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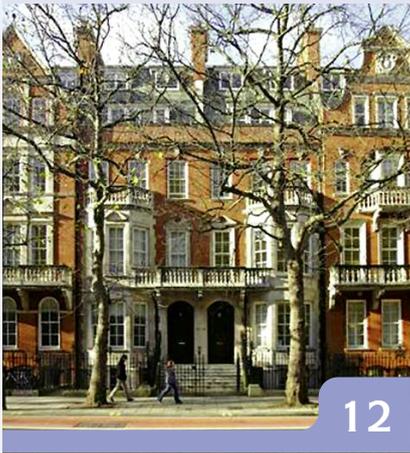


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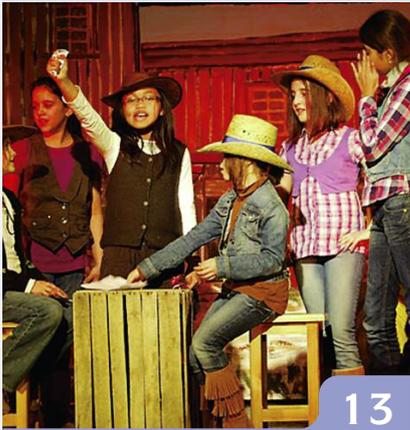
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Every child is an artist. The problem is how to retain an artist once he grows up
Pablo Picasso 1881-1973

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Dr Caroline Ellwood
EDITOR

Alex Sharratt
MANAGING EDITOR

Neil Rogers
PRODUCTION MANAGER

Scott James
PRODUCTION ASSISTANT

Jonathan Evans
MANAGING DIRECTOR

For **Editorial** enquiries contact
Caroline Ellwood at ECIS.
Email: CarolineEllwood@ecis.org
Tel: +44 (0)207 824 7040
Fax: +44 (0)207 824 7041

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

Beatrice Caston
Admissions, Communication and Development Director,
International School of Düsseldorf

Dr Caroline Ellwood

Jonathan Evans
Managing Director, JCEL

Dr Mary Hayden
Director, Centre for the study of Education in an
International Context, University of Bath

David Rose
Headmaster, The North London International School

Alex Sharratt
Managing Editor, JCEL

Jean Vahey
Executive Director, ECIS

 **European Council
of International Schools**
146 Buckingham Palace Road
London SW1W 9TR, UK

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ECIS is the leading collaborative global network promoting and
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comment

Creativity involves breaking out of
established patterns in order to
look at things in a different way.

Edward de Bono

The power of creativity in learning
has become increasingly recognised
in education. Its impact has been
explored by eminent researchers and
tried by teachers in many different
schools across the world. It is
considered good teaching practice,
especially in schools that invest in
training and where faculty have
strong administrative support and
encouragement. Being creative
means taking risks and that needs to
be shared out, so administrators,
teachers, students and, to some
extent, parents need to be convinced.
No, not just convinced: they need to
be enthusiastic.

The word creativity really first
appeared in the West after the
Enlightenment and stems from the
Latin *creare*, to create or make. In
recent years it has been linked to
originality, different perspectives and
to divergent thinking, hence my particular interest as a visual arts educator and artist.

One lesson the arts teach is that there can be more than one answer to a question and
more than one solution to a problem.

Elliot W Eisner

The visual arts are devoted to the development of creative thinking and to the
understanding of creative processes necessary for the production and study of art. With
such a long history and know-how, the visual arts can help foster creativity in our schools.
There are three practices from my own classes that may be adaptable for other subjects:
the learning environment of the studio; the creative example of the teacher; and drawing
for understanding.

Like an artist, the teacher brings together various elements to create an environment
that supports, nurtures, and encourages learning.

Ron Ritchhard and Tina Blythe

The studio as a learning environment is one specialised for creative activities, where
students can move freely, where the furniture arrangement is constantly changing and
where new art works, including process sketches and media trials, are progressively
forming on easels, screens and pin-boards and cover the walls with visual images. Each day
is different and there is nothing set or cosy about the studio; the only constant is change.
The studio is open and available to all.



*Richard Caston, who recently retired from the
International School of Düsseldorf as head of visual
arts, in his studio.*

Continued overleaf →

The more that artistic activities and projects remain central, the more the apprenticeship model remains alive, the more likely it is that students will come to appreciate and assimilate the special nature of artistic learning and artistic knowledge.

Howard Gardner

The ‘creative example’ is based on the master-apprentice model of the Renaissance and actively involves the teacher’s own participation in class painting projects or drawing assignments. The teacher demonstrates techniques and often draws live. On an easel the teacher’s own paintings are in progress, demonstrating how paintings can be constructed; the work is thoroughly documented and reflected upon in volumes of workbooks. The teacher is the passionate artist in residence.

Through learning to draw you can learn new ways of seeing that guide strategies in creative thinking and problem solving.

Betty Edwards

Seeing is already a creative act involving one third of the brain and, as we construct the world from the sensory signals received, we produce our own picture show version of the world out there. Experiments carried out by researcher John Tchalenko monitored the brain and eye activities of the painter Humphrey Ocean while he was drawing a portrait; it showed that the most active part of his brain was his frontal cortex. This does not surprise me or anybody who has experienced drawing as a class activity, when there is total silence and concentration. We seem to ‘think’ drawings onto the paper.

Different methods of drawings, such as using shading or making a line drawing, fix attention on different perceptions. What we see depends on how we draw it. So our art programme instruction selects and sometimes invents drawing methods for specific concepts or qualities we wanted students to see and understand. We call it drawing for understanding and it can be particularly effective in any study.

“Houston, we’ve had a problem.”

Jack Swigert (not Tom Hanks) after the explosion of an oxygen tank during the Apollo 13 mission.

Creativity is often seen as something for pioneers exploring new territories and adapting to new situations, such as astronaut Jack Swigert on board Apollo 13. However, during the mission there was also an important role for the ground control engineers and technical staff in Houston. Fortunately for the crew members it was the ground controllers who were able to save them by their inventive (creative) engineering and improvisations.

The two aspects of creativity, the adventurous astronauts and the accountability of the ground control, need to work hand in hand. Together they make a powerful partnership for learning and for life. Creativity is best served by the backing of rigorous critical analysis, reflection, awareness of cultural context and values. A combination that is vital for our future.

Richard Caston is an artist and the former head of visual arts at the International School of Düsseldorf and, since 1999, he has served as an IB examiner. He has exhibited widely in Germany and in the UK, including one man shows in Düsseldorf, Cologne and Stuttgart. Richard recently retired from teaching to concentrate fully on his own painting.

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Dance in the IB Diploma Programme



Higher level and pre-Diploma students at Newark Academy, New Jersey, USA, perform in Abstraction in May 2010. This group piece, inspired by the 2010 Winter Olympics, was choreographed by Yvette Luxenberg, dance director and IB dance teacher at Newark Academy, with elements inspired by student ideas.

From pilot to mainstream: Caroline Harman describes how students can now develop their creativity through dance

Where would we be without dance? Recognising that 'Dance is a vital and integral part of human life',¹ its absence in group 6, the arts, is being addressed. All International Baccalaureate (IB) Diploma Programme schools now have the opportunity to teach dance from September 2011 onwards, with first examinations being offered in May 2013. The course which, until recently, has

been in pilot phase, has enjoyed participation from Diploma Programme students from across all the IB regions.

Embedded in the understanding that across different cultural contexts there are common parameters in dance², students develop their creative and critical abilities and appreciation. Students at both standard and higher level

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absorb themselves in performance, composition and analysis, and a world dance investigation.

They perform dances in any style or styles, and present programme notes. Students compose dance works themselves and submit these with an analytical statement in which they document and reflect on the process of creating one of their dances. They present too, a written investigation analysing the similarities and differences between two dance styles drawn from different dance cultures and/or traditions, one of which is familiar to the student and one unfamiliar.

Importantly, students are supported in developing both a theoretical and practical knowledge of these. A potential connection helping to link the three parts of the dance course in a student's mind and body can for instance be a theory of knowledge question (part of the DP hexagon core).

Consider, for example, a lively discussion on whether a dance work should be allowed to adjust over time and all the implications therein.³ The 'integration of body, mind and spirit'⁴ offers an important clue to this curriculum.

The impetus for a single piece of work can also be truly engaging.

Here is a student's introduction to her dance investigation.⁵ 'My ballet teacher once revealed an insider's explanation of why an overwhelming majority of professional dance students in Beijing 'double-major' in ballet and Chinese folk dance: 'training in ballet gives you the physical capability to dance, training in folk gives you the expressive capability – the two added together will enable you to learn and perform any dance form in the world.' This student continued to build her investigation by drawing on sources ranging from journals, books, workshops, interviews and performances (live and filmed).

Students are certainly challenged; many respond creatively to such questions as: 'Which compositional tools did you emphasize in your work?' and 'What have you learned that you did not know before, both about the dance you performed and about yourself as a performer?'⁶ Another example of investigation explored the art of storytelling 'as it relates to tribal dances of the Ashanti people in Central Ghana and the hip-hop culture of New York City. It will focus specifically on the use of hand gestures and facial expressions in each form.'⁷

Opportunity too for creative judgement is manifest in the curriculum. *Warp and Weft*, a collaborative composition, is one such significant example.⁸ In searching out new compositional possibilities these students displayed this creative judgement.

Talking to Barbara Kibler, who teaches the DP dance course at George School in Newtown, Pennsylvania, she is clear about this combination of challenge and creation. Working with a range of students she notes, for instance, that those who come to her with less dance experience are often choreographically creative. Where their specific challenge may lie is in working with fewer skills to fulfil their vision.

