



IS

INTERNATIONAL SCHOOL

*The official magazine
for ECIS members*



Hope for schools in Afghanistan



Spring
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Volume 13 Issue 2

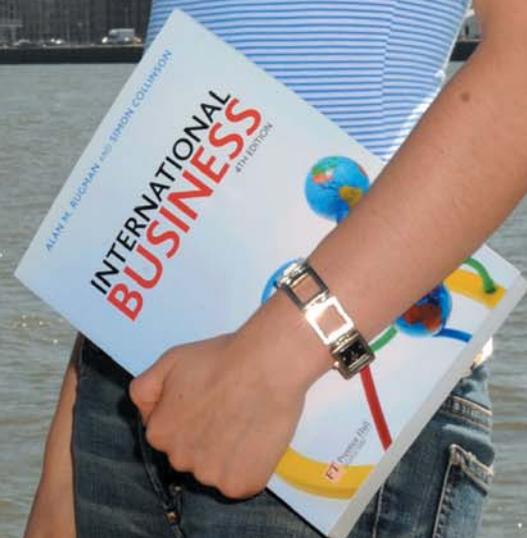


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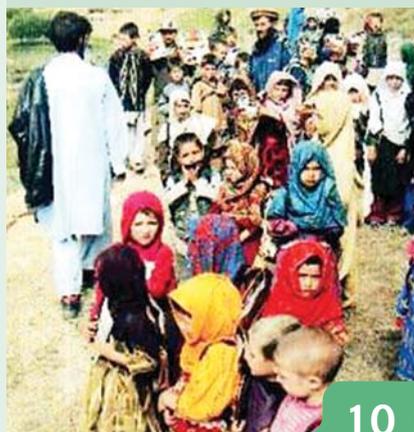
The mathematician's patterns, like the painter's or the poet's must be beautiful; the ideas, like the colours or the words must fit together in a harmonious way. Beauty is the first test: there is no permanent place in this world for ugly mathematics'.

A Mathematician's Apology,
London, Cambridge University Press, 1941.

See also page 24.

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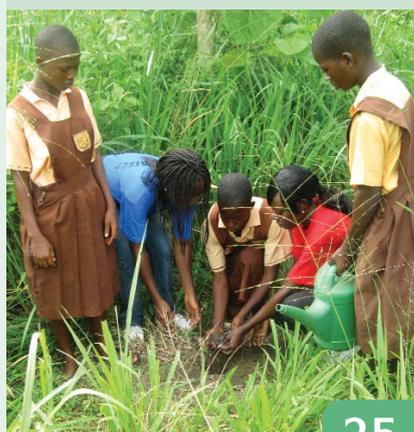
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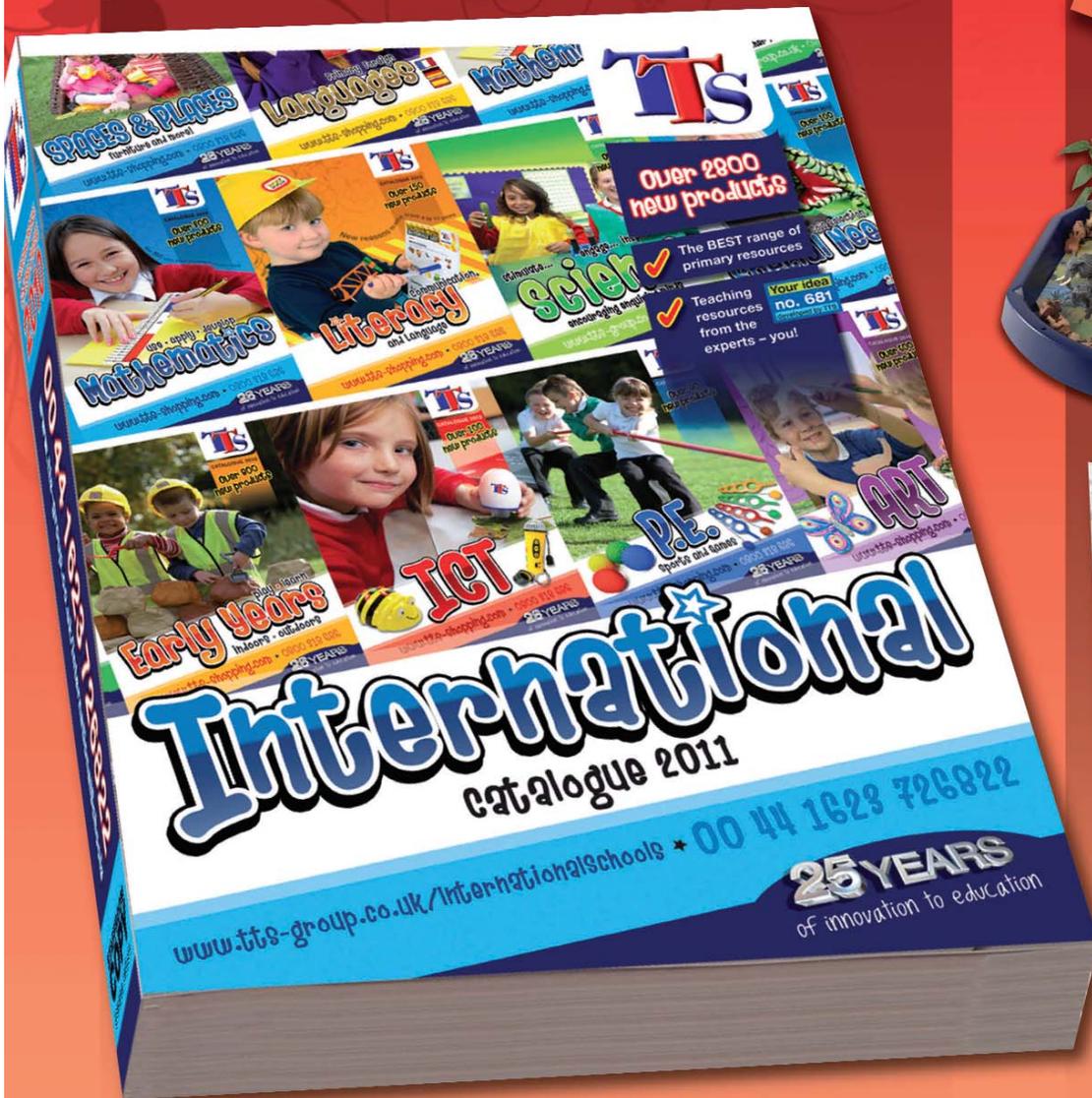
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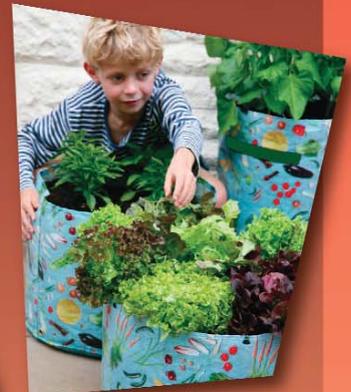


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Caroline Ellwood
EDITOR

Alex Sharratt
MANAGING EDITOR

Neil Rogers
PRODUCTION MANAGER

Scott James
PRODUCTION ASSISTANT

Katherine White & Wendy Bosberry-Scott
EDITORIAL ASSISTANTS

Jonathan Evans
MANAGING DIRECTOR

For **Editorial** enquiries contact
Caroline Ellwood at ECIS.
Email: CarolineEllwood@ecis.org
Tel: 44 1730 268244 Fax: 44 1730 267914
The following enquiries should be directed
through John Catt Educational Ltd.
Tel: 44 1394 389850 Fax: 44 1394 386893

Advertising: Madeleine Anderson,
Email: manderson@johncatt.com

Circulation: Christine Evans,
Email: cevans@johncatt.com

Accounts:
Email: accounts@johncatt.com

Editorial Board

Derek Bingham
PUBLISHING DIRECTOR, JCEL

Peggy Bleyberg-Shor

Edward Greene
DIRECTOR, INTERNATIONAL SCHOOL
OF AMSTERDAM, ECIS

Caroline Ellwood

Jonathan Evans
MANAGING DIRECTOR, JCEL

Thomas J Lehman,
SUPERINTENDANT, ACS COBHAM
INTERNATIONAL SCHOOL, ECIS

Jean Vahey,
EXECUTIVE DIRECTOR, ECIS



European Council
of International Schools
21b Lavant Street,
Petersfield, Hampshire GU32 3EL

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The ECIS Mission Statement

The European Council of International Schools (ECIS) is a collaborative network promoting the ideals and best practice of international education. ECIS leads in addressing significant current and future educational and global issues in support of its membership in Europe and worldwide.

comment

Tristian Stobie, academic vice principal of Atlantic College, is to be congratulated on the number of fine, provocative and informative speakers he brought together to discuss ideas rising out of the theories of Richard Nisbett's book *The Geography of Thought*.

Those who attended the conference, at Atlantic College in September 2010, explored ideas of how people perceive the world through their different environments, cultures, social structures, philosophies, education and languages.

Among keynote speakers were Professor Anders Breidlid, who discussed the new curriculum for South African schools and its relationship to indigenous culture. Dr Robert Smith explored 'The Ecology of Knowledge', an examination of the relationship between humans and the 'knowledge construct'. In a brilliant presentation, Dr Milena Penkowa increased our understanding of brain neuroscience. Professor Roy Monk gave a fascinating case-study of cultural identity through the life of Robert Oppenheimer and some of the themes that he introduced were developed by Selena Sermeño's analysis of the 'cultural genogram'. John Abbott held the whole conference in thrall as he developed his theories on 'joining nature to nurture; towards an education that goes with the grain'.

There were many other speakers leading breakout sessions on a variety of topics linked to the main theme. The enthusiasm of the students and their serious response to the challenges of the themes discussed was evidence of the success of the conference.

Second year students Mary Collister from the Isle of Man, and Lindsay Riddoch from Scotland, were both student facilitators for the conference and give their impressions:

'When John Abbott finished speaking I rose to my feet and saw all those around me do the same; united in hope for the ability to change education and thereby the world. We were no longer looking inside into the problems of our lives as individuals, or even as a school community, but at the problems of the world and how to address them.

'This to us is the resounding memory of the Geography of Thought Conference. The aim was to discuss how our approaches to education and life vary depending on where we're from and how we can best harness our ability to learn. But I think what was achieved by this conference was much more, for it made 350 people question the things they had taken for granted for so long. All of a sudden we found ourselves discussing the absoluteness of truth over lunch instead of what had happened the previous Saturday night. People were talking about the future and the opportunities of the world, demonstrating their ability to think outside of the box. Everyone was thinking, not just listening and regurgitating.

'The conference centred around lectures from keynote speakers, workshops with other assorted experts and focused discussions led by student facilitators. This enabled a perfect balance of listening, learning and discussing. The introduction of lots of new faces, in the form of speakers, brought new interest from the student body even to topics that had been discussed before.

Continued overleaf →



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‘While the information given by the speakers over the four days was interesting, in our opinion it was not this that made the conference such a resounding success. This success, instead, had its foundations in inspiring students and showed itself through their engagement, discussion and imagination.

‘Questions were raised that the speakers really had to think about; students stood up and shared their stories with people they barely knew; it was these moments which proved that the conference had done much more than simply teach. Perhaps this is best explained with a memory. Following a workshop run by Selena Sermeño we were in groups discussing conflicts experienced by our grandparents. A member of our group told the story of the Japanese invasion of China, and how this affected her grandparents. This story will never be forgotten; had it been taught it in a class it most likely would have been.

‘At the end of the conference we split into ‘open space’ discussion groups to talk about what we had learnt. Topics ranged from the absoluteness of truth to how we can help non-native English speakers at our school. The outcomes of these discussions are still being collated, but we can say this: the college has never felt so alive with positive emotion and intellect.’

One of the key questions that students and speakers were asked to consider throughout the conference was: what does education need to do to develop and influence young people to make the world a better place? One answer is obvious: get together young people from across the globe and organise a conference like this one!



‘The aim was to discuss how our approaches to education and life vary depending on where we’re from and how we can best harness our ability to learn. But I think what was achieved by this conference was much more, for it made 350 people question the things they had taken for granted for so long. All of a sudden we found ourselves discussing the absoluteness of truth over lunch instead of what had happened the previous Saturday night.’

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Hope for schools in Afghanistan

Caroline Ellwood describes behind-the-scenes efforts to re-establish education there

In 1993 there were around 2200 schools in Afghanistan supported by various non-governmental organisations, serving about a quarter of the estimated one million children enrolled in primary schools. There were 90,000 Afghan children in refugee camps. Between 1996 and 2001 virtually all girls' schools were closed and female employment was banned.

Boys' education, mainly based on the Qur'an, continued through a network of *madrasahs* controlled by The Ministry of Religious Affairs. 'Talib' means scholar or student, and the Taliban are the seekers of Islam. Their religious teachings come from the extremist ideas of the Wahhabi movement and the Indian Muslim movement called Deobandism.

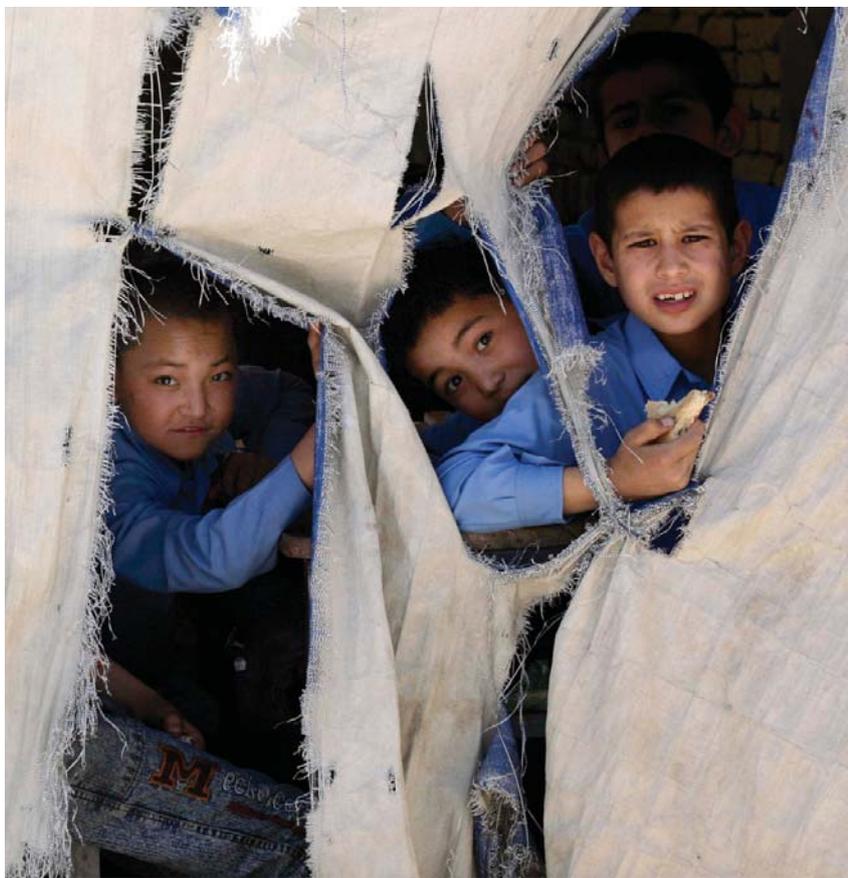
Whatever the rights and wrongs of the intervention in Afghanistan that started in October 2001, from the point of view of education the control of the Taliban was reduced and gradually schools for both boys and girls were re-established across the country. A great many official organisations have been a part of this revival but probably the most well-known individual for help and change is Greg Mortenson.

His story, recounted in *Three Cups of Tea* (often used as a middle school text) and *Stones into Schools*, together with his appeals at conferences, has meant that the international educational world has taken a special interest in giving his school building efforts support. His aims are well summed up by Khaled Hosseini:

Greg's philosophy is not complicated. He believes quite sincerely that the conflict in Afghanistan will ultimately not be won with guns and strikes, but with books, notebooks, and pencils, the tools of socioeconomic well-being. To deprive Afghan children of education, he tells us, is to bankrupt the future of the country and doom any prospects of Afghanistan becoming someday a more prosperous and productive state.

Greg Mortenson has founded 131 schools in Afghanistan and Pakistan, providing education for around 58,000 students. His appeal to students through Pennies For Peace has involved a number of international schools supporting his work. Reading the student version of *Three Cups of Tea* has reinforced the idea of service and prompted individuals to act as Felicity, an International School of Dhaka student did, organising a whist drive for the staff and raising £150.

