University and IB partnerships for research and professional development needs of teachers are increasing; at present the number is 28, including Bilkent University in Ankara. A second Turkish university, in Istanbul, is in the preparation phase. After all, the IB views both the student and the teacher as learners, and teachers who feel responsible for their own learning are those who seek and value the professional development opportunities that will support them in doing their jobs well.

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Education and sport – an international partnership

Wendy Nuttall explains how a football club and a UK boarding school joined forces

International aspects of education can take many forms, whether in international schools of different types around the world, or in nationally-based schools that recruit international students and engage in activities that bring an international dimension to the school experience – for students from both international and home backgrounds.

Ratcliffe College is an example of the latter: a UK boarding school with a global outlook and 813 students on roll, around 10% of whom are boarders from overseas. In January 2015, an exciting and unusual international initiative was launched in the form of a partnership between Ratcliffe College and Premier League Leicester City Football Club (LCFC), which saw 16 students from Thailand brought to the UK by LCFC. Aged between 15 and 17, the students are spending two years as full-time boarders at Ratcliffe, and when not studying are training with LCFC Academy players, benefiting from the

fantastic sports training facilities at Leicester City's state of the art training complex.

Gareth Lloyd, Headmaster of Ratcliffe College, said "We are very excited to be partnering Leicester City Football Club in this pioneering educational initiative. The sixteen students from Thailand are benefiting from two years' exposure to the best of the British educational system. International initiatives, such as this, can add a great deal to the education of our UK students as we attempt to ensure that they have the ability to take their part in what is becoming a 'global village'. We hope and expect that the education which we shall provide for these students from Thailand will make a significant difference to their lives, whatever they may do in the future."

Susan Whelan, Leicester City's Chief Executive Officer, said "We chose Ratcliffe College because it is committed to delivering an all-inclusive education to extremely high



Students brought to the UK by Leicester City settle into life at Ratcliffe College

standards, which is consistent with our objectives for the pioneering Leicester City International Academy project. As well as aiding the development of talented young footballers, it is vital that we help them develop as students and as people. I am sure that the sixteen young people will benefit enormously from their Ratcliffe experience."

The initiative had its roots, three years ago, in the enrolment as boarders at Ratcliffe College of two brothers from Thailand. They had a passion for football, which was enhanced by the fact that LCFC was owned by King Power International of Thailand and was fighting at the top of the Championship League to earn a place in the Premiership. Coincidentally, one year earlier Ratcliffe had appointed ex-Leicester City professional footballer Phil Gilchrist as Director of Sport.

That summer, Gareth Lloyd was running an ultra-marathon in the Grand Canyon, which provided him with plenty of thinking time about how to strengthen the link between LCFC and Ratcliffe College. The emphasis had to be on the College's global outlook and international community, within what was already a thriving and productive learning environment. On returning to Ratcliffe, he contacted Susan Whelan, Chief Executive Officer of LCFC, finding that she had been having similar thoughts about how the club could work in partnership with the community in the wider sense, both in Leicester and in Thailand.

The objective of this exciting educational and sporting project is not necessarily to find the next Pele, but rather to help sixteen young men to experience a British boarding education before returning home to Thailand and, in time, to influence the infrastructure of tourism, sport, education and business within their own country. After much planning, LCFC's Jon Rudkin, Academy Director, travelled to Thailand in October 2014. In an X-Factor-style football contest that involved recommendations from schools and youth clubs as well as practical football elements, Jon selected and assessed young people across five regions of Thailand. Thirty students were selected to sit entrance examinations, out of whom sixteen arrived at Ratcliffe College on 12 January 2015. The morning after they arrived, the new Thai students joined some of our other international boarders in taking photos of the first snow they had ever seen.

The Leicester City Academy was awarded the Premier League's coveted Category 1 status in 2013 as part of its Elite Player Performance Plan, placing the Foxes' Academy set-up among the very best in English football. Academic sessions



(left to right) Gareth Lloyd, Headmaster, Ratcliffe College; Susan Whelan, Chief Executive, Leicester City FC; and Jon Rudkin, Academy Director and Director of Football, Leicester City FC

at Ratcliffe are complemented by a footballing education delivered by the Club's outstanding youth coaches.

The Thai students have a busy week, with a carefully devised schedule designed to see them develop strong written and spoken English by full engagement in the day and boarding programme. Initially, the boys started an 'English as an Additional Language' course which combined daily lessons with a rigorous football training schedule at the Leicester City Academy. In September 2015 they started a BTEC in Sports Science and are combining this course with further English lessons to support their studies. During the evenings and at weekends the boys complete their preps like any other student, but they also benefit from the exciting and busy cultural and sporting options available to them after their work is complete. Progress thus far is very encouraging indeed. The boys have integrated well with our growing boarding community – where they are simply seen as Ratcliffe College students who go about their daily business with happy smiles on their faces!