Barbara uses many examples, often through improvisation, to challenge all her students to think

outside of the box. One of her aims is to see her students become expressive with movement. When this happens it is especially rewarding, both for her students and for her personally and professionally.

Barbara describes how the biggest challenge is the investigation: how to distil a topic to a manageable part. Barbara choreographs the dances that students perform. She finds it special to work towards supporting a student's movement strengths and, because the students are motivated to succeed, finds the collaboration a particularly fruitful one. As she explains, "I am learning all the time."

And what of her DP dance students? Do some go on to further studies in dance? Yes, both as major and minor study choices. One of her past students described to Barbara how she grew as a dancer during her years as a Diploma student. And Barbara shares how another student chose to perform one of her own compositions for an audition to a university, and now continues to pursue her love of dance there.

In their various ways pilot phase students and their teachers, examiners and guiding dance scholars, have all left their 'footprints' on the mainstream course, not least through their willingness to take a risk and actively participate in a developing course. I like to think that the following dance aim – created by this community – will be useful, in the richest sense of the word: to help students to 'recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.'⁹

Caroline Harman is acting curriculum area head, groups 3 and 6, at the IB.

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International Baccalaureate, (May 2011), Diploma Programme Dance guide, Cardiff, UK, International Baccalaureate Organization.

¹ Dance guide, Nature of the subject: p4

² Dance guide, Dance and the international dimension: p7

³ Dance guide, Dance and theory of knowledge: p7

⁴ Dance guide, Nature of the subject: p4

⁵ May 2009 examinations

⁶ Dance guide, Guiding questions: p15

⁷ Teachers participating in a dance meeting in 2008, developing work to support their students.

⁸ May 2008 examinations

⁹ Dance guide, Dance aims, number 10: p8.

Footnote

Schools interested in finding out more about the dance course are asked to contact the IB Information Desk, ibid@ibo.org

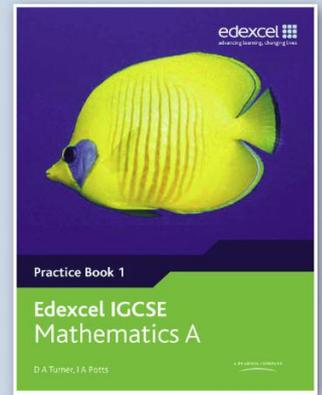
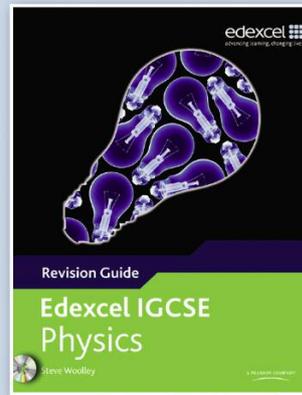
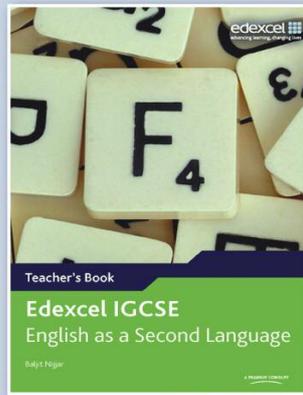
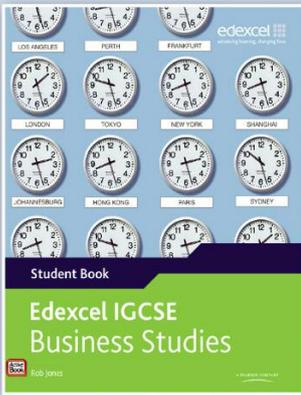
The guide is available on the OCC:

<http://occ.ibo.org/ibis/occ/home/subjectHome.cfm?subject=dance>

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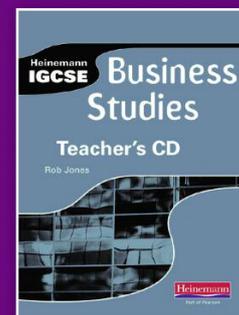
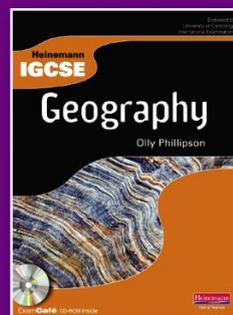
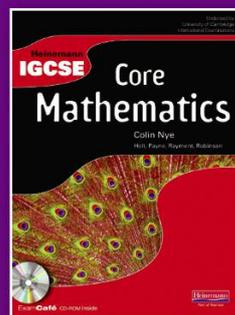
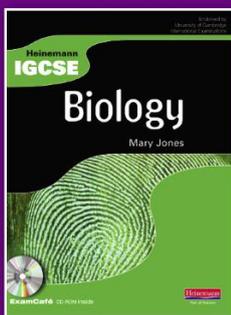
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Integrating arts into the curriculum

Ana Maria Cruz describes what happens when departments work together

It seems that education is moving more and more towards the integration of the different subject areas, a trend evident in the popularity of concepts such as interdisciplinary or trans-disciplinary. It makes a lot of sense because, when you think about it, the real world operates in such a manner; when buying clothes, for instance, we turn to our mathematical and aesthetic knowledge.

At the American International School of Budapest, the arts department (music, drama and visual arts) has been developing projects together with classroom teachers to create interdisciplinary or trans-disciplinary performances.

One recent project linked with social studies and explored different skills, concepts and knowledge specific to each subject area, while maintaining a cohesive theme. Students studied the polar and rainforest regions with their classroom teachers; learned about landscape, colour and visual balance in art; and explored, recorded and performed different sounds and body movements related to nature in music and drama.

Susie Drake, drama and dance teacher at AISB, explains the process:

“Using images and photographs of the rainforest and polar regions as stimuli, students explored words to describe the images, which they then translated into movement phrases and sculpted moments.

“This was the basis of the movement vocabulary, which they then used when applying paint to the canvas, hoping that it would capture the essence of the stimuli. The outcome was that the dynamics in performance when paint was applied were different, for example, fast or slow, fluid and sustained or strong and staccato. In addition, the shapes they made were either more fluid and swirly or stronger, more independent shapes.”

In a sense, we worked from our own disciplines and arrived at a common ground that consisted of students creating a set of large-scale abstract paintings inspired in Jackson Pollock’s work, while following a choreography inspired in previously-performed and recorded sounds. The work also implied making on-site decisions on what colours to use and where to place them in order to create a balanced composition that referred to either the polar and rainforest region.

The performance enabled students to think like ‘real’ artists and ‘...make informed choices from within a heterogeneous array of skills and techniques (some not even primarily involving the aesthetic)’.¹ In addition to



this, the project seemed relevant in the light of 20th century art history: just as with other disciplines, the visual arts have been both infected and affected by social, economical and political events.

The appearance of the photographic camera in the 19th century (in 1837 Daguerre produced the first image that was fixed, didn’t fade and needed fewer than 30 minutes of exposure) made artists question their modes of representation. They had been confronted with a machine that could copy reality in a faster and more ‘realistic’ way than painting and sculpture, and it was quickly becoming a tough competitor. For this, and other reasons, artists have sought alternative ways to address representation, sometimes involving other subject areas such as dance, music and drama.

Interdisciplinary or trans-disciplinary is therefore a task that does not necessarily mean sacrificing concepts knowledge and skills particular to one subject area in order to achieve integration. It is just a matter of how one can match subject specific knowledge with what students are doing in other classes.

Ana Maria Cruz teaches art at The American International School of Budapest and is a member of the ECIS art committee.

Reference

¹Brendan D. Moran 2009 ‘Aesthetic Platforms’ in *Art School (Propositions for the 21st Century)* ed. by Steven Henry Madoff. Cambridge, Massachusetts: The MIT Press.

Students take a bow

Jim Hammer lets loose the creativity of his primary school drama class

"I have a song," Sude said. She almost whispered it as the students filed by on their way to classes. "For the play; I have a song," she repeated, her confidence boosted by her best friends Amina and Lara nearby. A song. A new song! If so, it would be her first.

Sude is ten years old and two years ago was a student in my homeroom. Since then our paths have crossed in the after-school activities: primary musical drama, where students create their own characters, and contribute plot suggestions, dialogue, and their own original songs.

The script was overdue. I had been sitting at the computer after classes for several days, typing in student ideas, and shifting dialogue and scenes, trying to match the songs to the action. If I had been more efficient, all of the students would already have a crisp new script in their hands.

"Come on in," I said. "I have a few minutes between classes." She shoved a handwritten text in my hands, and the four of us shuffled towards the tape recorder. I

plugged it in and handed the text back to her. "Okay, you're on. Sing it!" And she did.

I'm a mean Cowgirl, I was born that way, I can never change!

So don't expect me, to be nice to you, I wasn't born that way!

When I find that go-ld, I'll just keep it for myself!

When I find that go-ld, I'll not share it with someone else!

And she went on for several verses. There it was! Sude had a song! She had written the words and created a tune, and now she was bringing it to her publisher. A few weeks later she and her friends sang it for over 400 people.

Eureka!, the latest creation of the primary musical drama students at The International School of Azerbaijan, was based on the 1849 California gold rush, and my faint recollections of the sights and sounds of the



ity to our members and allow us to work collaboratively with other international organizations.

Yes, we are close to the Palace and across the street from the Victoria Train Station. We are easy to find via train, Gatwick Express, underground and national buses. And, yes, we have space for you to use our offices as your office away from home! We are extremely excited that, with immediate effect, our new contact details are: ECIS, 146 Buckingham Palace Road, London SW1W 9TR, UK. Tel: +44 (0)207 824 7040; Fax: +44 (0)207 824 7041.