However the situation in Afghanistan is still fraught with difficulties. Between 2007 and March 2009, 108 schools were fully destroyed, an additional 64 were



partially damaged, and 40,000 children, including 23,000 girls, were deprived of their education. A particularly vulnerable area is Helmand, where fierce fighting in recent years has done massive damage to school buildings.

It was in response to the plight of children who had lost their schools that a group of British army wives, a Colonel and a civilian doctor, founded the Afghan Appeal Fund in 2006. Caroline Richards, wife of General Sir David Richards, Chief of the Defence Staff, became its President and the appeal is run on a daily basis by a young army wife, Mel Bradley.

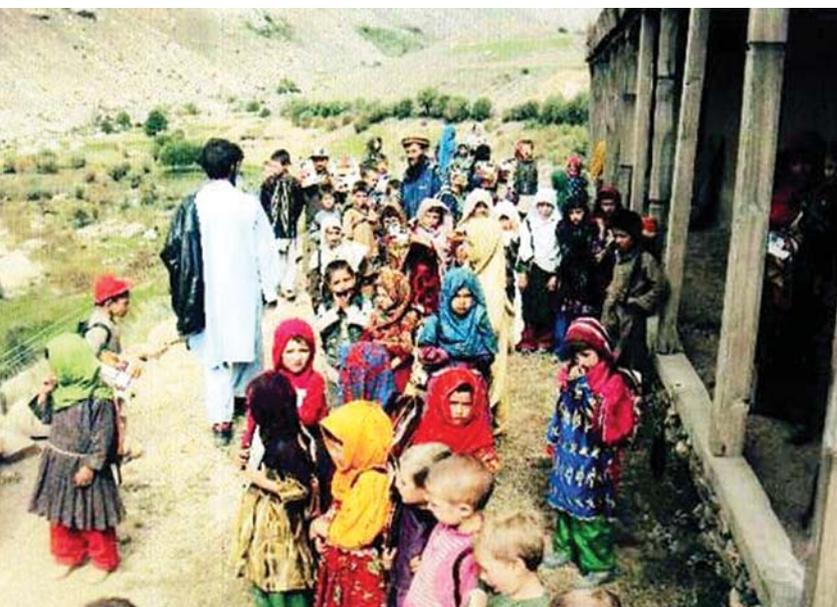
Run entirely by volunteers with links to the British Army, the aim has been to raise awareness of the plight of the people of Afghanistan, and particularly the children, and raise money to help them. Of great concern has been education and the need for school buildings or, in the case of one school in Kabul, refurbishment of tents!

Since its foundation the Fund has rebuilt and provided equipment for schools across the area, sometimes only to realise that the Taliban have destroyed their efforts. Indeed Lady Richards says that much of their work cannot be revealed, since to advertise what has been done would endanger its success.

Continued overleaf →



‘The standard of building and the whole issue surrounding a syllabus, for example, has to be forgotten. I know the children learn by rote and will of course learn the Qur’an by heart.’



“There are real problems in establishing contact and getting money to a war zone” she says. “The standard of building and the whole issue surrounding a syllabus, for example, has to be forgotten. I know the children learn by rote and will of course learn the Qur’an by heart. The mullah to the armed forces suggests we send Arabic grammar books so that the children can learn Arabic so they can understand the Koran.

“Then security is such a huge issue. Anyone working with western forces are open to attack by the Taliban. If the tribal elder for the region is in control then a school we are promoting should be safe and it will be built by local Afghans who are desperate for a school for their children. But the teachers are unaware where the funding is coming from,” she says.

The Fund’s difficulties are further revealed in their report. Progress may be slow but much has been achieved:

The Bamyán School in an isolated and peaceful location in the centre of the country has been run until now as a community project in the village mosque. In Nuristan, close to the Pakistan border, the Taliban have recently taken control of the valley in which another AAF school stands. However, the dogged determination of the villagers to build the school will help the people of the village recover from the tragedy of war.

The project in Nad-E-Ali district of Helmand was inspired by the successful establishment of a school in Musa Qaleh by soldiers of the 1 Rifles, in conjunction with the Afghan National Army and the town’s residents. Unfortunately the local community have made a decision to temporarily close this girls’ school under intense pressure from the Taliban. The school is being looked after and negotiations continue for it to re-open soon.

An Army Major who has just returned from Helmand reports that: “The Afghans are used to war and can put up with it, but they are desperate to send their children to school. In one very moving interview an Afghan teacher who has been able to resume teaching said ‘The Taliban can kill me if they like – I am just happy to be able to teach again.’”

Examples such as these reveal that even in time of war there are individuals working hard for peace, believing that through education a new generation can become the foundation of a changed world. But, vitally and importantly, not a world to be changed to be ‘just like us’, but an education that builds on local strengths, appreciates the role that Islam plays in the culture of the people, and acknowledges the importance of education for girls as well as boys.

Caroline Ellwood

References

Khaled Hosseini from *Stones into Schools*, Mortenson and Bryan, Penguin Books, 2009.

Three Cups of Tea, Mortenson and Relin, Penguin Books 2006.

Lady Richards: interview, September 2010.

If your school or students wish to get involved, more information is available at:

www.penniesforpeace.org

www.afghanappealfund.org

...and now for some good news

Gail Goolsby describes the International School of Kabul's remarkable success in a country where too often the news can be negative

People do not have much of a picture of Afghanistan except through war news. The educational scene is too often described as a wilderness of ruined schools and lack of provision, especially for girls.

However this is not the whole picture: there are remarkable examples of both educational enterprise and successful schools that exist through the work of visionary and determined individuals, organisations and local support. The International School of Kabul is just such an example.

The original vision for the school began in 2003 when the OASIS home office in Southaven, MS, USA, was approached by an individual serving in Afghanistan. He recognised that the families living and working here could not make long-term commitments without a school suitable for their children, expat or national. The public school system then, and even now, is still in great need of teachers, curriculum, resources, and training for teachers.

In 2003 OASIS Schools International started Kabul International Academy with eight students in a converted home. In two years it had grown to 60 students and was approached by the US Embassy to apply for the USAID grant to be the K-12 American school in Afghanistan, along with some other applicants. It was awarded the grant and bloomed into the International School of Kabul, opening in September 2005 with 190 students through 11th grade. Since that time it has graduated four senior classes (49 total students).

The school provides an educational service to repatriated Afghan families and expats who have come to help rebuild the country through government, business, or non-governmental work, bringing families together who were previously separated to meet educational needs of students that are not presently served in local schools.

Many of the Afghan students attended schools in Pakistan, Canada, US, or Europe during the refugee years and have returned with their parents. Since the first year, due to security restrictions for expats, the percentage of Afghan students (measured by ethnicity, not passport) has risen from 60% to 84% this year. The hope is for a more diverse student population in the years ahead to give a more genuine international school experience of sharing cultures.

The school operates with fully qualified teachers from English-speaking countries, many with graduate degrees and extensive teaching experience. ISK has full accreditation (awarded in 2008) with the Middle States Association of Colleges and Schools (MSA) and all ISK graduates are issued with a fully recognized US diploma, which provides students with the opportunity for post-secondary continuing education throughout the world. In 2008, ISK secured full recognition by the Afghan government and the Ministry of Education.

The vision of ISK involves providing a significant contribution to the immediate and future successful rebuilding of Afghanistan through the hope that comes



from the process of learning. To achieve that aim whilst the basis of the curriculum is US there is always recognition of the need to relate to and use the resources of our local community and also recognise its culture and needs.

ISK includes units in both elementary and secondary classes that pertain specifically to Afghanistan. Geography classes teach about Afghan terrain and topography. History covers Afghanistan in current events as well as the past. A special studies course, called global history, uses a modern world history text but includes curriculum about Afghanistan.

The goal is to ensure ISK Afghan students understand their heritage and culture. To encourage this, classes take field trips to emerging museums and national landmarks as security allows. In the bi-annual Global Cultural Festival, ISK foreign language teachers assign the countries impacted by their languages (German and Spanish), but also the Dari students select provinces in the country to research and promote.

This includes PowerPoint presentations, costumes, food, and posters. Last spring, professional Afghan dancers performed during the day and music classes shared songs in various languages for the guests and students attending the festival.

Students and staff initiate community service yearly, although regrettably this is not yet the highest accomplishment or boasting point due to security issues in Kabul. Past projects, usually promoted by student council or an after school community service club, have included planting trees at local girls' schools, raising money from students to purchase blankets, gloves, hats for local refugees in cold weather, supporting the local Turkish school in giving funds for a Ramadan project to the needy

The Minister of Education, Hanif Atmar (centre), at the ceremony to provide the International School of Kabul with its 20-year registration with the Afghan government.



with food sacks, distributing school supplies collected for local school children, and teaching dance and art to local school children by ISK staff on their days off. This is an area to develop in the future as security increases.

Dari language is taught using locally-available books, but with high level teaching methods, plus supplemental materials and activities to enhance the sub-standard textbooks. All students are assessed for Dari proficiency and then grouped for effective learning between two trained teachers.

Elementary students take Dari 50 minutes per week, beginning with 2nd grade until 6th. In the 7th and 8th grades the students take Dari for a quarter of each year (nine weeks) and the 9th graders take a full year before beginning at least two years in either Spanish or German.

The top students read current magazines and newspapers in Dari and develop impressive writing skills. Because of the refugee years when Afghan students relocated to other countries and 'lost' their language, the school felt it was important to have them regain proficiency in their own tongue. Expats also gain a good grasp of the language through these methods.

ISK has received a commitment for land to build a permanent location in the near future and we will be able to expand our facilities greatly. This is taking some time to complete the paperwork due to changing government officials and general Afghan 'timing'. Right now the school is located in a residential area of Kabul in converted houses and extra field space. With 300+ students, ISK is overflowing its accommodation and also paying incredible rent and security fees in this location.

Part of the plan for a new campus is to help train Afghan teachers, either those in educational training courses or those working on professional development, already employed. ISK initiated a literacy training program for a USAID project in 2008 for provincial teacher trainers. The methods in local schools are drill, recitation, and memorisation, a teaching style that is not engaging or working to develop the higher level thinking skills.

To develop teaching methodology, increase English skills, computer skills, and subject content knowledge for present Afghan teachers is a lofty goal. There are limited resources available to teachers and schools and deeply ingrained 'old school' ideas and methods in the instructors and administrators.

Overcrowding in the local schools does not help either. ISK wants to allow access to the school to serve as an example of what the goal is for engaged, top quality instruction. The hope is to impact education not just for ISK students, but beyond into the provinces of the countryside through teacher training.

These are high aims and ambitions – the good news is that we are on the way!

Gail Goolsby is Principal and counselor at the International School of Kabul, Afghanistan.

Personal view

Why can't I use the foreign word?

I am foreign. There, I've said it! Is this statement a bold act, a guilty confession, or an offensive remark?

I do wish that we could get the word 'foreign' back into use.

I am foreign. There, I've said it! Is this statement a bold act, a guilty confession, or an offensive remark?

I do wish that we could get the word 'foreign' back into use. Whenever I am working outside my own country I am foreign. This is no time to start analysing our use of the word 'international', but too often it is used unthinkingly as an acceptable way of saying 'not one of my country'. What we want to say is 'foreign'.

One way to start discussion is to go to a dictionary and see what it says about the word. This is the coward's way. The dictionary compilers were writing for a particular audience, to sell in a particular market. A good lexicographer will look at current usage in that locality and repeat what they hear. They may also add a derivation, which is interesting, if only to see how usage has changed over centuries.

But why has usage changed with 'foreign'? We describe our school proudly in terms of the number of nationalities represented; aren't they all foreigners? Isn't the point of the word that it describes people who are not from here – and that's surely who the international schools, however diverse, are for.

The obvious reason for shyness about the word is that it is pejorative. Would you be insulted to be called a foreigner? Of course we are patriotic, but are we so proud of our nationality that we feel it is rude to remind other people that they are not as good as we are? When Rudyard Kipling wrote about '...lesser breeds without the Law...' was he expressing what we feel about foreigners?

Are they people we should speak to slowly, clearly, and loudly, so they can understand normal speech – for yes, many of them speak 'foreign languages'? Maybe we should stand with the linguists, and recall that there are no foreign languages, or that all languages are foreign in most places. Wittgenstein said, 'the boundaries of my language dictate the boundaries of my world'. If we want to help them gain access to our world, isn't it kindest to recognise their discomfort when they first arrive?

Maybe 'foreign' is tainted with a history of denigration, used too often to indicate the one who doesn't belong here, like the 'foreign body' that is a thorn in our flesh. Perhaps we cannot use the term without remembering that it was used to claim control over people who should

think themselves lucky to be allowed in. On the other hand the use of 'international' when we mean 'someone who is not from here', as in the 'International Students Department' at a university involved in the global education market, is downright cowardly.

Yes, the department's marketing is certainly international; just look at their Air Miles. But when the commodity – sorry, student – steps off the plane and is first delivered to their college they are far from international, not nearly the accomplished cosmopolitan they may eventually become.

Surely we need words to mark the progress they make? Do we disregard the development they will undergo as they learn how to live among us, and are we ignoring the help that they may need, in order to gain skills and experience that will give them an *entrée* to countries all over the world? If we have worked abroad, has it not changed us? Are you no more 'international' today than you were when you first left home?

What I fear is that there is an underlying assumption, first, that 'foreign' is insulting, and second that it is bad taste to be looking at difference anyway. The first is humane. If someone, somewhere feels slighted by the description, we should be sensitive.

But is it possible to be more insensitive than to deny difference? 'Treating all children alike', however well intentioned, in reality means 'assuming they are all like me'. Ignoring the values of children is not kind; difference is real, and it is felt with pain. And if the child is made to feel that it has a duty to become like the hosts, we may ask ourselves whether making them like the hosts was the aim of the school in the first place?

Do we really aim to change them from their own culture to ours? If they are immigrants, maybe that was part of the deal. But if we aspire to some kind of 'international education', the replacement of their culture with ours is highly questionable.

Personally – and this is intended as a very personal piece – I hope that I will continue to learn about new ways of being human as long as I travel. But away from home, I will always be foreign, and grateful for the help of kindly professionals.

E T Ranger



Personal view

From Pizza Hut to Head

From Pizza Hut in Asia, via the Council of International Schools, to becoming Head of the International School Dhaka: have I indeed crossed the Rubicon, that point of no return when you look back and say to yourself: “Why did it take so long?”

The then CIS board took a brave – some might say foolhardy – decision in 2003 to recruit a restaurant manager as their first Executive Director. We had our ups and downs, but CIS now has its own brand equity, staffed by a highly qualified group of professionals who have had a strong organisational and emotional bond to the values and objectives of the organisation.

And, from a purely *mea culpa* point of view, while I found the business challenge more in tune with my background, albeit less understood and hence more rewarding than I had ever imagined possible, the necessary change in leadership style from leading from the front to leading from the centre was far more difficult than I had envisaged.

So where does this sit with ISD, a school with which I have been associated for over six years as an advisor to the board? Parachute in for four days, ask questions, listen, stir things around and then leave, but now asked to implement what I had previously suggested. The consultant’s nightmare.

Dealing on a day-to-day basis with parents, teachers and administrative staff in a school where one is trying to develop a true open-door culture, not only in the purely physical sense but also in the mind, places an enormous burden on time management – but a burden so worthwhile as the efforts of the team bear fruit.

Getting the right balance between delegation and accountability and responsible effective control; avoiding the trap of pretending to be an educator and enabling those that are to do so – these and more are challenges and opportunities for all of us in the ISD team to listen and learn.

Then there is the anonymity – or lack of it; being accosted by a grade 4 student in the video store; or a parent in the market; or a teacher in a restaurant. Being the Head of an international school is all embracing.

This comes as no surprise to those who have followed the traditional career path from teacher to principal to Head, but as more schools are looking at bringing in school leaders from outside the education profession, it is a point that needs to be recognised by school boards during the selection process. If boards are not completely open on the negatives as well as the positives, expectations created will not be met, and the appointment could be doomed to failure.

The basis for success in school leadership is no different to that in any other leadership role. Understand where you are and where you want to go; identify your Jim Collins ‘hedgehog’; identify, listen to and support your product champions; be pragmatic, not dogmatic; and, most of all, recognise the people element through setting challenges, removing the fear of failure through accepting that failure does happen and moving on, and providing the professional and moral support that makes the team feel good about themselves.

Our vision for ISD is to be, by 2015, ‘The school of first choice for parents in Bangladesh who value an international education for their children’. This is supported by our mission, to ‘Build a community of responsible and compassionate life-long learners committed to a sustainable future’. Mere words though these may appear to be, they are entrenched in all that we do – with the question minute-by-minute as to whether what we do has contributed to our ‘hedgehog’ of improved student learning.