Wendy Nuttall is Marketing Manager at Ratcliffe College

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Teacher self-supervision

Why teacher evaluation has failed and what we can do about it

By William Powell and Ochan Kusuma-Powell

Does the traditional teacher evaluation system improve student learning? Has it failed?

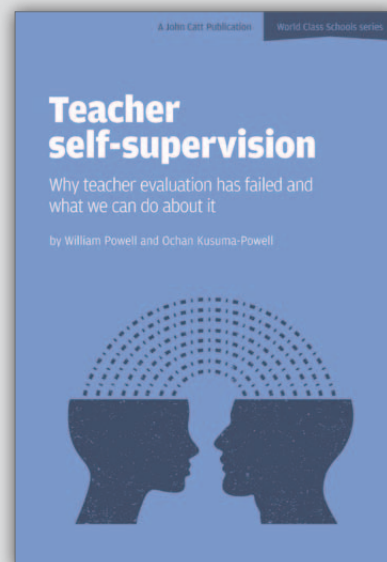
Ask 1,000 teachers how many of them are becoming more professional, effective or fulfilled through the use of the present system and probably only a few will say "yes". We have a failed system and we need to change it.

Over the last 30 years, Bill Powell and Ochan Kusuma-Powell have worked with a large number of teachers and school leaders in over 50 countries worldwide. In this book they propose a simple (but not simplistic), coherent, common sense alternative that has its roots in what they know about student and adult learning.

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Second Language Students in English-Medium Classrooms

A Guide for Teachers in International Schools

By Coreen Sears
Multilingual Matters (2015)
Reviewed by Jane Fox

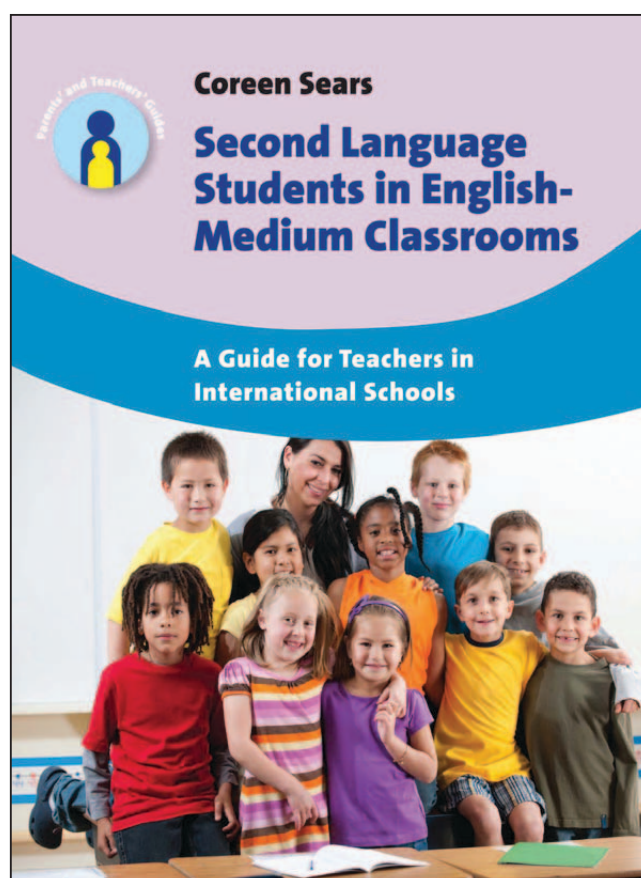
If I were planning a professional book discussion group this year, I would include this most recent book by Coreen Sears, published by Multilingual Matters in their series of Parents' and Teachers' Guides, and edited by Colin Baker. A description of the series states that "No prior knowledge is assumed: a thorough understanding of the topic is promised after reading the appropriate book." This book does not disappoint.

The emergent bilingual (a recent term used to describe learners of the school language) has never been closer to centre stage in the education arena. Sears emphasises the value of making multilingual and multicultural connections, and so relates development of additive outcomes for emergent bilinguals to the discussion surrounding 'international mindedness', now trending in international education.

The view that linguistic and cultural diversity in international schools is a rich resource, that home language should be an integral part of the learning process for bilingual students, that language awareness should be taught in mainstream classrooms and that all teachers are language teachers, continues to spread. This timely new book equips readers with the knowledge and practical guidance to carry this view into practice. It goes a significant distance to answering the question: How?