New home, new logo for



ECIS has moved to new offices at 146 Buckingham Palace Road in London. As reported at the November AGM, and in accordance with the Strategic Plan, the Board reviewed several cities in Europe to find the location that would maximise our accessibil-

You will also notice that we have a new logo! When ECIS was established over 40 years ago, the 'Book' logo was designed. Although we love this iconic representation of ourselves, the Board of Trustees felt that this was the right time to refresh our look. In doing so, we wanted to continue to convey our legacy of service to international schools through the provision of world-class, globally relevant programmes and services.

The creative process has been exciting and thorough. We employed an award-winning design firm and have consulted with ECIS staff, ECIS members and ECIS friends during the past four months. The ECIS Board of Trustees considered the very traditional to the most abstract, and is extremely pleased with the choice. It maintains, yet modernises the 'book', as well as adds a sense of being global, as we serve members from 90 countries across all continents.

We hope that you like our new logo as much as we do. Please visit www.ecis.org to see updated team information; and of course, please do drop in for a cup of tea, a biscuit, a chat and a tour of our new home.

Jean Vahey, Executive Director.

redwood forests near my *alma mater*, Humboldt State University. Forty five students, aged from seven to 11, created this 75-minute musical through ten hours of writing workshops, and 20 hours of rehearsals. It was their eighth original play in the last five years. *Eureka!* included three additional songs by students: Sejal wrote *Secret*, and Masha wrote *Everywhere*. Both are eight years old. Emily, age 10, wrote *Romance of the Wild West*.

Romance is beautiful, Romance of the Wild West
The sunset so wonderful, I think it's the best
Wild West, Wild West, as gold as golden sun
Wild West, Wild West, Roses pink as the sky

One of the best things about being a teacher is being there at one of those spectacular moments. For parents, it's the first words, and the first steps. For teachers, it's when we see someone become a reader; or when they begin to write, and the sentences start to flow and fit together. It's an extra added bonus to be there when someone young creates a first composition. It's miraculous.

For the students it is not only an experience they will never forget but a chance to learn social skills and develop their personalities. Comments like "I learned to speak loudly"; "I learned to memorize lines!"; "I was shy but I said my lines" plus the evident enjoyment and pride in not only their individual success but the achievement as a whole – the writing, the rehearsing – all their own work!

In *Eureka!*, older students played the cowboys, miners, townies and farmers, and the younger students played the unhappily displaced squirrels, chipmunks and beavers. In our current lower primary musical drama, the seven and eight year olds have stepped into the leads, written new songs, and are preparing to present the debut of *There's an Alien in My Lunch!* It's an unusual lunch hour at Pablo Picasso Primary School, and not everything green goes good in a salad. Is it an invasion from another planet?

I have been teaching in international schools for the last 18 years, and I am old enough now to teach the students of my students, but the creative power and potential locked within each child never ceases to amaze me. For some it's released within the classroom, for others it's on the playing field, and for some it happens on stage.

It is quite an event to see the students take an idea and turn it into a song, and be able to perform it within the context of a major production within the same term. When students have a framework and model of creativity, they produce amazing things. They simply need us to provide them the opportunity.

Jim Hammer has taught the IB Primary Years Programme for nine years and currently teaches in the primary school at The International School of Azerbaijan.

All photographs are by Steve Hollier.



Creativity in Istanbul

Jennifer Tickle describes the excitement, enthusiasm and creative energy of an ISTA festival

The International Schools' Theatre Association (ISTA) provides high quality theatre experiences for international and national school children of all ages, all around the world. The festivals take place over a three-day period, and the intensity of the creative process and the originality of each one can never be recreated after the event.

Students and teachers return home brimming with ideas, experiences, skills and creative energy, armed with bulging reflection journals, handouts, photographs and film clips. But even with the wonders of modern technology to record and 'keep' events after they have happened in real time, it is only natural that the theatre-making aspect of an ISTA festival does, over time, dissolve into the communities from whence it came.

New games, a fresh approach to devising, an original technique for using a challenging performance space – all these elements of an ISTA festival become embedded in other communities and practices until eventually no-one remembers where they came from in the first place. So what does endure after the audience has wandered home and the visitors have checked in at the airport to catch homeward flights?

Those who participate in its festivals often refer to ISTA as 'a family'. Students at festivals tend to bond quickly, forming intense relationships based on the creative work they are taking part in, and also the cultural and social experiences that go along with the festival.

For teachers of theatre, often quite isolated in their schools around the world, coming together for an ISTA festival can feel like coming home to the bosom of your drama family. The pleasure of spending time with like-minded people is professionally and personally enriching and affirming.

ISTA has been my family for over ten years now, and every time I move to a new school, if they are not already members, I like to introduce the director to the work of ISTA.

I was recently in this situation once more, having joined the International School, Dhaka (ISD) in August 2010. I signed us up for membership and to attend a middle school festival in Istanbul, hosted by Eyüboğlu School. It took little to persuade the management team as ISTA is recognised far and wide these days as a quality theatre educator for international teachers and students.

The students at ISD also took little persuading – partly because any opportunity to travel is welcomed by them, irrespective of the location or the planned activity. It was therefore necessary to be quite selective in order to make sure that the students we took were the ones who would

benefit from the theatre experience rather than those who simply wanted a few days off school and a trip overseas.

As is often the case, the parents needed to be reassured, and I found myself working hard to convince them that their children would be safe not only with me, a relative stranger, but also in a foreign city a long way away. They were concerned that their own strong family and cultural values might be eroded but they were prepared to entrust their children into the care of ISTA.

The journey from Dhaka to Istanbul is a long one. By the time we had dropped our bags at school, driven into the city and spent a few hours in the Grand Bazaar, our students were eager to meet their new families and be taken home to catch up on sleep. I watched as, with typical Turkish hospitality, my students were one by one whisked away by their host families.

The next day students gathered at the school, refreshed and a little bewildered after a night and morning with their new family, in time for the first full group session and the beginning of their three-day festival ensemble.

That opening session is crucial to the success of all festivals because it is there that the ISTA team sets the boundaries and parameters within which all participants will work throughout the three days. The attitudes and values we instil in this session are then followed through by the individual ensemble leaders once we break into the smaller working groups of around 20 students per group.

These are the code of conduct that we deem necessary for the creative process to go ahead in a positive manner, allowing the very best artistic work to come out of our students in an atmosphere of positive regard and trust. The mutual respect, inclusivity, discipline and focus, and also warmth and affection, are vital if students are to create quality drama together in such a short space of time. What we are doing, essentially, is building a family.

The festival was wonderful – the ISD students transformed into serious practitioners of theatre, learning skills as varied as stage fighting to traditional Turkish dancing. I watched them lose their inhibitions as they learnt to sing in Turkish, to sign poetry and to shape their bodies, space and light to create wonderful images of our host city, Istanbul.

But what has lingered, long after touchdown at Dhaka's Hazrat Shahjalal Airport four days after we had departed, is that sense of family, of belonging, of shared trust and respect, and a clear understanding of how these attributes underpin almost all successful creative work.

My first cohort of ISTA students returned to Dhaka with a sense of their cultural and family values having



‘The mutual respect, inclusivity, discipline and focus, and also warmth and affection, are vital if students are to create quality drama together in such a short space of time. What we are doing, essentially, is building a family.’

been affirmed in the context of the creative ISTA family. When working in the drama classroom, those students are now confident in expressing and expecting the same values and attributes from their classmates, in order to create that atmosphere of mutual respect and warmth, the ensemble, that leads to real creativity from

all parties. The ISTA family has found itself a new generation in the students at IS Dhaka.

Jennifer Tickle teaches IBMYP drama and music and IB DP theatre at the International School, Dhaka, Bangladesh, where she is also the IB MYP coordinator.

Art as the key to creative writing?

Anke Schumacher assesses the link

Do you have a favourite painting, sculpture, picture? Have you tried to write down the story it is telling you? Artwork is a fantastic source of inspiration for creative writing tasks in the language classroom. I would like to share some examples of artworks, tasks, and student work with you, to inspire you to do creative writing in your classroom, too.

To me, creative writing is an important feature in the language classroom because it is a process that requires students to stop worrying; worrying about what they are expected to do; or about spelling mistakes and grammatical errors.

Do not assess the texts that are produced during the creative phase so that the pressure is removed from the students and they can get the chance to experience writing as a fun process, not something to be 'marked'. Let them gain confidence and believe they can become authors and poets. Assessment has to happen at some stage and this is best done as part of the editing process, when the students practice editing strategies and support each other in doing so.

Very often students do not struggle so much with the writing itself as with the inspirational phase because they cannot let go, or are unable to stop censoring their ideas, instead of just letting them flow through onto paper. Hence my attempts to help them by providing inspiration, which lets students forget about "How do I write this down?" and makes them focus on "What do I want to say?"

Here are examples of what art can inspire students to do:

- write down a story that may be hidden in a painting;
- use elements of a painting to create a story;
- continue a story from a painting which may show the beginning;
- write down what occurred before the scene a painting displays;
- solve a mystery an artwork may contain;
- use the emotional reaction an artwork can cause to start a creative writing process.

A good starting point is the five senses-method. I show my students photographs and paintings of forests. I darken the room, leaving just enough light for the students to write. They then had to 'step into the painting', imagining they are in the middle of the forest. I gave them time to 'touch a tree, feel the cold air, smell the moist leaves'.