To come to school in the early morning, to stand outside the gate and welcome kids and parents, to help guide these kids through this critical part of their lives in a true partnership with parents is a unique privilege accorded to few. Those of us who have that privilege must guard it fiercely and be ourselves guided by the words of Will Durant in remembering that: ‘Education is the progressive discovery of our own ignorance.’

Richard Tangye, formerly Executive Director of the Council of International Schools, is Head of the International School of Dhaka, Bangladesh.

‘To come to school in the early morning, to stand outside the gate and welcome kids and parents, to help guide these kids through this critical part of their lives in a true partnership with parents is a unique privilege accorded to few.’

Students' views

What it means to be a global citizen: Kathe Kirby reports on the Alliance for International Education's Melbourne conference

The theme of the Conference was 'International learning: learning to be international – a world of views'. A student panel was convened to discuss and debate ideas around global education and what it is to be a global citizen. The session was introduced by reminding delegates that: "All of you have a passion to equip our students to be confident and competent internationally-minded young people – that's why you are here. As educators, we plan curriculum and educational experiences to achieve that, and much of this conference has been sharing our work in that regard... We have here today a panel of 'experts' on this issue. Our panel couldn't be more expert – they represent the very students whose lives and life chances we hope to equip with a 21st century global mindset and skills."

The panel represented a cross-section of students drawn from primary and secondary schools in Victoria, as well as two exchange students from Indonesia.

When asked by an interviewer what they hoped to gain from participating in the conference, one secondary school student said: "I hope we can hear a lot of creative people discussing how we can make our education better, and prepare us better for the world." A primary school student said: "I think the point of the conference will be to let people hear about how global our education is, and how there is always room for improvements and collaboration on ideas about how to make our schools more global."

The student panel was asked to address key questions with the themes: 'How global is my education?' and 'One world view or a world of views: is school education equipping young people to be global citizens?'

The increasing need for an international and global perspective was perhaps best summarised by one Year 10 girl, who said: "It doesn't matter what career path you take in your life, you are always going to be part of the world ... and I think it is really, really important just to know the planet you are living on and understand as much as you can about the people around you."

This viewpoint was reinforced by a Year 12 boy who observed: "The end product of having a good education is one that explores different cultures ... and international kinds of ideas. It is someone who will go out of their way to compromise – take a step out of their environment – to go to a place that they're not that used to."

The same student also argued for the importance of an education that is not 'inward' looking. "I guess the end

kind of global citizen you want is someone who considers and cares about not just the people within our borders but people outside them."

This need to look outwards was further emphasised by one of the Indonesian exchange students on the panel. "I think it is really important to know other nationalities. We should travel the world to know other cultures, to know everything about them, and I think it is a really good opportunity to come here as an exchange student so that I can talk to people, face-to-face, about what their culture is."

The panel was very successful in the context of the conference, but it was probably one of the riskiest things I have ever done. When you are dealing with students, you've got no idea about whether they might freeze in front of a big audience, or how much they will be able to articulate what in fact are sophisticated reflections and understandings on what it is to be a global citizen. What really stunned the audience was how articulate even the Year 6 students were at what it meant to them to be global citizens.

Indeed there are some key outcomes for educators to be drawn from the types of comments made by the students. As educators, nobody would disagree that our core role is to equip our young people for their future. That means that we have to be vigilant in interrogating what we are doing in our schools in curriculum, in extracurricula activities, in attitudes, in values, in pedagogies. We also have to be vigilant in interrogating what we are doing in equipping our young people with the sort of future they face in an interconnected world.

What those panellists proved is that young people have a right to participate in curriculum decisions, and that they have the capacity to do so. I don't think the understanding of this has always been the case.

The need for a changed perspective was perhaps best summarised by one student when he said: "There's a lot of people in this auditorium who are educators. I think it has to be really understood that not everyone's going to be able to learn a language or travel, and that we have to think of other ways of exposing young people to what it means to be a global citizen."

Kathe Kirby is Executive Director of the Asia Education Foundation (AEF) at the University of Melbourne.

To find out more about the Asia Education Foundation go to: www.asiaeducation.edu.au/default.asp

The Kindred Project, from outreach to NGO

Judy Harris describes how Sotogrande International School reached out to others

In 2007 Dave Batten and I set off from Sotogrande International School (SIS) in Spain for what we thought would be a relaxing holiday in India. We were following in the footsteps of Stephanie Laureys and Leanne Smith, two SIS students who, on a tour of India two years earlier, had visited the Seva Trust orphanage, a multi-denominational home in Goa.

Even before the tickets had arrived, emails from the Seva Trust indicated that desperate help was needed, as this small band of orphans was facing eviction. The Seva Trust was established in 2001 by Sister Nirmala to provide a 'home' for some 37 children, most of them girls, aged between three and 16 years.

The orphanage was at Chimbel, a small village close to Panjim, the state capital, housed in old, leaking buildings described as basic, over-crowded and

unsuitable for human habitation. A few bunk beds had been bought by Stephanie and Leanne on their first visit but many children shared the floor at night with the rats who continued to raid the unprotected, meagre food supplies.

In addition to the grim conditions, the future of this little sanctuary was now in jeopardy. Spurred on by the plight of the orphanage, a fundraising campaign was started at SIS prior to the two teachers' departure for India. The holiday itinerary immediately disappeared as soon as they arrived in Goa. Nothing could have prepared them to handle the harsh reality of the children's living conditions – one blocked toilet, no running water, monsoon rains pouring through the roof, little food and no medical care.

The money raised by SIS was used to help improve



living conditions but it was immediately clear that the ultimate goal must be to re-house the children. Less than three months later, suitable premises had been found and a massive fundraising campaign launched. Within a year the house had been purchased, with the help of a generous donation from the SIS board, and renovated by 25 SIS students and staff who worked for three weeks during their summer vacation. Aurora House was opened in August 2008 to provide a safe, clean and cheerful home for 21 young girls.

The plight of these children opened the hearts and minds of the SIS community. Further fundraising followed, from bake sales, gala evenings and rock concerts to golf competitions and theme dinners. Supported by SIS staff, I spent a sabbatical year working with the children in the orphanage. Two further groups of staff and students have worked in Goa during vacations to try to improve the conditions of the boys who are still living in the original buildings.

A visit to the Seva Trust Orphanage has now become a regular SIS event and the next target was to ensure that the boys were re-housed by December 2010. In SIS there was also a strong desire to formalise and organise better the outreach efforts SIS had become involved in.

Strong links had already been established locally and overseas, beyond India, to Ecuador, Morocco and Uganda. The passion to reach out to others forms a fundamental component of the school's curriculum across all ages: the aim is for these communities to become part of the SIS extended community, rather than simply 'charitable' projects.

Whilst the collective energy within SIS was passionate and strong, managing such a diverse range of expanding projects was becoming increasingly problematic. In 2010, SIS made the decision to create an independent non-governmental organisation (NGO) called The Kindred Project to facilitate the work of all outreach initiatives.

The mission of The Kindred Project is to offer young people a variety of opportunities to explore, discuss and work together on issues relating to human rights and sustainable social change. The primary purpose of the project is to enrich the lives of children in need through education-related projects; its driving imperative is to ensure that all programmes are sustainable, accountable, replicable, inclusive and scaleable.

The project has been created to help serve the SIS community in a variety of ways, including:

- helping to create a common, coherent, school-wide sense of purpose, structure and function;
- consolidating and extending local/global work in practical ways; and
- supporting class work, developing resources and providing opportunities for staff, students and parents to share ideas and extend current initiatives.

The Kindred Project works inter-dependently with SIS but its independence provides advantages through its charitable status, reporting directly to its board of



trustees and accounting for all of its activities to the Charity Commission in Gibraltar. Furthermore the project is able to initiate independent projects, including gap-year schemes, voluntary activities, networking, fundraising and offering practical assistance to a diverse range of projects.

In short the pioneering pathways forged by Stephanie and Leanne, and continued by so many others, have led to sustainable global projects and a bright future for many young people.

Judy Harris is Kindred Project Coordinator.

For further information contact: info@thekindredproject.gl



The future of learning

Graeme Scott goes back to school to discover what part teachers may play in it

In August I attended a learning institute at Harvard University Graduate School of Education – a kind of cerebral summer camp for educators of all descriptions. The title of the institute, The Future of Learning, was inspiring enough, but the list of speakers and presenters was the clincher. This was an event not to be missed.

There is something about Harvard that opens the mind. When we examine the best conditions for learning in our classrooms, we often talk about ‘relaxed alertness’ – a high challenge, low stress environment. Well this was it, for adults.

The institute focused on three key areas and their impact on the future of learning: globalisation; the digital revolution and neuroscience. There were many presenters, all of the highest reputation and quality, but only some mentioned here.

Howard Gardner’s *Five Minds for the Future* featured prominently throughout the week and is currently driving a number of initiatives here at The International School of The Hague. David Perkins shared with us the sorts of knowledge, skills and thinking that we need to consider for current and future learners. Each morning, the key ideas of the previous day were expertly synthesised by the educational chair of the institute, Veronica Boix Mansilla.

Summarising the outcomes of a whole week of intensive study with some of the educational world’s greatest thinkers in one brief magazine article is not, one would think, the best of ideas. However, the aim of this piece is neither really to inform nor to entertain. Rather, it is to prompt one or two (or hopefully more) readers to Google or Bing or even (let’s be radically retro) search in a library for some of the names mentioned here and read about their work and the implications for our children and our schools.

First up was a session on globalisation. The human element of globalisation was highlighted by Marcelo Suárez-Orozco, Courtney Sale Ross University Professor of Globalisation and Education. Schools in general have been slow to adjust to the human migration associated

with globalisation, many failing to engage immigrant children.

One school to succeed where many others have failed is Tensta Gymnasium in Sweden. This school, with a high immigrant intake, had been struggling with falling roles and student disengagement. However, a programme of collaboration with a twinned school in New York sparked a range of changes including an integrated curriculum, changes to student nutrition and learning spaces and an infusion of new technologies.

The combination of these developments resulted in dramatically increased student engagement and, subsequently, a school that was in demand as the first choice of many students, both immigrant and native Swedish. The school is now viewed as an example of excellent practice and is visited by delegations from all over the world.

The digital revolution was perhaps the most eagerly anticipated topic to be discussed. One of the parents here at ISH recently complained to me that her child spends too much time at home on his gaming device and that he cannot focus. What she really meant is that he cannot focus *on her*. In fact, he is probably more focused when gaming than at any other time during his hours at home.

The school as a place of learning is under threat unless it engages students more and adapts to the ways in which our children learn most effectively. The appeal of gaming was discussed at length and ways in which our teaching can harness this appeal were suggested. One particular learning tool demonstrated, already in use in many schools, is Scratch, demonstrated by Mitch Resnick from the Massachusetts Institute of Technology (MIT).

Scratch is a programming language that can be used by children to create digital artwork, animations and interactive stories. It is an extremely versatile tool and, at the time of writing, over 1.3 million Scratch projects are currently being shared through an online learning community. We are now witnessing that most beautiful

‘...we are witnessing the shift from uniform schooling (post industrial revolution) to customisation, from teacher control to learner control and from ‘just in case’ learning to ‘just in time’ learning. Technology can be our ally in making learning highly interactive and learner-controlled, thus enabling a smooth transition from school to workplace.’

of experiences, children coaching other children – but online, so with no distance or language barriers.

According to Allan Collins, Professor Emeritus, Learning Sciences at Northwestern University, we are witnessing the shift from uniform schooling (post industrial revolution) to customisation, from teacher control to learner control and from ‘just in case’ learning to ‘just in time’ learning. Technology can be our ally in making learning highly interactive and learner-controlled, thus enabling a smooth transition from school to workplace.

Whilst using the child-like excitement generated by so many innovative learning tools to advance our practice, we also need to be aware that we are partners in inequality. Such technology does not come free of charge and the financial restrictions many schools work within only emphasise these differences. Furthermore, children participating in virtual environments with no ‘real life’ consequences can throw up ethical dilemmas that we as educators need to be aware of.

The final hot topic of the week used latest research in the field of Mind, Brain and Education (MBE) to inform delegates and to pose some key questions. Mary Helen Immordino-Yang and David Rose, in discussion with Howard Gardner, shared some fascinating information on how the brain works as a goal-driven device and how different emotions affect the mind. Mary Helen Immordino-Yang recently conducted a set of intriguing studies where certain emotions were triggered and the amount of brain activation was mapped using functional magnetic resonance imaging (fMRI).

For example, a group of adults was exposed to a number of inspirational stories of human achievement, often detailing one person’s fight against the odds and how they triumphed. The admiration these virtuous stories engendered resulted in increased activation in areas of the brain linked to memory retrieval.

These studies may well have profound implications for student motivation. Now that neuro-imaging techniques are more sophisticated (and less invasive), we are able to learn more about the way children’s experiences in and out of school affect their biology. This has important consequences for the ways we present children with learning opportunities.

One of the most striking concepts put forward during this session related to dyslexic children and their struggle with traditional reading activities. If we can convince our children and ourselves that it is text/print and not the child themselves that has the disability and the limitations, and provide other ways to access reading, then we will have made a huge step forward in understanding the ways these children learn best and create more appropriate learning experiences. Of all sessions, it was perhaps this one that generated most discussion afterwards and many delegates I spoke with were determined to make the field of MBE an area for further study in their schools.

So, I bought the Harvard t-shirts and the Harvard mugs and took the complimentary Harvard pens and



pencils, and a very chic Harvard shopping bag for my wife, so everyone was happy! But in truth, I took away so much more than that. This was not an institute that provided a ‘Top Ten Tips for Teachers’ approach. But it did change the way many of us viewed the uncertain and exciting future of learning, energising us and enabling us to embrace this challenge with more confidence and heaps of enthusiasm.

Graeme Scott is primary principal at The International School of The Hague.

Diversity within transnationalism

Professor Fazal Rizvi looks at the implications of global mobilisation for those involved in education

Imagine a boy in his mid teens immigrating to Australia from India in 1968. Imagine also the same boy immigrating in 2010, 42 years later. How would his experiences of Australia and of migration be different?

That boy is me, and I find this thought experiment useful in understanding some of the enormous changes that have taken place around the world over the past four decades. This contrast is helpful in considering the challenges of diversity facing educators in the context of an emergent trans-nationalism.

Associated with globalisation, these changes have transformed the cultural landscape in India and Australia alike. In 1970, India was a poverty-stricken country, still struggling to come to terms with its colonial legacy.

In contrast, the India of 2010 is a confident nation – globally networked, with a booming economy. Australia, in 1970, was mostly a white country, unable to reconcile its historic British traditions with its geographical location within the Asia-Pacific region. Forty years later, 6% of the Australian population is of an Asian background, and most people in Australia now accept that their future lies in Asia.

The future of India and Australia is now tied together, not only through their common colonial legacy, but also through growing patterns of trade, migration and educational, sporting and cultural relations. People in both countries are now likely to know much more about each other than they did in 1968.

So, far from having a lonely and isolating experience of mobility, as I did in 1968, I would now encounter a more cosmopolitan Australia where I would find a well-established Indian diaspora, as well as Australians who are much more open to other cultures and diversity.

What has driven these historically profound changes? Beyond national policy shifts, to what extent have global processes been a factor? And what implications do these changes have for thinking about international education?

Globalisation is largely about transnational flows of people and cultures; money and capital; technology and innovation; media and images; ideas and ideologies; and hopes and desires. Everyone is affected by these flows, albeit in ways that are uneven and unequal.

Let us focus just on the mobility of people. People move for a wide variety of reasons, including migration,



Professor Fazal Rizvi.

employment, education, tourism, and business and trade, but in ways that is not the same as it was 40 years ago. The development of links is now much more rapid and intense. Migration, for example, is now networked, leading to an enormous increase in the number of both documented and undocumented, skilled and unskilled, and temporary and permanent migrants, as well as refugees.

The reasons for mobility are now much more varied and complex. With developments in communication technologies and travel industries, migrant experiences have also become transformed, with regular and dynamic connections with friends and family at home, and elsewhere. Cheap telephone calls and technologies like Skype and regular travel have changed the migrant experience, perhaps the notion of migration itself.

Migrants and refugees however are not the only people crossing national borders. Business has created a class of people who are constantly moving. The number of international tourists has multiplied many folds over the past 40 years. And international education has become a major industry.