Coreen Sears draws on a lifetime of extensive experience in international schools. She has synthesised evidence from her research, recent qualitative studies and dialogue with an extensive network of leading researchers and practitioners, to produce a remarkably accessible 'go-to' guide. Diverse references are listed at the end of each well-supported chapter. Readers will likely recognize the names of validating sources from the collective fields of language learning and acquisition, cognitive science, applied linguistics, technology-based learning and international education, including Frances Bekhechi, Ellen Bialystok, Colin Baker, Maurice Carder, Jim Cummins, Eithne Gallagher, Mary Langford, Stephen Krashen, Patricia Mertin, Edna Murphy, Jeff Thompson and Lev Vygotsky.

The book incorporates discussion of specifically designed



international programmes (International Baccalaureate and the International Primary Curriculum/International Middle Years Curriculum), which are explained clearly, devoid of cluttered jargon. Opportunities for enhanced learning in linguistically and culturally diverse classrooms through technology-based practice are becoming widely embedded in international schools and are referenced throughout the book.

The publication is endowed with a high degree of 'readability'. Sears practises what she preaches and makes input comprehensible for her readers, as is evident in the book's structure. Reading it as a whole is recommended, although delving into it at a point of interest affords the reader succinctly presented information on the topic of focus. Each of the thirteen chapters begins with a brief introduction and sets out in bullet form the sequence of the chapter sub-topics ahead. The addition of shaded text boxes, containing

This book is a ‘must read’ for teachers new to the international circuit, and experienced teachers who want to become more effective in the multicultural classroom, in becoming ‘culture learners’ themselves, or understanding why a bilingual child in their class might be making slow progress.

bulleted summaries of underpinning concepts and excerpts from real classroom experience, makes for an engaging read and powerful illumination of content. Helpfully, each chapter ends with a summary of key points and extremely useful annotated lists of text- and technology-based resources including, but not limited to, links to further information and research evidence, practical examples of best practice, and links to content-based and some classroom-ready resources.

The book comprises five distinct parts. In parts 1 and 2, teachers and parents alike will recognise their own circumstances in the comprehensive overview of characteristics, varieties, origins and purposes of international schools. Sears places in context the needs of emergent and elective bilingual students, their families and new teachers, and prepares the ground for more detailed information regarding school-wide and classroom best practice in parts 3 to 5. Understanding bilingualism and the theories of language learning and acquisition is key to teacher effectiveness in international schools, and this book outlines them in accessible detail. In so doing, and perhaps most importantly for the propagation of the educationally sound evidence-based views put forward in this book, it empowers practitioners to advocate for best practice within their schools.

Working on the premise that every teacher is a language teacher, from the primary years through to upper school, across content and specialist teaching areas to extracurricular programmes, Sears outlines best practice in scaffolding, integrated content and language instruction and differentiation for ALL teachers. The book clearly outlines ways in which the uninitiated may phase these approaches into their teaching, and makes the task less daunting by walking the reader through the steps from planning and delivery to assessment. The chapters discussing these approaches bristle with examples of best practice, links to resources and further information. Underlining the necessity for equal access to all parts of the curriculum by emergent bilinguals, the book brings the role of students’ home languages to the fore. It illuminates the relatively recent concepts of translanguaging (student use of the home language as an integral part of the learning process) and the interlingual classroom (placing

home language at the centre of a student’s learning in the daily work of the classroom, hence including and validating the languages of the classroom for all students).

Coreen Sears has drawn on answers to common questions posed to her over the years by experienced educators, who will find here much food for thought. The book offers a one-stop opportunity for busy leaders, administrators and practitioners to validate held beliefs and develop their professional knowledge. The book’s many tabulated summaries have potential for use as checklists for schools, providing a comprehensive reflection tool in regard to their effective commitment to best practice.

This book is a ‘must read’ for teachers new to the international circuit, and experienced teachers who want to become more effective in the multicultural classroom, in becoming ‘culture learners’ themselves, or understanding why a bilingual child in their class might be making slow progress. It is for anyone planning a teacher in-service training programme or presenting information to parents, or looking for a comprehensive set of practical suggestions for starting the year with emergent bilinguals. If your school is developing a pastoral programme for bilingual students and their families, or improving international mindedness, then administrators, EAL specialists, admissions departments, parent associations and diversity teams should read this book. Parents who wonder about the importance of home language, or who just need an overview of international schools and their programmes, should read it too. I have even recommended sections to an IB student researching language acquisition for her extended essay. This book’s usefulness is limited only by the needs, and the imagination, of the reader.

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**A preview of the book’s table of contents can be found
on the publisher’s website at [www.multilingual-
matters.com/display.asp?isbn=9781783093274](http://www.multilingual-matters.com/display.asp?isbn=9781783093274)**



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