Students then write down their impressions in whatever form they choose. In a next phase the students

cross out all words until only nouns and adjectives are left. By combining these the students produce poems (see p. 64 'And Finally'). Paintings by Caspar David Friedrich and Impressionists like Renoir are great for this type of task. You can also use photographs of forests or landscapes.

If you want to give students ideas for mystery or science fiction stories, try using surrealist paintings or René Magritte's work. Below is an example from a student who was inspired by Magritte to write a mystery story:

Just my luck

Last week I took the train to Manchester. I was settling down with a book and, trying to make myself comfortable, I took off my shoes which were feeling unpleasant on my feet. I put them under my seat, so that the smell wouldn't bother me that much. After a while however, my feet got cold and I reached out for my shoes because I wanted to put them back on again. The shoes were gone...

I searched under my seat for my shoes but I couldn't find them, I searched the whole car but my shoes seemed to have disappeared. Feeling a bit embarrassed I called out loud: "Shoes, where are you?", because I thought that shoes which can run off by themselves must be able to hear, too. After a while I gave up my search. I accepted the fact that I would have to visit grandmother without shoes. Suddenly the train stopped abruptly and I nearly fell off my seat. I woke up and realized that I had been dreaming. I bent down to grab my shoes but they were gone...

Roberto, Grade 6.

Milan Kunc, a painter known for his East Pop paintings, created landscape portraits that are excellent resources for the five-senses approach.

Inter-disciplinary units connecting language and art are also very practical. Instead of starting with the creative writing phase, my students produced their own artwork first. They took black-and-white photographs, which they integrated into landscapes they had created using a collage technique. After placing their work on a shelf, they stepped back in order to 'step into the painting' and then took in the impressions they could gather as part of the landscape. They wrote down their first impressions, which were later turned into short texts. The students enjoyed the novelty of being artists as well as writers. Stella's picture inspired the following:

Sweet mountain idyll

Like the last piece of a puzzle my head positions itself between the breathtaking mountains. February sends showers of soft rays of sunshine onto my scalp, which melt away the cold snow. I can taste the sweet melting snow in my mouth. I feel a sudden vibration, the ski hut feels light on my head. I look at the endless waves of the sky. Snow-white clouds drift by, like candy floss. I look down and there is a green tree tickling me with his giggling leaves, which he moves rhythmically in the wind... The sun swims towards the darkness looming ahead and the melting snow turns to ice. The sweet mountain idyll has swallowed the sun. I close my eyes and listen to the noise of silence...

Stella, Grade 9.

Artwork may be chosen according to the type of text you want your students to write. Konrad Klapheck's painting *Destinies* is an invitation to write dialogues. Students can start a creative phase by describing the personalities the keys represent, and these characters can then engage in conversation.

When I was planning to do a unit about how dreams affect us, I used Katharina Fritsch's sculpture *Mann und Maus* to help students imagine what having a nightmare feels like. Their task was to write down the dream of the sleeping man. Next, they had to imagine they are shaking off the pressure of the 'alp' and let the sleeper

win the battle by giving their stories a positive ending.

The detail from Hieronymus Bosch's *The Temptation of St Anthony* can also be used to trigger ideas for dreamlike or fantastic stories. For example, let your students write a story that explains how the woman came to 'travel by fish'.

A final example is Victor Vasarely's painting *Confetti*. When I showed this to a group of students, who were by then experienced creative writers, they came up with the idea that the objects in the painting were the remains of a birthday party from the night before. The objects witnessed the party and talked about it. The students wrote dialogues that had a humorous touch to them because they had given each of the objects a personality, for instance the 'distinguished' pearl necklace, the 'arrogant' bouquet. The dialogues were then acted out in class!

Creative writing tasks like these involve the students at many levels and give an opportunity to develop different learning styles and exploit a variety of skills. They can also be exciting for the teacher as the students respond to the stimulus of art and become involved in their own possibilities of creativity.

Anke Schumacher is a German teacher and MYP coordinator at Heidelberg International School, Germany.

Stella's painting.



Teaching English as an additional language

Tassos Anastasiades describes an effective EAL strategy in an international school

There is much research on developmental theories on the pedagogy for children learning English as an additional language (EAL). These include Vygotsky for his work on language and conceptual development, socially constructed knowledge and ‘zone of proximal development’; Bruner for the work he did on the link between higher-order language and thinking and learning skills; and Maslow for recognising the importance of socio-cultural factors: all children need a sense of belonging. They need to feel safe and valued in order to learn.

If I adopt a basic principle that every learner is entitled to an equal opportunity to achieve and fully develop all his/her talents and potential, including those in other languages, then it is clear that different approaches are required for particular learner groups in order to make this possible. At the heart of this process is the child learning EAL with his or her first language, previous experience of learning, aptitude and learning style. The learner’s social and cultural experiences will also have an impact on their progress in language acquisition as well as their cognitive development.

I believe that appropriate individualised support for language development across the curriculum will raise achievement for EAL learners.* Thus, when charged with the leadership of The British International School of Al-Khobar (BISAK) with 670 students aged three to 18, an English curriculum and 47 nationalities, a priority was to develop a strategy based on the above principles. These would include all members of the teaching workforce – linking staff across all key stages: those who have a classroom role (teaching and supporting learning), EAL specialists and mainstream staff, as well as school leaders.

If we use the metaphor of an iceberg to distinguish basic interpersonal skills from academic language proficiency, then we can examine the interplay between language development and the cognitive and academic learning.

Evidence suggests that conversational fluency develops in face-to-face, highly contextualized situations. Cognitive language develops through exploration of ideas and solving problems, whereas academic language is characterized by the use of the passive voice, ideas and concepts as agents, the use of vocabulary with Greek or Latin roots, the use of metaphor and personification and, most importantly, nouns made from verbs and other parts of speech.

The tip of the iceberg is basic interpersonal communicative skills, which happens by immersion in a classroom or in the community of the dominant language. It takes longer to develop the language that contributes to academic success. Evidence suggests that children learning a new language become conversationally fluent in two to three years, but take five to seven years to catch up with monolingual peers in terms of cognitive and academic proficiency.

My belief is that step one should focus on building the capacity of the school’s workforce to support language development across the curriculum, both in terms of an increase in the number of EAL specialists and the contribution that the school makes to enable whole school staff to better support EAL learners. At BISAK it became a whole school priority.

Learning assistants were trained using various providers: for example ESL in the Mainstream was cascaded throughout the school. The learning assistants had weekly meetings with the head of primary and the secondary assistants worked closely with the English department. As well as recruiting TEFL qualified staff, the ability of the learning assistants or teacher aides to work on a day-to-day basis with the children in the mainstream probably yielded the best results, both in primary and secondary. The school philosophy is ‘inspiring young minds to achieve the best that they can with the gifts that they have’.

Such a strategy benefited all learners. The senior leadership team leaders were able to create optimum conditions for EAL learners to acquire the EAL skills they needed to achieve their full potential and to track achievement. An understanding of the nature of EAL and the potential of EAL learners underpinned the work of all staff and became a school priority through INSET and professional development and in the classroom. Teachers gained understanding and the skills to help them assist all EAL learners, either by altering their planning or using learning assistants to aid individual students in class.

As well as creating and nurturing the support mechanisms developed by the senior management team and the governing body, it is necessary to change the concept of lesson planning and the expectations of all individual students in schools in order to raise achievement. This will involve teacher time and change is not always popular. Although not all schools have sufficient EAL

specialist teachers, it is possible to send a member of staff for further development so that expertise can be cascaded by INSET.

It is also vital that a member of the senior leadership team monitors achievement, tracks progress and makes sure that the enterprise has the enthusiasm of all and that everybody supports and believes that teaching EAL students is the responsibility of the whole of a school's workforce.

Tassos Anastasiades is Principal of The British International School of Al Khobar.

***EAL learners**

The term 'EAL learner' refers to learners at all levels of English language acquisition who have English as an additional language. There are also students who are new to English, and more advanced bilingual learners, who can communicate confidently in English but need further support with language use in academic contexts.



People and Places

The International School of Cape Town, Wynberg, recently hosted the first Education and Technology Conference in South Africa. With the theme 'High tech teachers on a low tech budget', the aim was to make 110 delegates aware of what affordable and often free technology there is and to help them to use it.

The conference started off with an open meeting for the public, and was aimed at making parents aware of what their children are engaging in; trends in social media; and the potential pitfalls of this technology. It finished with a healthy question and answer session and many parents came away with food for thought as well as safer alternatives for their school-aged children.

The conference itself covered topics such as 'Technophobe teachers'; 'Organising your digital life'; 'Legalities of social media in schools' (entitled: 'You put WHAT on Facebook?') and 'Future trends in education and

technology'. A useful session, 'Buzzwords', delved into eBooks, blogs, wikis, creative commons, open source, RSS feeds and apps, amongst other things. We had a Twitterfall going throughout the conference (#edtechconf) and by lunch on the first day we were a trending topic in South Africa!

Twitter has continued to buzz with delegates sharing ideas and useful links even after conference has ended. Plans are being made to organise workshops and

webinars all around the country. We have a website where there is more information:

www.edtechconf.co.za or you can follow the Twitter hashtag #edtechconf and @edtechconf The International School of Cape Town would love to have contact with other schools to hear what they are doing in this area. Please email **Rick Greener** r.greener@isct.co.za or tweet him @rngreener2 if you'd like to connect!





Are you using TED opportunities?