The consequences of global mobility have been enormous, both positive and negative. Mobility has transformed the demographic composition of communities, especially of cities, many of which have become truly global.

On the positive side, global mobility of people has led to greater diversification of communities, cultural exchange, hybridization of cultures and new patterns of global interconnectivity. It has made lifestyles more cosmopolitan, creating new patterns of desires and aspirations, shifting the notions of citizenship and belonging.

On the negative side, mobility has created population pressures, and has generated risks associated with the commodity of cultural practices and new consumerist desires. The problems of remittances and brain drain have arisen as never before. And so has the reactionary politics of cultural fears and conflict.

Within the context of this emergent transnationalism, if I were emigrating from India in 2011, I would bring to Australian schools many cultural resources and experiences of mobility that the schools could well take advantage of in internationalising their curriculum and pedagogy. At the same time, my teachers would need to better understand the rapidly changing world, associated with global forces, connections and imagination, which I would inhabit in the 21st century. Most importantly, they would need to realise that globalisation has *normalised* diversity.

Educational policy and practice have traditionally assumed diversity to be exceptional phenomena to the norms of cultural heterogeneity. The policy of assimilation, for example, assumed society to be constituted by a set of established cultural norms into which migrants had to become assimilated. Multiculturalism similarly assumed a set of norms within which cultural diversity is recognised and has to be managed.

Given the global flows of people and cultural ideas, we can no longer assume this cultural homogeneity to be a natural condition. Indeed, most societies are now dynamic and constantly changing, as cultural traditions increasingly rub up against each other. Negotiation of cultural difference is therefore no longer an option but a requirement of living in a globally interconnected world.

The challenge facing educators is then how we prepare students to interpret and experience diversity within the context of rapid changes, developing their skills to negotiate it in a range of ethically productive ways. For international educators, no task is more urgent than this.

Professor Fazal Rizvi has been a Professor in Education at the University of Melbourne in Australia since July 2010, having previously worked for almost a decade at the University of Illinois in the United States.

Email: frizvi@unimelb.edu.au

This article is based on the keynote address given at the Alliance for Education Conference in Melbourne, 2010.

People and Places

If your school has news of interest why not send a brief report, and good pictures, to the Editor at CarolineEllwood@ecis.org



Lypiatt Primary School in Wiltshire, UK, has become the 1000th school to learn with the International Primary Curriculum. Launched ten years ago, the IPC now has national and international schools in 65 countries as diverse as Swaziland, Malaysia, Qatar, Japan, Russia and Brazil learning with the IPC, including 700 primary schools in England, Wales and Scotland.

“We selected the IPC to bring a more engaging, cross-curricular and skill-based approach to our learning,” says **Carolyn Atkins**, the Headteacher. “Lypiatt Primary School is the only primary school in England serving the families of the armed forces who require temporary accommodation. The children come to Lypiatt from a range of schools in various countries, in particular Cyprus and Germany, and stay on average for eight weeks.

“The active, thematic and child-friendly approach to learning that the IPC takes will help these short periods at Lypiatt Primary to be as learning-focused and as enjoyable as possible for every child. We’ve become part of a huge, worldwide family of schools all focused on great learning,” she says.

For more information about the IPC go to: www.internationalprimarycurriculum.com



TaPS comes of age

The International Schools Theatre Association celebrates 30 years

ISTA began by producing theatre festivals for high school students over 30 years ago and gradually extended its provision to include middle and primary school students as well. Initially working only in Europe, by 1991 the festival calendar had spread to Asia.

Since its foundation ISTA has developed into a major contributor to arts education across the world. Part of that remarkable progression has included the provision of workshops for teachers and students in support of the IB theatre arts course (now the IB theatre course).

Originally established in response to ISTA member teachers for 'a festival with an IB flavour', the Theatre arts Programme Symposium (TaPS) now stands as an event in its own right with its own very clear goals. It is open to all students and teachers of IB theatre, not just those from ISTA member schools.

The earliest workshops were held in Stratford-upon-Avon, providing opportunities for live theatre, individual workshops and discussions with actors. A memorable event one year was sitting with students and other teachers listening with fascination to Simon

Russell Beale discussing *Richard III*. Stratford TaPS became a highlight of the annual programme.

Now TaPS take place across the world, including locations such as Bali, Adelaide, Beijing, London, New York, San Diego, Jakarta and Uruguay. The programme is so extensive that it has its own dedicated staff of student ensemble leaders (all current IB theatre teachers) and teacher workshop leaders (again current IB theatre teachers/practitioners with extensive experience in the programme and trained by the IB and ISTA).

TaPS take place over three days and aim to provide a holistic experience for students and teachers of IB theatre. Students are given a seminal theatre and learning experience to expand and extend their explorations of theatre arts. ISTA describes this experience as an opportunity

For students...

- An ensemble experience that engages students with the philosophy of the programme, its core

components and the required assessment tasks.

- The tools and strategies required to manage their own discoveries and learning in theatre.
- A context to meet and work in collaboration with other students.
- A diverse range of high quality theatre performance pertinent to the course.
- Master classes focusing on a specific area of theatre.

For teachers...

- An in-depth exploration of the pedagogy of the IB theatre programme, its core components and the required assessment tasks.
- The tools and strategies for planning a two year programme.
- The chance to receive and generate resources working in collaboration with other teachers and IB/ISTA trained workshop leaders.
- A context to meet, network and work with other teachers of the programme.

- A diverse range of high quality theatre performances pertinent to the course.
- A masterclass focusing on a specific area of theatre.

The programme is open to IB theatre students in Year 1 and Year 2 of the diploma. This is only a short introduction to the possibilities for teachers and students provided by this programme. For more details of ISTA provision go to www.ista.co.uk or read the information given on page 18 of *Scene*, the quarterly journal of the International Schools Theatre Association, September issue, 2010. For details of the three tiered workshops offered by the IB go to www.ibo.org

*For further information please contact:
Sally Robertson, Chief Executive Officer, ISTA.*



Beautiful minds

Maria Falidas and Tina Dellas explore mathematics through fiction and found a math literature club

Considering the math phobia that is purported to afflict huge swathes of the population, it is worth noting that a movement has been growing of those who like to read stories *about* mathematics and mathematicians. Some are mathematicians, but a growing number are non-mathematicians who admire math from afar and are fascinated by the romance and mysteries of the lives of mathematicians, the history of mathematics, and find stories, novels and movies that involve math delightful.

Sometimes students view mathematics as being a dry, isolated subject without real-world applications. They see no connection with mathematical ideas since very often those have been hidden from view by a socially and academically cultivated sense of inapproachability. Math literature provides the critical context to stoke students' interest. By sharing the fascinating history of mathematics and drawing the connections between math and other disciplines, math literature aims to bring to life the substance of mathematics.

Mathematical fiction distinguishes itself from science fiction and branches out of the popular science literature. In England in 1884 Edward A Abbott, disguised as A Square, published a book entitled *Flatland*, in which he invited readers to a world of two dimensions inhabited by lines, circles and polygons that live like humans in a culture that mimicked that of the Victorian era. In this fictional story Abbott created a bridge between mathematics and human culture.

The book has been in print ever since and initiated many sequels, but most importantly it gave birth to a new kind of literature: mathematical fiction. Many works have followed, and a detailed list of them can be found on Alex Kasman's mathematical fiction page.

The BBC documentary *The Story of 1* is an exquisite example of such a case: the history of numbers as used by humans from prehistoric times to the present. We are so used to the so-called Arabic numerals that it is not easy to imagine that Pythagoras, Euclid and Archimedes did not use them.

The Math Literature Club is a book club for high school students at ACS Athens. Inspired by Denis Guedj's *The Parrot's Theorem* and created in 2008, its first members were four 10th grade students. Excerpts of the book, explaining how Thales measured the height of the pyramid, were used in a geometry class and the Math Literature Club grew out of the students' interest in the plot of the book.

The following year the club expanded to 12 regular members and about ten students who occasionally joined various meetings out of curiosity for the topic

selected. The club held its meetings after school every Friday afternoon, and often at lunch. The activities of the Math Literature Club differ from those of a traditional Math Club or Book Club. They spring out of the chapters of the selected books and spin off into topics of mathematics that are beyond the mainstream mathematical curriculum.

The first book we read was *Uncle Petros and Goldbach's Conjecture* by Apostolos Doxiadis. The students were mesmerised by the portrait of Uncle Petros, a gifted mathematician who dedicated his career to the proof of the conjecture, and the impact that his passion for mathematics made on his 14 year-old nephew. Students rushed into the classroom for our scheduled meetings bringing topics from their mathematics class, writing furiously and arguing over the proof of a trigonometric identity.

It was the beginning of a journey into the world of mathematics with neither fear nor intimidation. They wanted to learn more; they insisted on adding meetings to discuss more mathematical concepts from the book, such as the Riemann Hypothesis and the zeta-function, Fermat's Last Theorem and Gödel's incompleteness theorem. The book opened a new dimension of mathematics; it was exciting and fun but most of all it gave inspiration to search for the purpose of what they were learning in math class.

What is amazing about mathematical fiction is that the reader gets to see mathematics through a different light. In *Pythagorean Crimes*, Tefros Michaelides resurrects the inspiration Picasso found in mathematics. Concepts such as the existence of the fourth dimension were raised in our discussions of the book and a journey into the world of art through a mathematical lens began.

We explored cubism and the fourth dimension as depicted in the works of Dali. This led to exploring the hypercube and its use in architecture. With the investigation of architectural design, students were intrigued with the concept of tessellations and symmetry. Through different activities on symmetry we discussed the concept of groups introduced in Galois' work and its application to the quest of finding a solution to the fifth degree equation. In the light of this quest, the students explored the symmetry of the roots of a quadratic equation through graphs.

It is an amazing feeling for a teacher of mathematics to see such a passionate student involvement in mathematical explorations and a truly rewarding experience when the students finally grasp the connection of all the pieces and celebrate their understanding.

Mathematical fiction allows us to experience the essence of mathematics and lets us enter this world as explorers. It provides a fertile ground for concepts to be rediscovered, for ideas to be expressed and ignites motivation to search for purpose in mathematics.

In 2008 we joined the group Thales and Friends, a non-profit organisation that supports the creation of mathematical reading groups in elementary and secondary education schools in Greece. The group organises a series of events through the year in Athens and Thessaloniki where guest speakers from around the world come and share their passion for mathematics.

Last year the Math Literature Club attended the presentation on symmetry of Oxford professor Marcus Du Sautoy and met Tony Gardiner when he visited Athens to talk about mathematical competitions. In June 2010, ACS Athens hosted the annual Mathematical Literature Fair organised by Thales and Friends, which was attended by 15 schools and their corresponding math reading groups from Greece and Cyprus.

This year the ACS Athens Math Literature Club is reading *The Sand Reckoner* by Gillian Bradshaw; this will lead to an exploration of the work of Archimedes.

Suggested novels for math literature reading groups:

The Parrot's Theorem by Denis Guedj, London: Phoenix 2001

Uncle Petros and Goldbach's Conjecture by Apostolos Doxiadis, Bloomsbury USA 2001.

Pythagorean Crimes by Tefcros Michaelides, Parmenides Publishing 2008

The Prince of Mathematics: Carl Friedrich Gauss by M.B.W. Tent, A K Peters 2000.

The Sand Reckoner by Gillian Bradshaw, Forge Books 2001.

Suggestions for math literature activities:

Movie night: *Good Will Hunting*, *A Beautiful Mind*, *Proof*

Documentaries, TV series: BBC's *The Story of 1*, *The Music of Primes*, CBS' *Numb3rs*

Museum visits:

Escher, Picasso, Dali, DaVinci.

Visit www.message-labs.com/email

Maria Falidas is a faculty member of the department of mathematics, American Community Schools of Athens.

Tina Dellas is a teacher of biology in the Academy of American Community Schools of Athens, Greece.

People and Places

If your school has news of interest why not send a brief report, and good pictures, to the Editor at CarolineEllwood@ecis.org



Did you know that August 2010 saw the start of the UN's International Year of Youth? What is your school doing? **The International Award Association (IAA)** is marking this year by working with its partners around the world to highlight the achievements of young people and recognise the contributions they make to society. The IAA co-ordinates and develops the International Award in over 130 countries to give young people the opportunity to develop essential life and work skills, irrespective of background or circumstance.

The Award Programme offers participants the chance to make a difference both to themselves and the communities in which they live and more than seven million young people have taken part in the programme to date. To find out more about the International Year of Youth and the International Award Association visit: www.intaward.org/news-events/International-Year-of-Youth/.

Global, generous and green

Meet 3G: Jennifer Gökmen reports on how Istanbul International Community School celebrates 100 years

A former student emails me a rather odd question about his alumni registration. ‘When you ask how long I was a student there, do I count the times I was expelled?’ Plural. I note his enrolment dates and confer with a long time colleague.

‘Oh yes. That’s Rodney. He’s exaggerating, of course, but he *was* quite a rascal. My older sister was in fifth grade with him in 1965,’ my American colleague, once a student here herself, explains. Rodney, far from being the miscreant he describes, has travelled the world as a pilot for the past 30-odd years and can’t wait to bring his wife with him when he comes back to Istanbul International Community School (IICS) to visit us.

IICS is 100 years old this year and Rodney is eager to attend our centennial celebrations. When I write back, he’s thrilled to learn that people here still remember him from his mischievous schoolboy days. Many of the alumni who will descend on Istanbul next April for the Alumni Centennial Weekend will also feel that same joyful sense of reconnection. We’re hoping this year will

even bring us a visit from our oldest living alumni, now in her nineties, whom we fondly remember.

When you’re a century old, and an international school with a highly mobile population, having people around who still remember long time alumni is something special. Having such a long history is uncommon for an international school, full stop. We’ve challenged our students with finding any international school older than IICS and so far worldwide we’ve found only one.

To give a frame of reference for this centennial longevity, when our school was founded, originally as Robert College Community School (RCCS), Turkey’s ruler was Mehmed V Reshad, the 35th Sultan of the Ottoman Empire. There would be one more sultan and one more caliph before 1923, when our school would witness the end of a 600 year-old empire and the birth of a new republic.

That’s if we go by the official record. According to the *unofficial* record, our school is even older, begun, as it



was, as the international sister school for the children of Robert College's foreign teachers. Established in 1863 as a school for Turkish children, Robert College is the oldest extant American college located off American soil and we share a long, rich history.

For example, in 1875, one of Robert College's history teachers, Edwin, and his wife Lillian, had a child who would become the father of photojournalism: Gilbert Grosvenor, the first editor of *National Geographic* magazine. Grosvenor was born in a building that would be one of IICS' school buildings until 1984.

Over the years, we went through the transformation from Robert College's sister school to a school serving all of Istanbul's expatriate students and changed our name to reflect this. Although RC is an American curriculum school, IICS is international and we have the distinction of being one of the first schools in the world to become authorized to offer all three International Baccalaureate Programmes (PYP, MYP, and DP).

Since 1911, generations of international students have sparked their passion for learning at IICS, as will many generations to come. In developing the concept for our centennial, we want our festivities to honour our past community while we celebrate our current generation, labelled 'Generation G': more global, generous, and green, as they pave the way for the next decades of students.

Due to the rise of social networking and being digital natives, children of Generation G have been able to instantly connect to anyone anywhere anytime, which

has had deep-seated repercussions on their development, bringing about empathy and sharing as key elements of their generation.

Empathy is more pronounced by default of being able to participate (virtually) in the lives of others everywhere. Sharing is more developed by default of the digital age, where value is created mainly through achieving the active participation of others. This means replacing outdated concepts of ownership and control with generosity.

Connectedness to geographically distant people has helped breed more global citizenry, which fosters more awareness and ecological responsibility. Thus Generation G is more global, more generous, and more green.

Although the trend is widely recognised as Generation G, we've shortened it to the name 3G, the concept for our Centennial Celebrations. An idea that resonates with our school philosophy, 3G offers a unique context within which students can reflect on our past and explore meaningful, practical ideas for our future.

Peter Welch, IICS's new Headmaster, comments: "To start this year at a school which is celebrating a century of history is inspiring. The events planned for the year will be an engaging way to better understand the depth and breadth of this school's impact on generations of international families.

"As a history teacher, I look forward to watching the school's stories unfold, through the historical record but more so through the personal accounts of our former

Continued overleaf →



students, parents, and faculty. At the same time, the 3G context of our centennial will help us bridge past, present, and future with student-driven forward-looking initiatives that will support our posterity.”

In addition to year-long, ongoing festivities and projects, like planting a centennial forest, the major student-driven project is for IICS students to interpret the 3G concept and develop an actionable plan to help our school become more global, more generous, and/or more green. During our Jubilee Week, 17th to 21st January, cross-grade student groups will present their ideas for the student body to vote on. On our 100th

birthday on 11th February, the winner will be announced and the chosen school-wide project will formally begin.

Keep watching for more centennial news from IICS as the year progresses. If you are a former student, teacher, administrator, or parent of IICS, please contact us at alumni@iics.k12.tr for more information.

Jennifer Gökmen is development officer at Istanbul International Community School.
www.iics.k12.tr

A partnership for understanding

Students at TED-Ankara High School experience the EU's Comenius Project

The European Union provides funds to create partnerships between schools in different countries around themes that enhance cross-cultural interaction and understanding, and also enhances the conversational use of English as the common language between the participants.

Called the Comenius Project, it is extremely motivational and effective as students and their teachers visit new countries to experience their cultures and traditions. They also exchange emails and the new networks among students live on long after the trips are over.

The coordinating school for this particular year's project was Colegiul Tehnic Petru Poni in Romania. Other schools besides us, TED-Ankara in Ankara, Turkey, included Playa San Juan in Spain; Foreign Language School Mitropolit Andrei in Bulgaria; Agrupamento Vertical de Escolas D. Antonio Da Costa in Portugal; and Gimnazjum Nr. 1 W Zawierciu General Secondary School in Poland. Participants visited all these schools over a two-year period ending in summer 2010.

The project was accepted by the countries' ministries and the Comenius Organization in June 2008 and the first planning meeting was held in Romania the following November. Preliminary email communication among teachers from five countries made it possible to finalise the themes and details for the cross-cultural visits at this meeting beforehand.

The Romanian students also composed a musical anthem in English to celebrate the jewels of

understanding this project would offer. Throughout the project all students learned it and, on returning home, translated and sang it in their home language and in English. Visits in each country included excursions to notable cultural and religious sites, along with creative activities. Visit the website listed below to hear the song.

The first visit took place in February 2009 in Bulgaria, with students and teachers flying in from the four other countries. Each country's participants gave a presentation on its history and shared ecumenical calendars including religious and national holidays. A common ecumenical calendar was prepared.

Students lived with host families, providing them with first hand experience of local culture and traditions, as well as opportunities to speak English. Our TED art teacher demonstrated marble painting for all the students, who in turn made their own. The Bulgarian students requested all participants to leave their projects for display.

For many students, this was their first international visit and provided an opportunity to feel a sense of independence and to deal with the intricacies of travel, and foreign languages and currencies. The benefits of cross-cultural sharing began to be tapped. Tears were shed when new friends had to part at the end of the visit. Students began communicating directly with each other via email. And some would meet again in a different culture as the project continued.

The next stop was Spain. Here each participant made two musical presentations, one classical and one modern. They also prepared a CD for all participants,



including samples of classical and pop music in their country. The music teacher from TED-Ankara was involved and a group of TED's girls sang for the group in English and Turkish.

Students also described the most famous football and basketball personalities in their countries. There were Flamenco dances, with lessons, and volleyball on the beaches near Alicante.

In November 2009, TED-Ankara played host. The theme of religion and religious tolerance was discussed. Each country's student representatives reviewed the main and minor religions in their countries, commenting on minor religions' acceptance by the government and society in general. Students then took part in a Tour of Tolerance, visiting a synagogue, a famous mosque, and a Catholic church all located in Ankara. They also attended classes in English at TED and used the school's sports facilities.

In Portugal in March, 2010, students compared 'proverbs of tolerance' both in English and their mother tongue and found many similarities in meaning. To reflect the stereotypes of different countries, students identified significant sites and symbolic artifacts of each

culture and then combined them with sayings, pictures, cartoons, and the country's flag to create the stereotypical montage.

In Poland in May 2010, participants reviewed the flora and fauna of their region and a plant that had become extinct. The students of each country made a Comenius garden in their school and compared pictures of their gardens. Local political leaders came to dedicate the garden, which in turn had sections dedicated to the other schools involved. Students all swam and scaled a local 'climbing' wall.

This collaboration of sponsors and participants, with critical EU financial support, created an unforgettable experience bringing 'cross-cultural' to reality.

Dirayet Ulug is CAS/Comenius coordinator, and Dr Frederick Thompson is international coordinator, at TED-Ankara, Turkey.

For more information please go to:
www.comeniusyes.eu



Citizenship and beyond

Totty Aris describes ways of nurturing international-mindedness

As in many international schools, the first few days after returning from holiday involve catching up with friends, getting a new timetable and establishing individual and collective goals for the forthcoming academic year.

This year was initially no different at The International School of Dhaka, as students found their feet again with reminders of the school's expectations for successful academic progress. Following that, however, we took the opportunity for the middle school (MYP) to cover an important aspect of human understanding, the topic of 'citizenship'.

First, students were asked to think about the concept of citizenship by asking questions such as: 'Where do I come from? What passport(s) do I hold? What does that mean?' We discussed Third Culture Kids: children who spend a significant period of their developmental years in a culture outside their parents' passport culture(s), and a few brave students shared their stories with the whole middle school.

Following that, students worked within their tutor groups on a variety of tasks, depending on the grade. Grade 6 focused on passports and eventually created a global passport for the future, with one innovative group creating a passport chip that goes inside one's thumb. Grade 7 discussed global vs local citizenship. Grade 8 had the task of analysing national anthems, the meaning behind the lyrics and music of different countries.

Grade 9 focused on the forthcoming International Day of Peace and grade 10, our MYP certificate year group, researched a more in-depth understanding of 'What is a good citizen', writing an essay on their findings.

The final assembly highlighted in many thoughtful

ways the journey of understanding that all the students were part of, with some touching presentations on peace and citizenship showing a growing awareness of international-mindedness.

At the end of the day our students reflected on their learning journey and had to come up with some short- and long-term goals regarding international-mindedness. Varying from short-term ideas like getting involved with a charity or raising awareness, the students also considered mid-term goals over the next few years. These became more interesting as they started to think about what changes they would like to be part of.

Living in Bangladesh this included an acknowledgment of the pollution, the traffic problem and poverty, and how one could pro-actively make a difference. Their long-term goals were life goals and although many students find it hard to look into the future there were fundamental and sound ambitions: 'do something that no one has done before'; 'run a factory that is completely environmentally friendly'; 'get a job that makes a difference'.

Our whole school goal is 'to promote international-mindedness throughout our whole school community'. The seeds have been sown and we hope to address this issue throughout the coming academic year and beyond as our students continue to make the connections between themselves as citizens of our school, Dhaka, Bangladesh, Asia, the world.

Totty Aris is deputy head and MYP coordinator of the International School of Dhaka, Bangladesh.



A warm welcome in Nice...



to speakers... delegates... and exhibitors



With thanks to Ivan Maly for supplying all the photographs.



Professor Sugata Mitra of Newcastle University gave the Gray Mattern Memorial Address. He is pictured, right, with Mary Anne Haas, of International School Services.



Adora Svitek, aged 13, provided a student's view.



Thank you to retiring board trustees: ECIS Special Awards were presented to



Neil McWilliam.

Kevin Page.

Clayton Lewis.



At the workshop sessions...



Among the award winners



Edward Greene was Master of Ceremonies.



Andrew McMenamin, who is sadly leaving the International Award for Young People, sponsors of the ceremony.

ECIS Committee Chairs

Jean Vahey presents certificates to



Richard Pearce of the International School of London.

Julia Mckelvey of the International School of Basel.

Lilly Khairallah, St John's International School, Waterloo.

And Chrissy Moncrief, Frankfurt International School.

Kim Oppenheim (Leysin International School); Richard Harwood; and Ryan Blyth (College du Leman) were unable to be present to collect theirs. Eric Saline, the International School of the Gothenburg Region, Sweden, will be presented with his award on an appropriate occasion.

ECIS Outreach Programme

Chrissie Sorenson presents plaques to



Callie Roth Welstead of Oeiras International School, Portugal.



Kevin Gilbert of College du Leman



and Chris Bouman and Pete Lafrance (right) of the International School of Luxembourg.

The Peter Ustinov Outreach Award

Igor Ustinov presents awards to



Gaye Onol, of Eyuboglu High School, Turkey.



Elizabeth Cleere of the French American International School.



and Nurcan Sonuç of Hisar School, Turkey. They are accompanied by Dr Peter Sicking from the Peter Ustinov Foundation.

The International Teacher Certificate



The International Teacher of the Year was Lourdes Maria de la Guardia Llanso, of the International School of Havana, Cuba. Accompanying her are, from the left, Chris Bouman, Mary Langford of ECIS and Mary Margaret Magee, the ITC course leaders, and Phil Riding of the University of Cambridge International Examinations.

Among the graduates to receive their certificates from Mary Langford and Mary Margaret Magee, the ITC course leaders, were



Petra Nyerki (Happy Kids International School).



Margaret Hawthorn (Al Sahwa Schools).



Nadine Monique Peromon (International School of Berne).



Irem Uzunhasanoglu (FMV Ayazaga isik High School).



Silke Wegehaupt (Dresden International School).

Among other graduates was Nadia Bakir Radhi, King Fahad Academy.

Thanks to the mentors...

...and to the host schools



Melanie Swetz, who was mentor to, and collected the certificate for, Anne Akay.



Ian Morris, the International School of Havana, Cuba.



Alan Preis, Atlanta International School.



Phil Riding, University of Cambridge International Examinations.



Terry Haywood (left) presents a special Alliance of International Education Award to Walter Hetzer.



Janice Ireland, IPC deputy director, Fieldwork Education (left) presents a cheque to Cathy Whiteman of Wateraid, which represents a donation from IPC of £5 on behalf of each IPC member school

Creating a personal relationship with history

Jo Upton describes how Facing History and Ourselves helped students make connections between history and their own moral choices

Facing History and Ourselves has been working in secondary schools and classrooms in North America and Europe for over three decades, providing a model of educational intervention and professional development that helps teachers and their students make the essential connections between history and the moral choices they confront in their own lives.

Through in-depth study of cases of mass atrocity and genocide, Facing History engages teachers and students in a critical exploration of the steps that led to full-scale violence and destruction, as well as strategies for prevention and positive participation to sustain democracy.

I have been a Facing History teacher for eight years, first as a newly-qualified teacher and now as director of learning and teaching, I help other teachers to improve the learning in their classrooms. I have taught in three schools. In each school, my Facing History affiliation has had a marked impact on my teaching and the learning that occurs in my classroom and, more importantly, on my students' attitude to learning. They were more engaged, performed at a consistently higher level, and wrestled with ethical issues and questions aloud. In short, they learned to think.

In 2002 I was introduced to Facing History and Ourselves in a five-day introductory seminar where content and methodology were presented in creative and exciting ways. Following that, my colleagues and I worked together and with Facing History staff to bring Facing History's content and pedagogy to our school, Woolwich Polytechnic for Boys in East London.

Woolwich is a typical inner city school serving a very diverse student population in terms of race, religion and educational need. Before Facing History, our take up for history GCSE was on average 13 out of 180; now, due in large part to the Facing History approach, the average is about 60 out of a cohort of 240 – a threefold increase.

Our students, even the most resistant, became engaged in Year 8, when their more personal relationship with history began. Using Facing History resources, we studied the events at Little Rock High School, which was integrated by nine brave African American students in the 1950s. The study really engaged the children while simultaneously enabling them to avoid falling into

tidy stereotypical ways of thinking. They were forced to challenge the prejudices of people in the past and their own in turn, safe in the knowledge that their opinion was valid if it was rigorous, informed and substantiated.

They were no longer learning about the past as observers, but wrangling with big, critical questions about human nature, democracy, and tolerance. I too became more involved as I was forced to reconsider my own decisions in the classroom. After eight years at the Poly I moved to Globe Academy, another inner city London school. The impact of Facing History was immediate when I was given a very difficult Year 9 class to team-teach with a humanities teacher who was resigned to the idea that these children were indifferent.

In my first lesson, we used a Facing History technique called silent conversation where students engage a text through writing in sustained silence with a partner followed by discussion. The children were so shocked by the change of activity and content that they became interested. Then I went straight into Facing History's primary case study, Holocaust and Human Behaviour, and they were engaged.

Two girls in particular struggled with school but fell in love with history because of Facing History and both opted for history as a GCSE subject. My colleague watched with amazement as the children were hooked by the material and the activities, lesson after lesson. The children transformed themselves from the 'un-teachable' class to an enthusiastic and thinking group of learners. In one term these students made more progress than is usually expected over three years. They had the potential; Facing History unlocked it.

I am now at Oasis Academy Shirley Park, an all-through inner city school in Croydon, south London. I am responsible for improving learning and teaching in the primary phase. Although Facing History content is not designed for primary students I have realised, very happily, that I will always be a Facing History teacher as every lesson I plan is based on Facing History methodology.

Over the last six years, Facing History has become less of an approach to teaching about the Holocaust and other difficult histories but more a holistic pedagogical philosophy that infuses all my teaching. A teacher is

required simultaneously to abdicate control while remaining firmly in control in the classroom.

This paradoxical situation leads to classrooms that belong to the children who feel safe and secure in a managed and reflective environment. Teaching is a vital and moral enterprise; Facing History reminds me of this

and my sense of privilege to be a part of such an important and wonderful profession.

Jo Upton teaches history at Oasis Academy, London, UK.

For more information on Facing History and Ourselves, contact Karen Murphy: Karen_murphy@facing.org

Read a book. Ask a question. Start a conversation

Diane Frankenstein considers ways of promoting a culture of literacy in a school community through conversational reading

Conventional wisdom has become so focused on the importance of reading to children that it has somewhat ignored the importance of talking with children about what they read. As important as it is to read aloud to children, a child's desire to read comes from being read to *and* talking about books.

Talking with children has an even stronger effect on literacy learning than reading aloud. Vocabulary is the lynchpin to literacy and many of the skills children need to *get ready* to learn to read are first learned in conversation. A child who enters school with a vocabulary of 22,000 words, acquired through conversation, has an advantage over the child who enters school with a vocabulary of 2000 words. After six years of school, the child with the limited vocabulary has still not caught up to the child with the larger vocabulary.

Conversational reading, a comprehension strategy, is talking to children about the stories they read. Through books, children learn language – oral and written – and through language, they learn to think. Conversational reading helps children develop the ability to use language to express themselves. Children who talk about stories and the subjects a story explores are involved readers who better understand what they read, which in turn leads to confidence and pleasure.

Conversational reading promotes active literacy, reading for meaning, nurtures curiosity, and instills a love of exploring and learning. Children who read conversationally are readers who know how to become involved with a story, making connections between books, experiences and ideas. As a Chinese proverb reminds us: 'Tell me and I'll forget. Show me and I may remember. Involve me and I'll understand.' The most important outcome is not how many books children read, but how many conversations they have about them.

Nobody comes into the world knowing how to talk about a story. Finding meaning calls for guessing, speculation, and pondering; it's less about what *you know* and more about what *you think*. It is a little like thinking out loud. Conversational reading is less about trying to figure out the meaning of the stories and more about what the story means to children in their lives now.

'What is the use of a book, thought Alice, without pictures or conversations?'

Lewis Carroll, *Alice's Adventures in Wonderland*.

The following conversational reading strategies and tips can be used in schools as well as in the home. When practiced in the home and in the classroom, conversational reading encourages a culture of active literacy in a school community.

- Read the right book at the right time. Choose books that speak to both the appropriate reading level and a child's developmental readiness for the story.
- Children only read for story and when they are working too hard with the mechanics of reading, it becomes difficult for them to enjoy the story.
- Don't interrupt the reading of the story with explanations or editorials, which can easily annoy and frustrate a child.
- Read the story as it is written. Once you begin to tinker with the story, by substituting an easier word or leaving out complicated sentences that you think might be confusing, you are interfering with the magic of the story.
- Don't stop reading aloud to children once they have mastered the ability to read on their own. Many of the skills children need to become good readers are first learned in the stories they hear.
- Start a conversation with a good question – a question

that takes you someplace in your thinking. A good conversation is not about the answers, it is about the questions. What did you notice? What did you think?

- Don't be afraid to ask specific, concrete questions – where the answers can be found inside the story. Who, what, when and why questions. Children first need to understand the story before they can begin to understand the meaning of the story.
- Once the conversation gets moving, help a child see beyond the plotline by asking personal questions. “Has this ever happened to you?” “What would you do in this situation?” This helps children see connections between a story and their lives.
- Try listening. If you ask children a question, you have to wait a little while and allow them to think and respond.