Joseph Tame looks at some of the many ways TED can enhance the curriculum

One Saturday in November, 2010, a group of students gathered at Tokyo International School to take part in TEDxYouth@Tokyo, one of 60 such events being held all around the world on Universal Children's Day as a part of the first annual TEDxYouthDay.

Designed to empower and inspire young people, these self-organised events varied widely in size, format and theme, but shared a common vision: inspiring curiosity; igniting new ideas; empowering young leaders.

In Tokyo, the chosen format was that of a one-day conference designed by kids for kids – and this was clear from the moment participants arrived at the entrance to the school. Greeted by Omar Abdelnasser, a 7th grade student and member of the TEDxYouth@Tokyo organising committee, their details were checked against

a list of attendees. Those who hadn't pre-registered using the form on Facebook gave their names, whilst anyone who looked over-age was also required to show a student card.

Inside, the hall was laid out with chairs, sofas and beanbags. On the stage members of the tech team, staffed entirely by young volunteers, made final adjustments to the projector, whilst off in the wings the MCs were kitted out with radio mikes. There was nervous excitement in the air as the curtain rose; the audience extended far beyond those assembled in the hall: thousands more had tuned in from all corners of the world to watch via a live video stream of the event.

The line-up of speakers was diverse and included a middle school student speaking on the importance of taking time out to think; a world-champion juggler; a Pulitzer Prize-winning author; a car designer; a skateboarder; and a world champion yo-yo artist. Most of the speakers and entertainers were in their 'teens or early twenties, in line with the event tagline: Youth to Youth. To emphasise the global nature of the event, live Skype video calls were included in the program, with the local team connecting with TEDxYouthDay conferences in Singapore, Malaysia, Hong Kong and Taiwan.

Whilst hosting a TEDxYouthDay event may initially appear to be a daunting task, that needn't be the case. To get started, simply apply for a free license from www.tedx youthday.com, which gives you access to a vast wealth of support materials (including the international organisers Google Group) to help you plan your event. You might like to watch some of the 700+ inspiring TED talks online to get a feel for the nature of a TED event, and perhaps choose one or two for a small-scale project for students, inviting them to view and reflect upon the ideas shared within them.

On TEDxYouthDay itself there will be a large number of events live-streamed online, essentially providing a ready-made TEDxYouthDay event for teachers and students anywhere. The viewing party could be combined with a few presentations by your own students, a discussion forum, and talks by local role models.

A good example of this kind of successful TEDx event was recently seen at The International School of Dhaka. Following the showing of a number of TED videos and practical activities based on the shared ideas, three local speakers were invited to present, including the founder of a successful charity; a woman entrepreneur; and an employee of a major banking corporation. This

combination led to a rich experience for the students involved, and plenty of opportunities for ongoing projects.

The key when planning your TEDx event is to decide what will work best for you and your student community, and then tailor the event around the core concepts of empowering and inspiring young people through the sharing of ideas. Remember that there are TEDx events being organised every day in countries all around the world, meaning that there is a wealth of support and ideas available for you once you register; you are not alone!

Here in Tokyo, the youth-run organising committee are now planning this year's event. Following the success of 2010 there is a lot of excitement and enthusiasm amongst the group, who are working to make this into an unforgettable experience, full of incredible ideas worth sharing with both participants in Tokyo, and those watching online all around the world.

Organisers of the second global event, once again scheduled for November 20th, hope that 2011 will see even more schools and communities take part.

Join us! For more information and to register for TEDxYouthDay 2011, visit www.tedx youthday.com

What is TED and TEDx?

TED is a non-profit organisation that was started in 1984 as a conference bringing together people from the worlds of Technology, Entertainment and Design. Since then its scope has broadened considerably to include not only two annual conferences, but a collection of hundreds of TEDTalks videos, the annual TED prize and the TEDx programs – local licensed events organised by individuals and communities looking to stimulate the sharing of ideas in their area. TEDxYouthDay was the result of a number of TEDx groups linking up to create a global event.



Working, or playing?

Hamid Mokhtar uses digital games in the IB Diploma classroom

I wonder how many 16-19 years old students take a formal course on how to use a Mac before switching from Windows, or take a course in using Microsoft Office Word – or even how many read the instruction manual of a cellular phone before using it? Students today are becoming more and more independent learners. At a time when many learning tools, such as the internet, are available to them on a large scale, they independently learn and enhance their skills provided they are interested or feel the need to do so.

What more would teachers love to see in their classes than students interested in what they learn? Wouldn't it be wonderful to see a student interested in learning logarithms in the same way that s/he is interested in searching the net for the lyrics of a favourite song? It could be argued that the difference is that logarithms are related to work, while a game is related to play. But what is the real difference between work and play?

Work tends to be associated with seriousness, objectives, money, duties and responsibilities, while play is associated with entertainment, fun and amusement. But is a professional soccer player working or playing? Is a professional chauffeur driving a Mercedes Benz S-class

working or playing? Truly, it is very hard to determine whether a clown is really having fun or is simply working; in all cases he is literally drawing a smile on his face. The number of play characteristics existing in a piece of work determines the extent to which the work could be considered to be play: the boundary between the two can be blurred.

As a mathematics teacher within the International Baccalaureate (IB) Diploma Programme at Green Land PréVert International School in Cairo, I was keen to capitalise on the interest of my DP1 students in digital games. Could some of the enthusiasm shown by them for their digital games (play) be harnessed in the context of their IB Diploma higher level mathematics course (work)?

One possibility I considered was adopting educational digital games, but I soon rejected it. For one thing, there is always doubt about the relevance of the educational component of any particular digital game to the actual curriculum. For another, teachers would need to spend a considerable amount of time learning how to use the educational digital game, and of course time is generally something teachers have little of.

I then wondered to what extent transferring into the classroom some of the digital games' characteristics, and thus students' interests, would enhance the learning experience. As a starting point, I explored the literature on characteristics of digital games and discussed with my students what they see as interesting in the digital games they play. Then I designed activities transferring each of these characteristics into the formal classroom when teaching the topic of functions, which I planned to evaluate by seeking the students' views of the new approach.

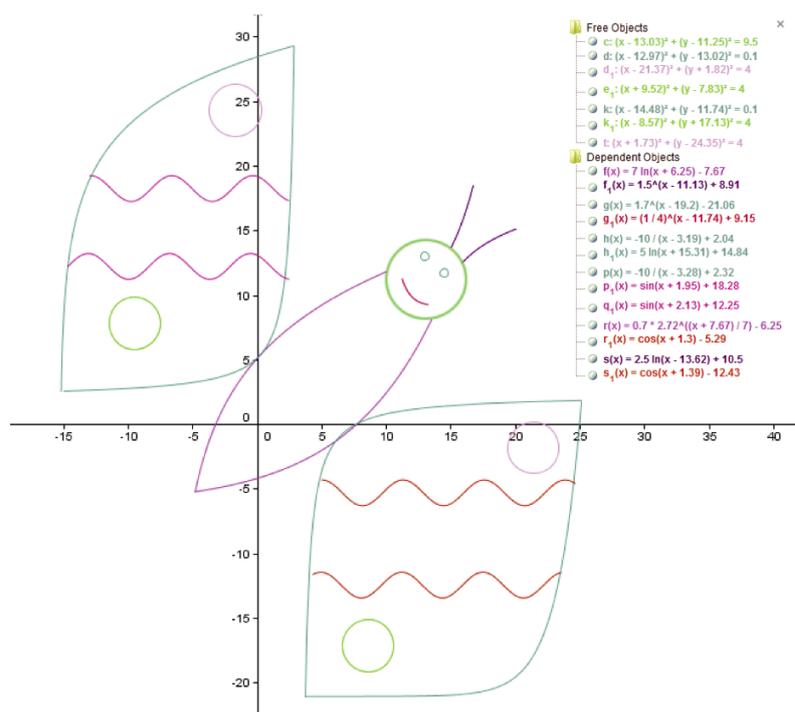
To enhance the activity, I agreed with my students on specific sound effects for when an animated point, moving along a function, is at a critical position (different sounds for zeros, maximum, minimum, inflection and even asymptotes). Although they seemed interested at the time of the activity, in later discussion it transpired that students felt that sound effects did not increase their involvement or interest. Furthermore, two of the students said that the sound effects decreased their concentration (they usually mute the sound when they play digital games).

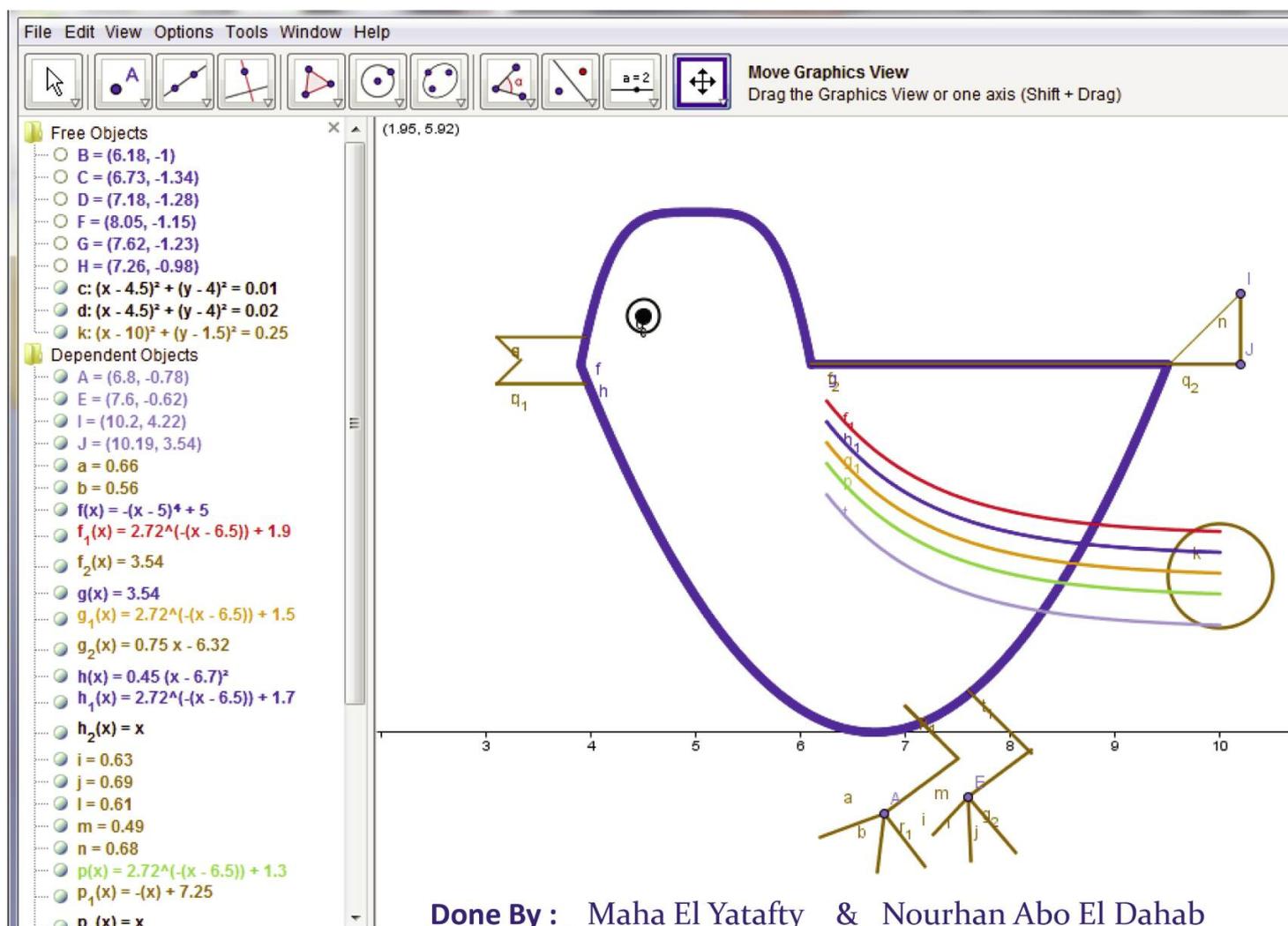
In order to have gradations of complexity, I set homework at what I described as moderate, veteran, and mighty levels, including the answers that they could refer to for immediate feedback. Students could only pass from one level to another once they had completed 85% at the previous level. They found this challenging, and enjoyed the fact that they did not all have to do the same amount of homework.

Functions

Hana Heiba

Salma Tarek





For a week, I kept modifying the positions of their names in different levels on what I called the Functions Board of Honours, in the expectation that this would provide a feeling of competition in a safe environment. Surprisingly, students reported that they found this board childish and that what they really enjoyed was the inner satisfaction of being able to reach a certain level without the need for external recognition.

One new activity I described as 'be functionally creative' where, based on their knowledge of functions and using graphing software, students produced a figure of their free choice. They found this very interesting, and admitted that it deepened their understanding of functions' transformations. Finally, I used a formal topic test to measure their understanding and found that they performed significantly better than usual on this test.

The main finding of small-scale classroom-based research was not related to the effectiveness of the activity, but to the process itself. I would not assume that what the majority of my students found interesting (or even interesting in digital games) would necessarily interest another group of students in another part of the world, or even my own students next year.

What I did learn about was the usefulness of a dynamic model, which consists of a number of revisited steps that will be special for every group of students: to determine

what is the current interest of most of the class; identify the characteristics of what interests them; transfer those characteristics into the formal classroom; then keep reflecting and modifying the model according to students' perceptions and performances. In this way teaching can be seen as ongoing piece of action research. And if other IB mathematics teachers feel this is an idea worth exploring with their own students, I would encourage them to do so.

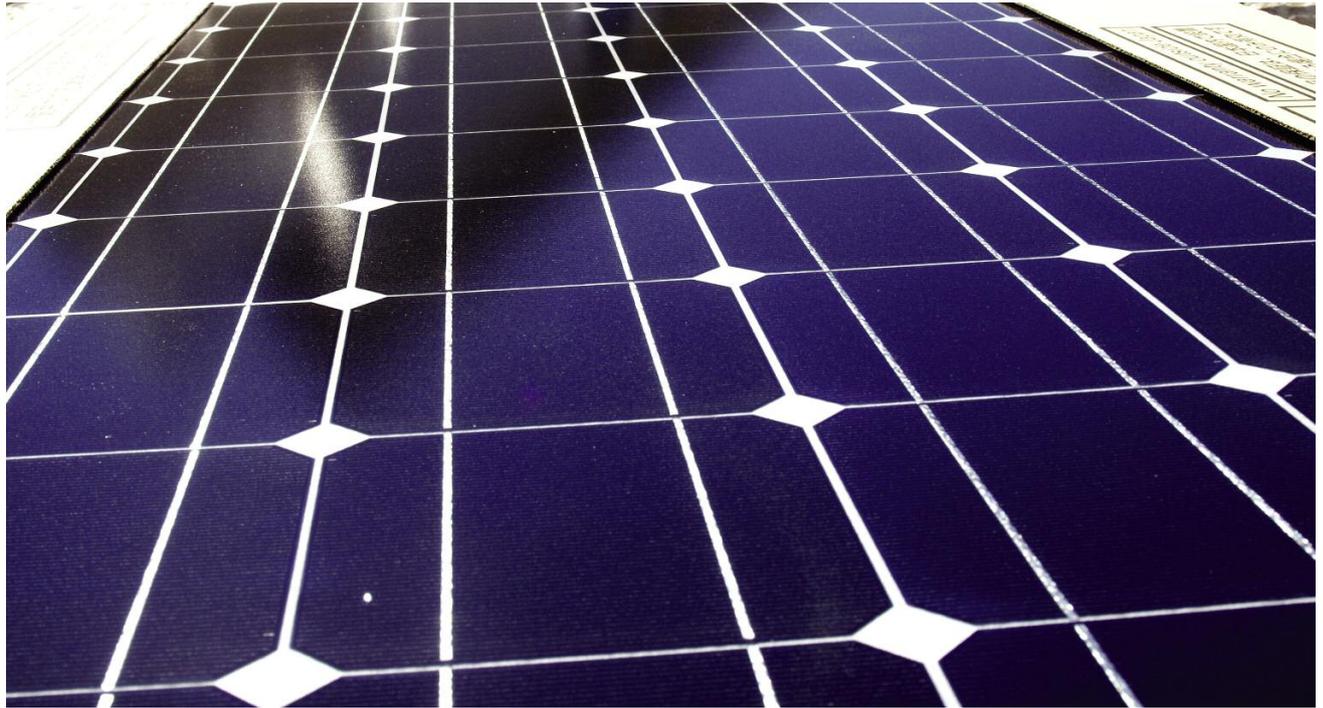
Planning lessons independent of students' interests and repeating the plan every year is, of course, less time-consuming than transferring characteristics of their evolving interests into the formal classroom. However, putting efforts into the latter, and seeing students interested in what they do in class as a result, proved to be worth it.

I spent some time on this project, but I enjoyed seeing them engaged. I was happy when they asked to spend the break in class working on the 'Be functionally creative' activity. It was amusing to see the figures they produced. Oops ... what am I saying? I enjoyed this novel form of interaction with the students and I found it entertaining. Was I working or was I playing?

Hamid Mokhtar is IB math teacher at Green Land Pre Vert International School, Cairo.

Taking mathematics out of the classroom

Sergio Mejía describes his students' solar power research in the aftermath of Japan's nuclear disaster



The great earthquake and the subsequent tsunami that hit east Japan in March 2011 took away the life of more than 15,000 people and, even after three months, more than 8000 people are still missing. To make matters worse, the tsunami triggered by the earthquake caused failure in the cooling system of the Fukushima power plant. The subsequent nuclear crisis put into question the reliability of nuclear power, and many residents of Japan started to consider the use of other renewable energy, one of them being solar power.

About 200km south of the Fukushima nuclear power station, students of IBHL mathematics are using their skills to make production models for their teacher's modest solar power station on the roof of his Yokohama home.

Ironically, the solar panels had been scheduled for installation on 12th March, but work had to be re-planned. After installation, production data was made available in order to create production models. The students, divided in groups, were given a few weeks of production and had to use weather information to investigate how the weather affected production.

In order to decide which system to install, it was necessary to make a number of mathematical models. Surprised by the simplicity of the model offered by the

installation companies, I thought that my students had enough mathematics to make a better production model. I decided not to share my models with students but let them create their own.

Students were given production data for a couple of weeks, and had to access weather databases in order to understand how cloud cover and rain affected production. They created models for different conditions and tried to understand the effect of weather on the parameters defining their mathematical model.

Students had to use image analysis software as the data was in the form of pictures of the control screen; access databases with weather information; try different functions to see which was best suited for the data; make an effort to understand the effect of the parameters defining these functions; and how these parameters were affected by the weather.

After a few days' research, the groups were asked to predict the total production for a day for which the data had not been shared. This gave students an opportunity to see if their models were capable of making accurate predictions. After the actual value was disclosed, the teams adjusted the parameters of their models to take into account the new data.