Conversation starters for any story

- Have your child tell you what is happening in the story first by looking at the pictures.
- What character would you like to be your friend?
- Is there a character you dislike?
- How would the story be different if...?
- What would you do in this situation?
- Do you like the ending of the story? If not, how would you change the ending? Does the ending fit the story?
- Does the story call for a sequel? (What are some of your favourite books that called for a sequel but did not deliver one?)
- What are you curious about at the end of the story?

Diane W Frankenstein is the award-winning author of Reading together: Everything You Need to Know to



101 Books Kids Will Want to Read and Talk About

Reading Together



Everything You Need to Know to Raise a Child Who Loves to Read

Diane W. Frankenstein

Raise a Child Who Loves to Read. *She holds a Master's degree in children's literature and language arts. Since 1989 she has worked as an educational consultant in children's and adolescent literature throughout the United States as well as in Asia and Europe.*

For more information visit: www.dianefrankenstein.com

Thank you, Jane



Jane Meredith, ECIS Executive Assistant, receives a bouquet at the ECIS November conference in Nice to mark 20 years at ECIS. She is flanked by Jean Vahey, ECIS Executive Director, and Dr Arnie Bieber, Board Chair.

Creating a whole-school culture of thinking

Susan Loban and Lisa Verkerk help make headlines

At first glance, the lower school gym at the International School of Amsterdam (ISA) looks like any typical school gymnasium with climbing equipment, painted lines on the floor, balls and hoops spread about, sending a clear message to the children that active learning will be taking place here. But there is another message too, as the walls of the gym are covered in strips of chart paper with children's handwritten phrases on them.

'Sportsmanship leads to championship!'
'Good winners = good losers.'
'Good leaders don't leave bad players out.'

These are the headlines the children have written as a pre-assessment of their thinking and understanding of sportsmanship. Headlines is a visible thinking routine that can be used to 'capture the heart' of an issue or topic. In this case children have captured what they think are the most important aspects of this topic from their own experiences.

The headlines are posted on the walls so that they can be referred to during end-of-lesson discussions in which students are asked to reflect not only on how their physical skills may be improving, but also how their thinking about the value of fair play and competition is changing. It's a quick routine – and the message it sends to the children is clear: in addition to physical activity, thinking is valued and expected here.

Together the staff of the ISA are working to create a whole school Culture of Thinking. ISA began working with the Project Zero Research team at Harvard's Graduate School of Education in 1998. As part of the International Schools Consortium, many staff members became involved in the Teaching for Understanding (TfU) project.

In 2003, nine ISA staff members joined the PZ Visible Thinking research project, initiated in 2000 at Lemshaga Akademi in Sweden. "That first year was a wonderful introduction to the project for us and in the summer of 2004 we hosted the very first Cultures of Thinking Seminar here at ISA, led by senior researcher Dr Ron Ritchhart.

"We have held one or two seminars every year since. They provide an exciting opportunity for ISA staff to meet with educators from all over Europe, to learn how to create a vibrant and effective environment for rich thinking and learning to occur," says Lisa Verkerk, PZ coordinator and grade 5 teacher at ISA.

In his book *Intellectual Character, What it is, Why it*

Matters and How to Get it (2002), Ritchhart describes Cultures of Thinking as places in which a group's collective as well as individual thinking is valued, visible and actively promoted as part of the regular day-to-day experience of group members. Project Zero researchers have developed numerous thinking routines that can be used in all subject areas to deepen, make visible and document students' thinking, so that it can be discussed, reflected upon, and pushed further.

As an IB World School, the staff have found that this approach to teaching and learning supports everything they are striving to do in the three IB programmes. Many of the thinking dispositions that are embedded within an active culture of thinking support the attributes of the learner profile; developing the disposition to be reflective, to be principled, open-minded, an effective communicator *etc.*

By providing opportunities for discussion about teaching, thinking and learning, a school-wide culture of thinking can exist from pre-school to grade 12. ISA has developed a model of focused participation in follow-up study groups for teachers who've attended the VT and TfU seminars.

Facilitating time for teacher thinking is a key element in the creation of a culture of thinking for learners. Teachers share ways they are putting what they've learned in the seminars into action in their own classrooms and reflect on how their own thinking about thinking and understanding is changing.

"Establishing routines for thinking in our classroom has helped me to systematically check for understanding with students. Routines that help make children's thinking visible have provided a structure and a vocabulary for getting to the heart of student understanding, providing a better picture of how they are constructing their knowledge and drawing conclusions. I feel that I have a truer picture of what is going on in the minds of my students, how they get from point A to point B in their understanding, and what misconceptions they may have developed," explains Laura Nielsen, a grade 5 teacher.

Over time, teachers create a learning environment in which the application of thinking routines and strategies is a natural part of the classroom. The language used, set-up of the environment and use of time, focuses on the development of dispositions of thinking.

"It has helped me to target the kind of thinking I want the children to engage in," says grade 2 teacher Melanie Smith. "I've grown to understand the value of providing

time for the processes of thinking, and the value of documenting student thinking, as our discussions about the documentation take the children's thinking forward. Asking questions such as, 'What makes you say that?' 'What doubts do you have?' 'Can you generate more ideas?' 'What kind of thinking are we doing here?' have become automatic. Students begin to use the phrases I use and begin to suggest routines that would be suitable for certain situations," she says.

The development of the inclination, or disposition, for thinking is also something students become aware of over time. Robyn Jones, a grade 11 student, has a clear understanding of the impact of being given time and strategies for thinking during her time at ISA: "I remember way back in grade 5 being aware that I was getting time to think. It was hard for me at that age to have the words to express complex thought processes. People don't expect kids at that age to have complex

thoughts, but they do. When I was given time to think, to explore my ideas with the routines, or time to express my thinking, it helped me formulate my own opinions.

"Then when we shared our thinking it helped me to really listen to what others were saying, and to connect their ideas to what I was thinking. I think this helped me grow up to be open-minded and aware that my opinion did matter – that I was supposed to have my own opinion. Knowing that our opinions and thinking were valued led me to be a more independent person – an independent thinker."

Susan Loban is deputy head of the lower school and Lisa Verkerk is PZ coordinator and grade 5 teacher at The International School of Amsterdam.

To learn more about ISA and the Cultures of Thinking Seminars go to: www.isa.nl/culturesofthinking/

Global learning does have impact

Kate Brown reports on new research on the value of bringing a global dimension into your teaching

Young people growing up in an interdependent and globalised world learn about global issues all the time, through the news, family and friends. As a teacher it can be hard to get through a day without being asked a question that relates in some way to the future of the planet and its inhabitants. International schools are intrinsically involved through their very clientele who inhabit their classrooms.

Recent survey research from the UK shows that giving students opportunities to discuss and explore these issues can have a real impact on that future. This article outlines the findings of the research, carried out by Ipsos MORI on behalf of the Development Education Association (DEA) and explores the implications for teachers and students.

The DEA is an education charity, based in London, that promotes critical and creative learning about global issues. Recent research commissioned by DEA and carried out by Ipsos MORI (Hogg and Shah, 2010) revealed a range of interesting findings about the impact that such global learning can have:

- **Learning more about climate change empowers people to take action on the environment.**

Amongst those who did not have the opportunity to learn about global issues in school, one in three

(33%) agree that it is pointless for them to act on environmental issues because what one person does isn't going to make any difference. In contrast, amongst those who did learn about climate change in school, fewer than one in six (16%) feel it is pointless to act.

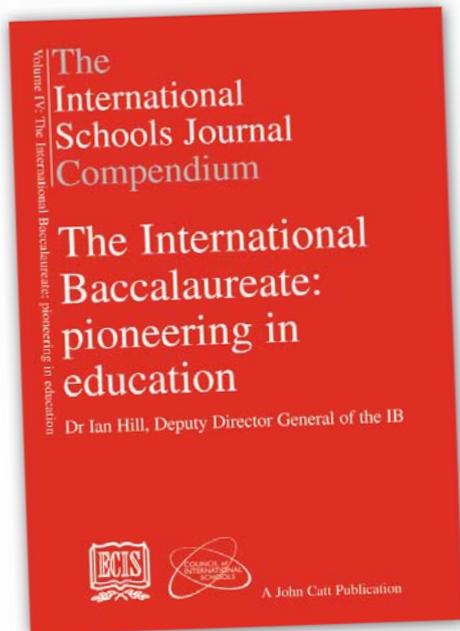
- **Learning about global issues encourages young people to become active citizens.**

Amongst the population as a whole, one in five people (20%) are neither involved in, nor interested in, getting involved in any form of positive social action such as recycling, volunteering or campaigning on global issues. However, amongst those who have learnt about climate change, poverty or world politics and trade at school, this figure roughly halves to around one in ten (9%, 12% and 12% respectively for each of these issues).

- **Learning about global issues helps young people to be more outward-looking and tolerant of other religions and ethnicities.**

Amongst those who have not learnt about any global issues at school, almost half (47%) say that they are not comfortable with there being so many different races and religions living in Britain today. However, amongst those who have learnt about at

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By Dr Ian Hill, Deputy Director General of the IB
Edited by Dr Mary Hayden

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For more than 20 years the *International Schools Journal* has been a unique source of articles concerning every aspect of international education. This *ISJ Compendium* is the fourth of a series of books containing reprints of articles grouped according to a particular theme.

The first volume in the series was devoted to ESL, bilingual education and related topics. The second concerned itself with culture, or more particularly transculture and multicultures, especially as they are experienced in international school communities. The third volume led readers naturally into the international classroom – the heart and soul of school life.



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least one global issue whilst at school, fewer than a third (31%) express this discomfort.

Previous research found that 80% of teachers agree that thinking about how teaching contributes to making the world a better place motivates them to stay in teaching (DEA/Ipos MORI, 2009). DEA's recent research indicates that teaching about global issues is one way you can work towards this aim, empowering young people for life in the 21st century, encouraging active citizenship and fostering community cohesion.

It can seem daunting to teach about the complex and controversial issues that impact on young people's lives now and in the future. However, it is worth bearing in mind that often there is no 'right' answer to global challenges, and that global learning is not about imparting one but about allowing young people to come to their own conclusions. In giving young people opportunities to enquire into and grapple with a range of perspectives, analysing the context, evidence base and values of each, you can support young people to become critical and creative thinkers.

Effective global learning activities are participatory and often involve group work, discussion and debate. Useful techniques for structuring discussion in every teachers' toolkit include open questioning (particularly use of the question 'why?'), formal debates, circle-time and snowball discussions that start in small groups and get bigger as groups share their ideas.

A good starting point is the Global Dimension website: www.globaldimension.org.uk This free website is English-language and based around the UK

curriculum, but provides access to over a thousand reviewed teaching resources adaptable to a range of different curricula and contexts. It can be searched by year group, subject (eg maths) and topic (eg Fairtrade).

Another great site is the IB's Global Engage website www.globalengage.ibo.org, which includes information, ideas and opinions, links, and suggestions for action concerned with global issues, sections for teachers and students, and resources in French and Spanish as well as English.

In exploring the global dimension to your classroom, subject and school, and providing your students with opportunities to learn about the complex and changing world around them, you will empower them for life in the 21st century, encourage active citizenship and foster community cohesion.

Kate Brown is schools programme manager at DEA. She is a trained citizenship teacher, and consultant for national and international NGOs, and is the author of several teaching guides. Contact: kate.brown@dea.org.uk

References

DEA/Ipos MORI (2009): Teachers attitudes to global learning: An Ipsos MORI research study on behalf of DEA. Available at: www.dea.org.uk/resources/item.asp?d=905
 Hogg and Shah (2010): *The impact of global learning on public attitudes and behaviours towards international development and sustainability*. London: DEA. Available at: www.dea.org.uk/resources/item.asp?d=2076

ECIS welcomes new board members

ECIS are delighted to welcome two new members to their board of trustees. Coreen Hester and Dominic Curren replace Clayton Lewis and Kevin Page, to whom ECIS would like to extend their thanks.

Coreen became the seventh Head of the American School in London in 2007. She originally hails from the United States and prior to joining ASL she was Head at The Hamlin School in San Francisco.

Dominic has been Director at the International School of Zug and Luzern since 2005, having previously worked as Assistant Principal at Zurich International School.



Top row are, from left to right: Coreen Hester, Dominic Curren, Edward Greene, Arnie Bieber, Chrissie Sorenson, Kevin Glass. Bottom row, from left to right: Chris Bowman, Beth Pfannl, Jean Vahey, Haifa Najjar.

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The ITC's first US institute

The Atlanta International School was host to the first North American International Teacher Certificate institute this summer, attended by teachers from AIS, Virginia, and all the way from Shanghai. These teachers are now working with ITC teachers worldwide through the online discussion forum.

When welcoming the participants, AIS Director and ECIS Board member Kevin Glass expressed his pride

that AIS would always be remembered as the first US ITC host school – and he hoped that it would be the first of a growing number of ITC institutes in North America.

Traditional southern hospitality characterised the ITC Atlanta institute, with AIS teachers extending a warm welcome to the ITC visitors, including the workshop leaders Mary Margaret Magee, Corinne Rosenberg and Mary Langford.

Two 'observers' of the institute were ECIS Executive Director Jean Vahey, who participated in all three days, and AdvancedED Vice President Dr Rob Leveillee, who spent the first day learning more about the ITC. Both were lively participants and generously shared with the others their own cultural stories and international school experiences and insights.

ITC Atlanta also brought the first US public school teacher into the ITC Program, Kate Culbert from Loudoun County, Virginia, as the newly-launched 2010 ITC syllabus is written to be relevant not only to international schools, but to 'internationally-minded' national school contexts. The out-of-town visitors were





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treated to a tour of AIS and learned that AIS had featured in the 2010 Academy Award winning film, *Blindside*, which in itself is a story with American cross-cultural themes.

The ITC group was hosted to a lovely reception in the home of Kevin and Stefani Glass, who were celebrating

the birth of their daughter only a few weeks before. ECIS extends its heartfelt appreciation to everyone at AIS for its welcome and support.

For details on future ITC Institutes in Dubai and Egypt please see: www.internationalteachercertificate.com

Sustainable International School Governance diploma program begins its third year

A new cycle of the ECIS Sustainable International School Governance (SISG) diploma program began in London on a beautiful autumn weekend in October. Fifteen international school leaders, representing 11 nationalities and who describe themselves as school proprietors, managing directors, CEOs, board members, trustees, school heads, finance managers and advancement directors, gathered from eight countries in Africa, Europe, the Middle East and North America for an intensive two-day training workshop.

Module one focuses on strategic thinking boards, and leads to modules two and three, which look at financial matters, including financial modelling, crisis management, fundraising and alternative income streams. Module three, which addresses board structures, appraisal practices and relationships with the director and the school community.

Once again, participants were impressed by the wide diversity of experience and schools represented in the group, the opportunity to explore new ways of strategic thinking and to draw on models from the corporate and not-for-profit sectors.

The next SISG diploma modules takes place in London as follows:

Module two: Financial Challenges and Opportunities – Ensuring the Financial Stability of the School in Trust on 5th and 6th March 2011.

Module three: The Sustainable International School Board and the Head of School – Working together in the Interests of Students and the School on 7th and 8th May 2011.

These are three separate but linked modules and open to individuals or teams of school board and administrative leaders.

By popular demand, an SISG masterclass for SISG diploma holders will take place in Istanbul prior to the ECIS April Conference in Istanbul on 14th April 2011.

For details of these programmes please see: www.ecis-sisg.com.

Mary Langford, Deputy Executive Director.

Welcome to the ECIS April Conference

The theme of the ECIS April Conference, which takes place in Istanbul, Turkey, from 14-18 April, is Courageous Leadership. Among keynote speakers are Michael Thompson, Wendy Luhabe, and Kyung Hee Kim, who will talk about student creativity. In addition, we will be launching the iTunes U ECIS. Other discussions will be on curriculum with the Common Collaborative by Kevin Bartlett, Middle Years by Martin Skelton, and IB by Judith Fabian. Charlotte Danielson will discuss teacher evaluation framework and Sarah Daignault will work with the Business Managers. For further information contact: ecis@ecis.org



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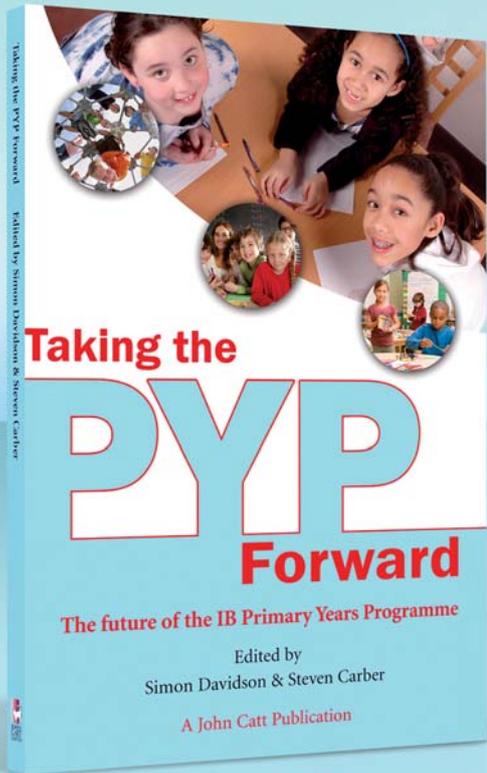
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The future of the IB Primary Years Programme
Edited by Simon Davidson & Steven Carber
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*Edited by Simon Davidson & Steven Carber
with an afterword by Dennison J MacKinnon*

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International Teacher Certificate returns to Istanbul

The ITC team ran a very successful institute in Istanbul from 1st to 3rd October, hosted for the second consecutive year by the Istanbul International Community School (IICS) in the rolling hills outside the city.