The final test on their models was to make a full production prediction for one week. Again, students had no information, other than weather information they could research. Yet, they were capable of making good predictions. The teams had to take into account the seasonal changes, not just in weather, but in the number of daylight hours per day. Unfortunately at this point they only had data for the summer, so it will be interesting to see how well their models predict wintertime production.

The team with the best production models has been invited to help write an article for a technical journal specialising in renewable energy sources. Students will have the opportunity to learn about peer-review publications. The standards of such a publication are high, and students have to learn to meet them.

One thing students discovered during this project was that real world data is messy and complicated. Simplifying assumptions are necessary, but without falling into over-simplification. Furthermore practical aspects are also important, since students are given limited time to make predictions. Their models must not be overly complicated.

The project is truly interdisciplinary, and while for the moment the interdisciplinary links are not fully exploited, there is a great opportunity to extend these sorts of projects beyond the confines of a mathematics classroom. As well as touching areas of science and technology, students must learn the financial and even political factors that determine the actual benefit of such systems.

Although energy produced by solar panels is free, installing solar panels is not cheap. Energy surplus is sold to the electricity grid. At the moment of installation, the Tokyo Electric Power Company is offering a subsidy to small power producers, paying them 48 yen per kilowatt hour (kWh), as opposed to the 22 yen that household consumers pay per kWh. The state also provides some subsidies to help finance ecological-friendly projects.

The project will continue to grow. It is hoped that students might be able to take into account other geographical factors. At the end, they should be able to use their models and information from databases to make predictions for potential buyers. At this point, when more people in Japan and around the world are interested in investing in renewable energy sources, making this type of

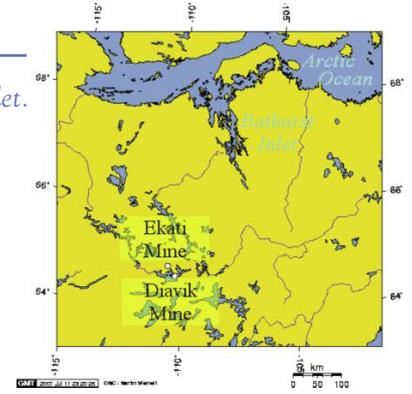
information available to the general public could actually encourage many to invest in similar systems.

At the time of writing the Fukushima nuclear crisis continues, and the Ministry of Economy, Trade and Industry has warned about power shortages. With mandatory maintenance around the corner, just 14 out of Japan's 54 nuclear reactors might be operating in August. The Mejía house is not only self sufficient, but provides enough energy to supply two homes with similar consumption.

As one student put it: "We believe that this experience is one step to promoting alternative energy sources to reduce the greenhouse effect and decrease the strain on the companies providing energy. At the same time, it gives us an insight into how mathematics can be applied in real life. The mathematics we learn from textbooks is often theoretical and is hardly applicable. However, projects like this one allow us to apply our knowledge of mathematics in real life and thus realise the importance of mathematics."

Sergio Hannibal Mejía and his students, Anjali Bhattacharjee, Kazune Ota, Nobuhiro Roppongi and So Yeon Kim, attend Yokohama International School in Japan.
mejias@yis.ac.jp





Science matters

In this series of articles covering areas of current scientific interest, Richard Harwood examines global warming and exploitation of the Arctic

Retreat of the icecap

The Arctic: land of ice and the six-month day; irresistible goal for explorers and adventurers; enduring source of romance and mystery – and now also a poignant and unavoidable indicator of the impact of climate change. As the ice cap shrinks, the geography of the entire Arctic region changes: clear shipping channels replace immovable ice and inaccessible oil resources become available.

The debate regarding the origins of global warming and the degree to which human activity is involved can rage on but there are many practical examples of the fact that climate change is a reality – and surely one of the most telling is the transformation of the Arctic region from a frozen wasteland into an area ripe for commercial exploitation.

Ice cliffs appear as the ice sheets retract and the impact on the hardy wildlife of the area becomes of increasing concern. Satellite imaging clearly demonstrates the retraction of the northern ice sheet rendering the iconic search for the Northwest Passage to the stuff of history only.

Arctic sea ice reaches its minimum each September. September Arctic sea ice is now declining at a rate of 11.5 percent per decade relative to the 1979 to 2000 average. The September 2010 extent was the third lowest in the NASA satellite record. What will be the long-term consequences of these cataclysmic changes – not only in environmental terms but also in the social and political contexts? How will the lives of the many individuals who depend upon the natural resources of the Arctic be changed? And how will the global powers who wish to exploit the region's many assets respond?

The thawing of the ice-cap creates huge opportunities for trade and transport – and therefore also for conflict between the Arctic nations: the so-called Arctic Five – Russia, the USA, Canada, Denmark (on behalf of Greenland) and Norway. The interconnection of global climate change, the availability and pressure on resources and the impact on animal and human life and livelihood means that we should surely be greatly interested in humanity's effect on the Arctic – or indeed the Arctic's effect on humanity.

Continued overleaf →



Monitoring toxicity of the fish population.

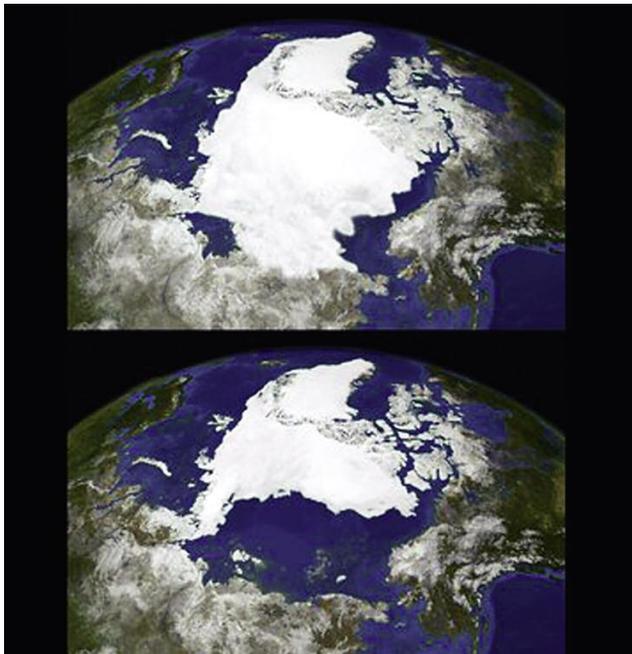




Ekati panorama.



Icecap melt.



Retreat of the icecap.

The Arctic gold rush – the race for tomorrow's natural resources

Parts of the Arctic region that have been frozen over for millennia have now become accessible as a result of the melting ice. Scientific studies, such as that carried out by the US Geological Survey in 2009, suggest that 25% of the Earth's undiscovered oil and gas reserves are to be found in the Arctic region.

Much of this oil and gas lies beneath the ocean and political disputes have arisen as to the 'ownership' of the ocean and sea bed. The ocean floor is also a rich source of minerals and coal, for example, further increasing the significance of the disputes and the need for their equitable settlement. The thawing not only increases availability of these resources but eases the means of transportation. The climate changes have meant that the Northwest Passage is

open to commercial shipping in the summer months; with further changes bringing year-round accessibility.

The opening of the sea passage is also linked to the exploitation of the mineral resources of the tundra of northern Canada and several major mining companies are linked together in the project to build a new port at Bathurst Inlet, capable of handling sizeable shipping.

The project also involves road building to bring the ore and minerals to the port from mines such as the Ekati diamond mine in the North West Territories. The Ekati project area is located within pristine tundra and the harsh climate and low biological productivity of the area means that special effort has to be made to mitigate the environmental impacts of mine activities.

As the first diamond mine in Canada, and one of the most visible mining concerns in the Canadian north, the mine must comply with the stringent regulations imposed by provincial and national governments. All mining operations are subject to baseline studies prior to development. Continuing studies monitor the environmental impact of mining on the ecology of the tundra and its wildlife, such as the effect of any effluent toxicity on the fish population, for instance.

Life on the northern tundra was also demanding for the Inuit population, the hunter-gatherers who, for millennia were the only human inhabitants of these high latitudes. The effects of climate change and the 'scramble for the Arctic' also has a massive impact on their way of life and their rights to the land they have occupied for so long.

There is an anthropological history to the Arctic region and this is now being impacted by these recent changes. These peoples have become adapted physiologically, socially and spiritually to life in a region of such bitterly cold winters and intensely lit summers. Their way of life is now further challenged by the ecological and economic events taking place. Part of their intrinsic philosophy is respect for their quarry; a respect sustained by the oral tradition of story-telling. For instance, one moving piece is a chant recalling the death of a bowhead whale:

Come oh sea lord, chief of the waters. We are your friends!

We wish you well. We bring you to a place to do you great honour.

You are dying but your death will not be forgotten.

We will strip your bones of flesh, but we will send them back to the sea that you may live again, so fear not.

Let us lead you to the Kaniagmiut, people who admire you, great lord of the ocean.

Will the traditions developed in these northern extremes, and indeed the rights and aspirations of the Inuit peoples themselves, survive the overwhelming changes that are coming to the region?

Dr Richard Harwood is education consultant (Scientific & International Education). He wrote this article in consultation with Dr Andrew Harwood, environmental consultant and Adjunct Professor at the University of Saskatoon, Canada.

Courtney Fidler, a research fellow at the University of Saskatoon, Canada, supplied the location pictures.