Dr Mary Margaret Magee, the ITC course leader, and ECIS's Deputy Executive Director, Mary Langford, were joined by Dr Doug Ota, a new member of the ITC team of presenters, which also includes Corinne Rosenberg and Satu Kreula.

Doug, who recently retired as high school counsellor at The American School in The Hague to enter private practice, is the creator of ASH's well-known transition programme, Safe Harbour, developed to address the needs of arriving and departing students, families and staff. This experience served Doug well as he led the Istanbul institute in sessions devoted to intercultural awareness, both personal and professional.

We welcomed an unusually diverse group to this Institute: Albanian, American, British, Dutch, French, Kazakh, Polish-American, Brazilian, Portuguese-Brazilian, Russian, and Turkish, who work in

international schools in Azerbaijan, Bahrain, Germany, Hungary, the Netherlands, Romania, Russia, Sweden, and Turkey.

The team was especially gratified that the nearly 100 per cent completion rate by the teachers of the new pre-institute online orientation resulted in a group engaged from the start. Mary's sessions on language issues as well as transition and mobility in international schools, and Mary Margaret's on the nuts and bolts of the ITC programme itself, generated significant and fruitful discussion; but Doug's multimedia PowerPoint presentation, highlighted with samples of his splendid photography and sound effects and timekeeping devices, raised the bar!

The aims of the institute are to make sure the participants have a clear understanding of the ITC syllabus and of the work ahead in the next 12-14 months; to provide some theoretical and practical models for understanding the most salient dimensions of international school life; and, last but not least, to begin to forge the professional community that is the hallmark of the ITC, and which sustains participants in the



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programme and beyond. This last aim was so well achieved that the group has already created a Facebook page for themselves!

The camaraderie was reinforced at a reception hosted by IICS's new Director, Peter Welch, and his wife Suzanne, which gave the group some 'down time' to strengthen their bonds. ECIS sends heartfelt thanks to IICS for their hospitality; the school bags, and fresh homemade biscuits and cakes for tea breaks were so

appreciated by all. Special thanks also go to Nicola Pryor, an ITC graduate who was our ITC advocate and coordinator at IICS. Based on this second successful institute, IICS and ECIS plan to offer a third ITC institute in 2011.

For further information on the ITC and to view our calendar of upcoming institutes, please visit: www.internationalteachercertificate.com



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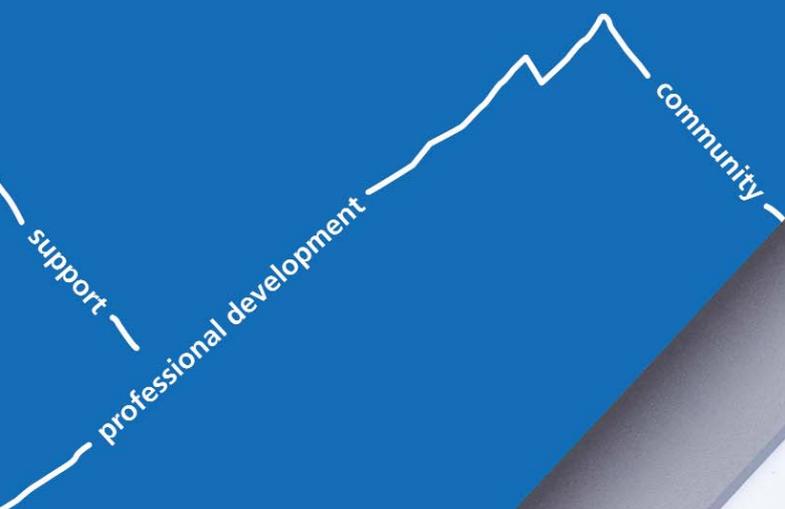
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PROFESSIONAL DEVELOPMENT CALENDAR OF EVENTS

For further information on events listed, please contact the person named

Ongoing Programs

ECIS Sustainable International School Governance (SISG)	www.ecis-sisg.com
ECIS International Teacher Certificate (ITC)	www.internationalteachercertificate.com
International Leadership & Management Program (ILMP)	www.internationalleadershipandmanagementprogram.com

Date

Event

Venue & Contact

2011

February

23-27

International Leadership and Management Programme (ILMP) Residential Workshop

Hilton London Olympia Hotel, UK
Mary Langford
www.internationalleadershipandmanagementprogram.com
marylangford@ecis.org

March

3-5

ECIS ESL Mother Tongue Committee Conference

Radisson SAS Scandinavia Hotel,
Karl Arnold Platz, 40474 Düsseldorf
Dr Patricia Mertin: mertin@isdedu.de
Kim Oppenheim: koppenheim@las.ch
<http://edmund.ecis.org/new/conference/esl/index.asp>

5 - 6

ECIS Sustainable International School Governance (SISG) Institute *Living the Vision – Module 2*

Royal Overseas League, London
Mary Langford
marylangford@ecis.org
www.ecis-sisg.com

10- 12

International Teacher Certificate (ITC) Institute (Cairo)

The American International School, Egypt
Eileen Penman
www.internationalteachercertificate.com
itc@ecis.org

24-27

ECIS ICT/Multi Media/ Online Learning Conference

Frankfurt International School
Gareth Brewster
gbrewster@mac.com
<http://www.fis.edu/ecisconference>

24-28

ECIS Service Learning Conference

Amman Bacallaureate School, Jordan
Abdelrazzaq Najjar
abdelrazzaq@abs.edu.jo
<http://www.abs.edu.jo/cslc/index.htm>

31 March-3 April

ECIS Physical Education Conference (only a few places remain)

The Finnish Sports Institute, Vierumaki, Finland
Jonne Karanko
JonneK@ish.edu.hel.fi
<http://ecispe2011.com/>

April

14

ECIS Sustainable International School Governance (SISG) Master Class for SISG Diploma Holders

Istanbul, Turkey
Mary Langford
marylangford@ecis.org

14 – 17

ECIS April Conference for Administrators, Board Members, Business/Finance Managers and Development Officers

Istanbul, Turkey
Events Manager, Michelle Clue
ECIS Secretariat michelleclue@ecis.org
Tel: +44 1730 268244

May

7 - 8

ECIS Sustainable International School Governance (SISG) Institute *Living the Vision – Module 3*

Royal Overseas League, London
Mary Langford
marylangford@ecis.org or www.ecis-sisg.com

13-15

ECIS Librarians Committee

Enka School Istanbul, Turkey
John Royce: ec1ST@read2live.com
http://ecist.read2live.com/ECIS_Istanbul/Welcome.html

July

27-29

International Teacher Certificate (ITC) Institute (Cambridge)

University of Cambridge
International Examinations
Eileen Penman
www.internationalteachercertificate.com
itc@ecis.org

August

5-7

International Teacher Certificate (ITC) Institute (Atlanta)

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Eileen Penman
www.internationalteachercertificate.com
itc@ecis.org

October

1- 3

International Teacher Certificate (ITC) Institute (Istanbul)

Istanbul International Community School
Eileen Penman
www.internationalteachercertificate.com
itc@ecis.org

November

16- 20

Annual ECIS November Conference & Exhibition

Lisbon, Portugal
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CELEBRATIONS 2011

January

Jan 1st	New Year's Day (Hogmannay in Scotland)	National
Jan 1st	Ganjitsu New Year visits to Shinto shrines	Japanese
Jan 6th	Epiphany Magi, (wise men) visit Jesus	Christian
Jan 6/7	Christmas Eve	Eastern Orthodox
Jan 14th	Makar Sankrant/Lohri almsgiving, making up quarrels	Hindu
Jan 16th	Shinran Memorial Day founder of Jodo Shin-shu	Buddhist
Jan 27th	Holocaust Memorial Day	National

February

Feb 1st	Imbolc awakening of the land	Pagan
Feb 2nd	Candlemas presentation of Christ in the Temple	Christian
Feb 3rd	Setsubun bean scattering ceremony	Japanese
Feb 3rd	Yuan Tan Chinese New Year (Rabbit)	Chinese
Feb 8th	Vasant Festival of Spring	Hindu
Feb 8th	Shrove Tuesday Pancake Day, preparation for Lent	Christian
Feb 9th	Ash Wednesday First Day of Lent	Christian
Feb 12th	Mahashivatri Great Shiva Night	Hindu
Feb 14th	Losar Tibetan New Year	Buddhist
Feb 15th	The Prophet Muhammad's Birthday (Shia)	Muslim
Feb 18th	Teng Chieh Lantern Festival	Chinese
Feb 19th	Vasant Festival of Spring, North India	Hindu
Feb 20th	The Prophet Muhammad's Birthday (Sunni)	Muslim
Feb 21st	International Mother Language Day	International

March

March 1st	St David's Day Patron Saint of Wales	National
March 4th	Women's World Day of Prayer for new understanding	Christian
March 17th	St Patrick's Day (Ireland National Day)	National
March 19th	Purim saving of the Persian Jewish community	Jewish
March 20th	Ostara, Spring Equinox	Pagan
March 21st	Naw Ruz Baha'i New Year	Baha'i
March 21st	Shunbun No Hi Spring Equinox festival	Japanese
March 21st	Jamshedi Noruz New Year's Day	Zoroastrian

April

April 3rd	Mothering Sunday (UK)	Christian
April 8th	Hanamatsuri Flower Festival	Buddhist
April 13th	Vaisakhi/Baisakhi Sikh New Year	Sikh
April 21-2 May	Ridvan celebrates Baha'ullah	Baha'i
April 22nd	Good Friday Crucifixion of Christ	Christian
April 23rd	St George's Day Patron Saint of England	National
April 24th	Easter Sunday resurrection of Christ	Christian

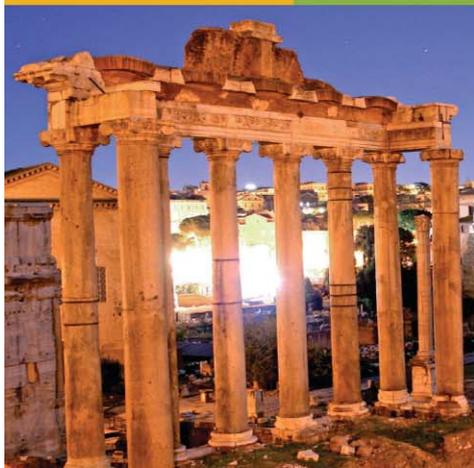
Information taken from the *Shap Calendar of Religious Festivals* (ISBN: 0268-2451).

Full information about festivals from the major world religions can be found in *Festivals in World Religions*, price £21.50 from: The Shap Working Party c/o The National Society's RE Centre, 36 Causton Street, London SW1P 4AU, UK.



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The International Baccalaureate: pioneering in education

By Dr Ian Hill, Deputy Director General of the IB

Edited by Mary Hayden

Published by John Catt Educational Ltd

ISBN 978-1-904724-93-3; price £14.95

This compendium gathers together in one volume the series of articles on the history of the International Baccalaureate published between 2001 and 2008 in the *International Schools Journal*. Closely associated for many years with the IB as teacher, school administrator, then Regional Director for Africa, Europe and the Middle East and presently as Deputy Director General, Ian Hill has hands-on experience as well as research talents.

Both these areas of skill, together with a personal devotion to the aims and ideals of international education, make this series of articles not just a fascinating story but a finely written in-depth analysis of the growth of a remarkable organisation and curriculum.

This collection has immediate value as a research resource. Aspects of chronology, statistical information, key movers in the stages of progress, origins of ideas, changes and developments are all brought together, many for the first time. Also helpful for a student researching the movement are the meticulously recorded references to the sources used as supporting evidence.

Particularly interesting for the historian, and invaluable as a record that could easily have been lost over time, are the references not just to the great names of the movement but also the contributions of the less well known individuals who helped further the cause, the early pioneers from so many different organisations and countries who helped to keep the 'good idea' alive and progressing.

Continued overleaf →

Volume IV: The International Baccalaureate: pioneering in education

The International Schools Journal Compendium

The International Baccalaureate: pioneering in education

Dr Ian Hill, Deputy Director General of the IB



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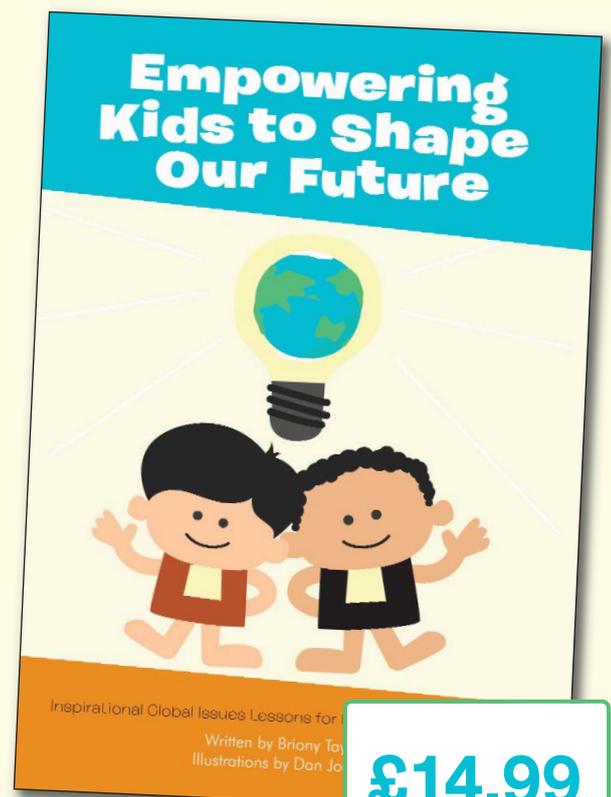
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And as Mary Hayden, the editor of the collection, points out, the very fact that the publication of the articles covers a time period means that ‘comments and observations must be read as comments of that time, without the benefit of the hindsight that comes to those of us reading them some years later’. It is a perspective that in itself provides interesting material for the researcher. Indeed Mary Hayden’s substantial introduction provides a most helpful background and comment on the collection.

Today, as part of a global international education enterprise, the International Baccalaureate has a complete curriculum of three IB programmes that are spread across the world in over 3000 schools. How that movement came into being, and succeeded against many odds, is not just a record of the growth of an organisation: it is the story of

how an ideal, ‘a great idea’, became a reality so that thousands of students across the world could be inspired by a very special philosophy.

A preface to the book lists Ian Hill’s published works and this review would not be complete without a note of thanks to him for his dedication to international education. As teacher, researcher, administrator and friend and supporter of others in the movement he has made a constant and important contribution. This compendium of his work over a number of years adds greatly to that reputation.

Caroline Ellwood is editor of the International Schools Journal.

The Global Nomad’s Guide to University Transition

By Tina L Quick

Summertime Publishing

A young woman graduated last spring from an international secondary school and headed to university in the United States. Within two weeks of the start of term she was telephoning her parents, frantically begging to come home. She had discovered that her university required attendance at chapel several times a week, and also that the courses she wanted to take were unavailable.

The parents, in turn, called their daughter’s college counselor at her old school, frantically seeking an appointment to discuss ‘options’. Before making the appointment, the college counselor advised patience: “Give it a little more time.” The parents never called back to confirm an appointment; the student is presumably getting over culture shock and managing the college transition more effectively.

This past summer, my daughter and I embarked on a five-week tour visiting American colleges. We passed through 20 states and visited eight colleges and universities. We would periodically run into families we knew, engaged in the same process; one family had so far visited 27 institutions, perhaps overdoing it slightly.

My interest at each stop was in financial aid and whether there were other Third Culture Kids (TCKs) at the school in question. My daughter was soaking up the atmosphere, and also trying to assess whether the culture of the school would be congenial to a well-

travelled, cosmopolitan, broad-minded person like her.

Tina Quick’s book is written for the two young women and parents I have just described. Her premise is that young expatriates, repatriating to their ‘passport country’ to attend university, need certain advice and preparation.

Had the young woman in the first example above given some thought and perhaps had some training in cultural awareness, she might not have been calling her parents in a panic after two weeks. Quick’s idea is that culture shock for these repatriating college students – many of whom haven’t lived in their home country for years, if at all – can be so severe as to warrant special attention. It should be said that the book has a strong American emphasis, but the advice given is appropriate for any young person moving to a different country for university, whether that country is their own or not.

Quick’s book is comprehensive. There are definitions: what is a TCK? What it means to be one; models for grieving; the stages of transition; a chapter devoted to personality differences, written by a guest psychologist; lists of practical chores to learn (laundry, balancing a cheque book); cautionary material about dating and sexual health; nutrition; campus security and other practical topics; and, finally, a chapter for parents entitled ‘Preparing and Supporting Your College-bound Student’.

Though I appreciated the breadth of Quick’s very



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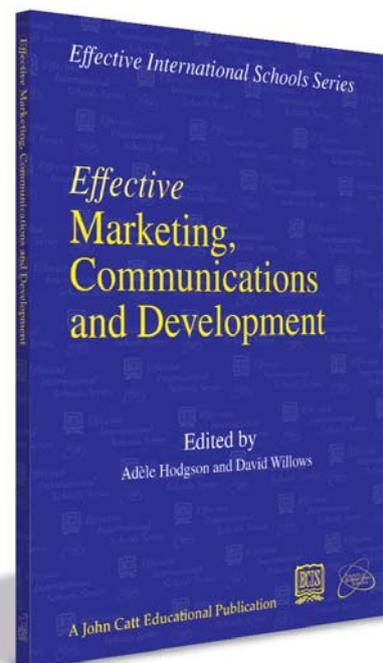
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useful coverage, I felt there was perhaps not enough attention devoted to all the ways in which TCKs are competent, adaptable, and superb communicators. The emphasis rather was on TCKs' vulnerability to emotional distress, up to and including suicidal ideation. This is based on the arguable thesis that TCKs in transition are headed for black days if they go without preparation of the kind Quick offers through her own seminars.

At worst the thesis is alarmist and likely to cause undue anxiety for both university-bound students and their parents. At best, Quick's book will encourage students and their parents to be sensible, and sensitive, and to discuss with each other, with peers, and with teachers and advisors the cross-cultural challenges that necessarily lie ahead.

Mary Margaret Magee is ITC course leader.

Home Keeps Moving: A Glimpse into the Extraordinary Life of a Third Culture Kid

By Heidi Sand-Hart (2010)

McDougal Publishing, Hagerstown, MD, USA

www.mcdougalpublishing.com

ISBN 978-1-58158-171-3

Home Keeps Moving is a newly-published book by Heidi Sand-Hart, a Finnish-Norwegian Third Culture Kid. She also describes herself as a Missionary Kid, as it was her parents' work in the developing world, and also in the UK where they served an Asian immigrant population, that led to Heidi's international childhood.

Heidi draws on the work of Dave Pollock and Ruth Van Reken to break down the Third Culture Kid (TCK) definition and some of the associated characteristics: confused loyalties; 'home'; grief; education; social pressures; religion; expectations; re-entry; rebellion and relationships. She then relates each of these areas to her own experiences as well as those of TCK friends of other nationalities whose input she has sought. Heidi's account of her childhood 'ping-ponging' between India, Britain and Norway as she progressed through various stages of her childhood and adolescence give some interesting insights into how the priorities, 'what matters', and what is noticed by internationally-mobile children, shift and change as they develop and mature.

Heidi wrote this book for other TCKs, to offer 'wider understanding of the misunderstood TCK race', and 'to bring validation to fellow TCKs'. Her story gives the impression that she looks back on her childhood as though it was one great adventure after another. Though she addresses many of the challenges and sadnesses that are part of this journey, she prefers to 'focus on the many positives of my upbringing that cannot be bought or attained in adulthood'.

This book is welcome in that Heidi's story contributes new insights for the repository of TCK literature and data by bringing the perspective of someone whose TCK experiences took place within in the final two decades of the 20th century. Contemporary research is important as there are many who suggest that elements such as the internet and greater ease of international travel are changing the nature of the TCK experience.

While this is undoubtedly true in some respects, Heidi's narrative, particularly of life in the developing world, suggests that many of the original findings of researchers of earlier TCKs, such as Useem, Baker Cottrell, and others still have validity. It is also enlightening to have an English-medium resource written by someone with a Scandinavian socio-cultural background, as it offers a contrast to those offered by the researchers and educationalists who write from the US or UK voice and perspective.

For those working with TCKs and interested in the educational dimensions, one of the notable insights Heidi offers is the advantages that home schooling and distance learning provided during certain episodes of her life. She explains: "I was puzzled by my own inability to fit in to any of these schools, and the only thought that brought me peace of mind was home-schooling."

This was due to a mismatch – either the lack of flexibility in the curriculum and programme at the schools available to her, and/or the challenges of her ability to integrate into a school community

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unaccustomed to an internationally-mobile student. Although she is referring to national schools, this provides international schools with an opportunity to re-assess whether their ability and flexibility to serve truly mobile TCKs is, or should be, one of their core values and how effectively and authentically that is practiced.

As the daughter of missionaries, Heidi Sand-Hart addresses the unique issues faced by these children in terms of their role in the community and their own spiritual and religious development. This somewhat parallels Ettie Zilber's recent publication *Third Culture Kids: The Children of Educators in International Schools* that focuses on this subset and its distinct challenges and advantages.

And yet, this is a story that is relevant to all TCKs, regardless of the particulars of their parents' employers and sponsoring organisations. As with Robin Pascoe's latest book, *Raising Global Nomads*, which reflects on the entire TCK experience from birth to adulthood through

the parents' eyes, Heidi writes with similar hindsight of the child who is now a young married woman and is a daughter, sister and wife.

Heidi's reliance on her spirituality and her belief in strong relationships – both with family and equally important with the extended TCK family – appears to play a critical part in her ability to make the most of the TCK experience and to confidently share her story. This is beautifully illustrated by Heidi's decision to conclude her book with an intimate and loving poem written by her New Zealander, 'non-TCK' husband, Paul, entitled *Home*.

For those wishing to build on their TCK collection of books for research, for school or professional libraries, or to enhance the repertoire of resources to use to teach our international school students and colleagues about the TCK experience, this small book is strongly recommended.

Mary Langford is Deputy Executive Director of ECIS.

Two more Teachers' Pocketbooks:



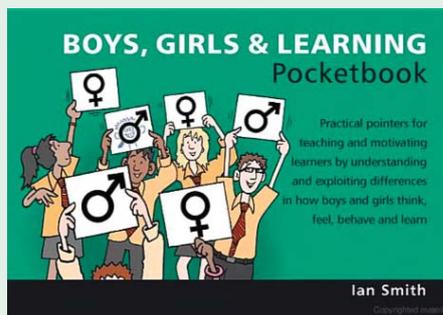
Stop Bullying Pocketbook By Michele Elliott

As founder of the children's charity Kidscape, and with 40 years of teaching experience, Michele Elliott is one of the UK's foremost experts on the prevention of bullying. Thus it is not surprising that this little book contains a wealth of advice, suggestions for projects and practical up-to-date tips (it includes the problems of cyber bullying) on preventing and dealing with bullying.



Boys, Girls and Learning Pocketbook By Ian Smith

Basing his ideas on current research and understanding about gender and learning, Ian Smith gives practical advice on how boys and girls can be motivated to learn. As one of Scotland's foremost educators with some 30 years experience in running seminars and workshops on teacher methodologies and development, he is well-equipped to provide a deeper understanding of the gender issues involved in teaching and learning. Simple solutions are not offered but practical advice is, making this a very useful teacher aid.



Refugees

Tears are all over the world,
and create a river.
It gets bigger and deeper,
every minute.

These tears say,
people need help.
These tears say,
people don't have houses, or families
These tears say,
we need to help them,
to help them survive.

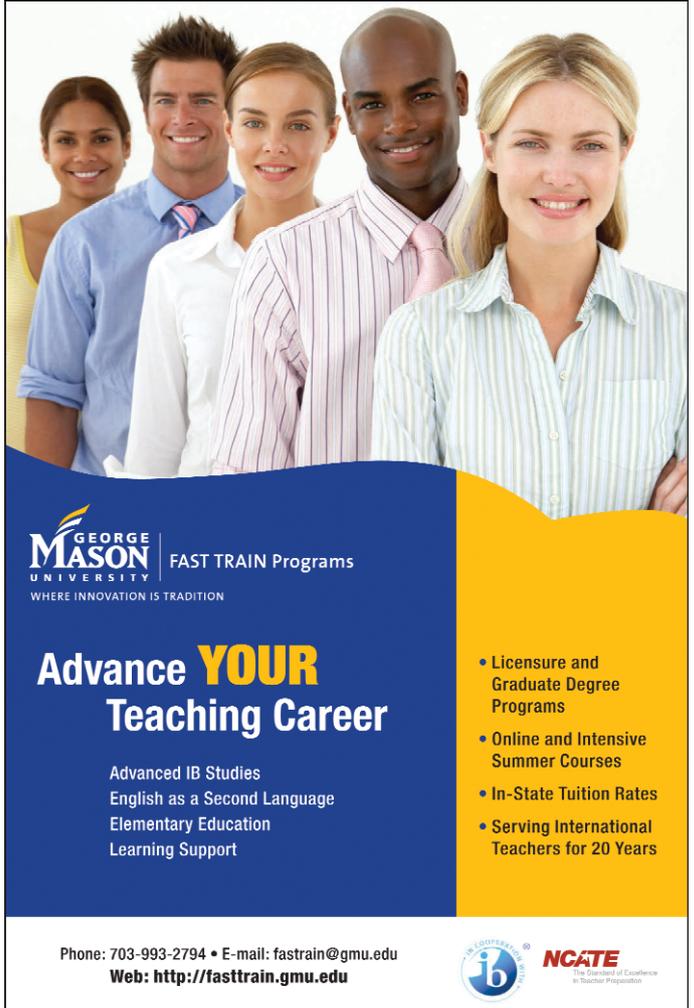
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Slavery,
War,
these shouldn't happen.

Natural disaster,
poverty,
we can't stop this,
but we can help others who are suffering.

Tears are all over the world,
and create a river.
It gets bigger and deeper,
every minute.

By Yui Fuse, Grade 5 at the International School of Amsterdam.

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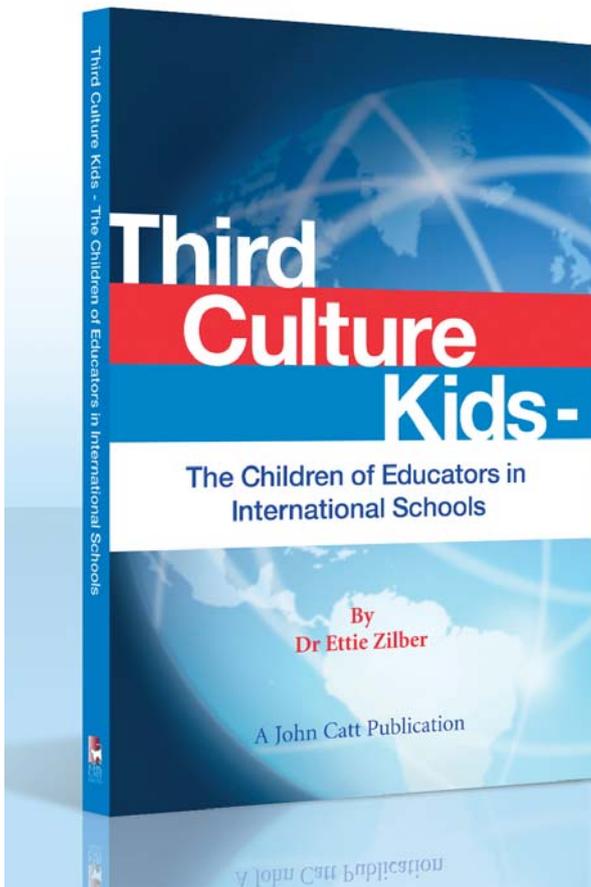
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Third Culture Kids - The Children of Educators in International Schools

Dr Ettie Zilber

The concept of the Third Culture Kids (TCKs), children who follow their globetrotting parents around the world, is not a new one and has been widely studied. However, there is one specific group of TCKs who have, until now, been largely ignored – EdKids, the children of international school educators.

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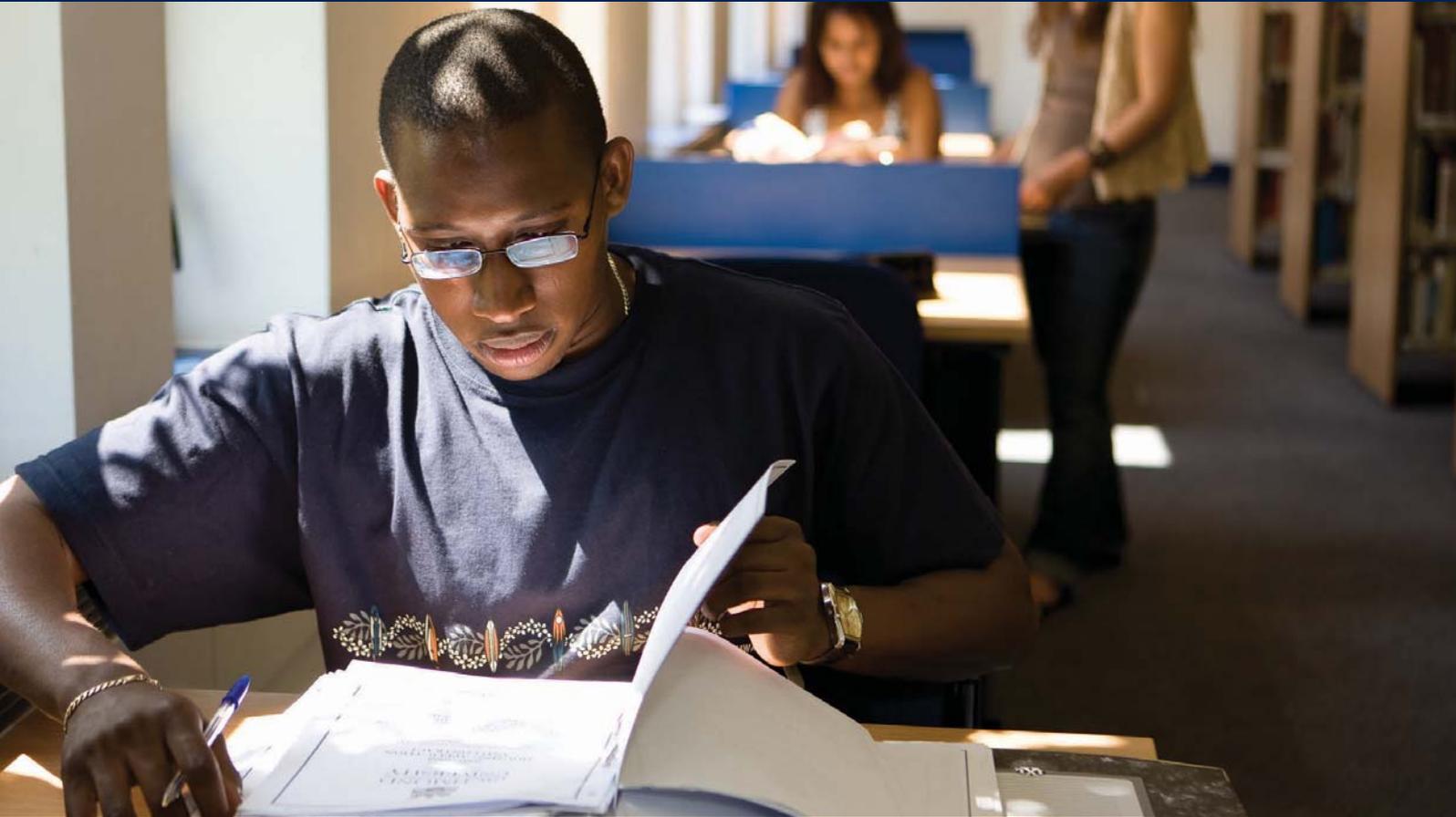
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