Making learning relevant

Connecting global issues to 21st century competencies in an international school setting

In the first of this two-part article Carole Geneix, Clayton Lewis and Jim Reese of the Washington International School (WIS) shared various ways of encouraging global competence and the broad-mindedness that international schools value – part of what is often called a 21st century skill set.

In this article, we will continue this exploration, from the service-oriented focus of the Center for International Education (CIE) to curricular initiatives that aim to fulfill the school's mission of developing responsible global citizens.

Several years ago, WIS made a commitment to consciously affirm its emphasis on internationalism through the creation of a Center for International Education. We think of the entity in the same way schools charge athletic departments to promote sports and fitness, or performing arts departments shepherd learning through the preparation for productions.

The Center, directed by Kate Meenan-Waugh, acts as a resource for WIS teachers looking to internationalize their curriculum or bring in enrichment speakers and programs. These efforts forge partnerships between schools and outside organizations and lead to the creation of specific international learning experiences to support language-learning and service-learning goals.

At the heart of these efforts are student exchanges. Language immersion trips to partner schools in France, Spain, Peru, the Netherlands Antilles and China provide students with the richness of a home-stay, classes at the partner school and cultural excursions to complement the curriculum. Students from the same home-stay families come to Washington International School for a similar experience. The relationships developed with exchange families often last many years.

Summer trips, open to students from other schools as well, serve learning goals similar to the student exchanges. This year, for example, a French-language service trip to Bamako, Mali, and a Spanish-language Habitat for Humanity Global Village trip to El Salvador, will allow students from across grade levels to bond through a common goal of giving back to communities in need. Additionally, a bi-annual trip to Japan, focused on that country's role in the global economy, is a perfect introduction or reinforcement for students enrolled in or considering the International Baccalaureate (IB) Diploma Programme economics course option.

The Center also sponsors expert speakers, artists-in-residence, and other programming to reinforce curriculum goals. Faculty members work with the Center to identify appropriate enrichment activities or to design

service-learning components as a follow-up to a curricular theme. Students count on the Center to help organize student clubs and activities with a global or service theme and to provide guidance for the IB Diploma Programme's community-action-service (CAS) component.

Symposia, summer institutes and conferences provide the opportunity for the Center to connect students and teachers to an international network of schools through the Global Issues Network, or GIN (www.global-issues-network.org), which fosters student collaboration in a virtual community on issues of global importance.

Student-led local and international conferences bring students together for sharing and learning, and to garner support for taking action. Students from the Washington International School and a local public high school worked together to organize such a conference in February 2011.

No matter what the subject area or grade level, WIS aims to help students make connections to global issues across the curriculum. Through our collaboration with the educational research organization Project Zero, based in the Harvard University Graduate School of Education, we have been developing interdisciplinary approaches to teaching as part of our effort to encourage the kind of understanding our students inevitably will be called on to use once they finish school.

Continued overleaf →

‘Several years ago, WIS made a commitment to consciously affirm its emphasis on internationalism through the creation of a Center for International Education. We think of the entity in the same way schools charge athletic departments to promote sports and fitness, or performing arts departments shepherd learning through the preparation for productions.’

One such example is our Grade 7 'Water' unit, which WIS middle school science teacher Kusum Waglé coordinates. As part of the unit, students take a field trip on the Potomac River, testing the water quality and examining the aquatic and terrestrial wildlife. They then carry out the same tests in a stream near the school, compare results and see the connection between their own backyard and the Chesapeake Bay.

In effect, over the course of this project they are using skills and knowledge they have acquired in disciplines such as geography, integrated science, and mathematics, leading to new complex understandings. Taking it to a global level, the students hold a live video conference with an international school in Bangkok, Thailand, during which they discuss the similarities and differences between the Potomac River in Washington, DC, and the Chao Phraya River in Bangkok.

The children discern common problems and also identify some unique problems that will need solutions imminently for the long-term viability of each vital river. Back at WIS, the 'Water' unit extends beyond science with a variety of departments building lessons around this theme. By the end of the unit, students see how their actions impact their environment and they enlarge their community of engaged learners.

In the 21st century, the 'how' and the 'why' of learning topics are becoming increasingly important, as information – the 'what' – is readily available at our fingertips through the internet. Two WIS middle school teachers, Rita Adhikari and Kusum Waglé, have been using Thinking Routines (http://pzweb.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html), developed at Project Zero (<http://pzweb.harvard.edu/>), in a school-wide effort to help students see the bigger picture of what they are learning.

A number of WIS teachers, including Mrs Adhikari and Mrs Waglé, have attended Project Zero institutes or conferences and have also completed the Visible Thinking online professional development course (<http://wideworld.pz.harvard.edu/en/>).

Thinking Routines can be used at the beginning, in the middle or at the end of a unit. Some characteristics of effective Thinking Routines are that they have only a few easy-to-follow steps, are applied regularly in class, and can be used across a variety of contexts. Several routines that have proven to be quite popular with WIS teachers and students are See-Think-Wonder, Think-Pair-Share, I Used to Think ... Now I Think, Think-Puzzle-Explore, Headlines, Circle of Viewpoints, and Connect-Extend-Challenge.

WIS teachers have found the routines help to increase students' curiosity and open-mindedness. Mrs Waglé noted that in the integrated science courses she teaches Thinking Routines not only foster a deepening of student understanding of scientific concepts but also help to catch misconceptions. As students are encouraged to express and clarify their viewpoint on a given topic, the process encourages them to reflect on their thinking. Thinking Routines also help the children

to learn together and to build upon the ideas of others.

Mrs Adhikari has observed that the effort to create a culture of thinking in the humanities classroom benefits all students. Traditionally, she has found that only a few students do much of the thinking in a class or the teacher realizes too late, usually during a summative assessment task, how some have missed salient points.

Using Thinking Routines has enabled every student to participate in the process of honing the thinking going on and has led to deeper understanding of the content at hand among all students. When examples of student thinking are displayed around the classroom, both teachers remarked, students are surrounded by a culture of thinking, sending strong messages about the kind of learning that goes on in that particular course.

Mrs Adhikari and Christian Delair are assisting their students in making connections beyond the boundaries of any single discipline. In their humanities courses they emphasize that the world has always been interconnected, even though fewer areas might have been so in the past and the speed of exchanges might not have been as rapid as it is today.

Mrs Adhikari uses a lesson on Islam and the Arab people to help students utilize their knowledge of the past to discuss issues affecting Arabs and Muslims in the world today. This incorporation of global issues gives students an opportunity to examine contemporary issues, as linked to the past, ultimately realizing through the exploration of various topics that complex learning is not neatly tied up but is usually open-ended. Discussion as well as a search for answers can go on endlessly.

Mr Delair, aiming to develop a deeper understanding of globalization, demonstrates how food and ideas have traveled through regions over the course of history. What today might be considered traditionally French or Indian food is actually made up of ingredients and recipes from a range of origins.

Students can thus comprehend that what is happening today has in fact been happening through the ages. Because cultures are always evolving, cultural norms also change. Students explore the way many cultures have enriched themselves by coming into peaceful contact with other cultures.

These examples are merely a snapshot of ways teachers and students at WIS learn together about connections to the wider world and, in the process, fulfill the school's mission. From curricular initiatives to extra-curricular programs, from specific pedagogical practices to clearly articulated understanding goals, WIS hopes to be preparing its students well for the world they will find when they are adults.

Jim Reese is curriculum and staff coordinator for secondary section; Rita Adhikari is middle school humanities teacher; Christian Delair is middle school humanities teacher; Kate Meenan-Waugh is director of the Center of International Education; and Kusum Waglé is middle school science teacher, at Washington International School, US.

Home is where the heart is

Darren Latchford reports on a journey of self-discovery for students before the International Day of Tolerance

In Mandarin Chinese, the word for home or family is *jia* (家) and it is well-known how inextricably linked the home and the family are in this part of the world. Even in cultures where the family is said to be in decline, the word 'home' connotes a sense of identity and could be said to be the place where one is most comfortable, or where we feel we originate from.

For students at our school (as in the vast majority of international schools no doubt), the concepts of 'home' and 'identity' are complex ones. They may mean a great deal to students whose roots are easy to define but they equally well might not be given very much consideration by students who have spent much of their young lives travelling from culture to culture. With over 50 nationalities among our students in the secondary school, we based many of our whole-school activities this school year around the concepts of identity and 'home'.

Marking the United Nations International Day of Tolerance has become a significant event in our school in recent years. Under the guidance of Rachel Harris, our assistant head of secondary, we have challenged our students on a variety of issues, from the treatment of children living with HIV and AIDS to looking at the impact of pioneers in modern society to living with disability.

They have created murals, set up service projects to raise money and give their time and practical help. They have looked closely at whole societies, and considered their role within those societies and how individuals can make a difference (see *is* magazine, summer 2009). In 2010-2011, we asked students to look to their roots and to consider themselves as individuals and get a sense of how enriching it can be to live the kinds of lives they lead as students in an international school in a country like Taiwan.

Our location here in Taiwan lends itself to the study of this topic extremely well. Taiwan is an island of cultures. Research suggests that Austronesian peoples made it

their home over 8000 years ago and, in more recent times, it has been influenced by the Dutch, Portuguese, Chinese and Japanese. Modern cultural influences come from Japan, Korea and the United States, in addition to the rich culture that is home-grown.

Taiwan is now a country with a strong and influential economy that is not recognised by many influential countries around the world and which has been repeatedly denied a seat on the United Nations Assembly. People here define themselves as Taiwanese, Aboriginal, Chinese, more Chinese than the Chinese, and sometimes a mixture of all four. In many ways, though they come from a wide range of backgrounds and cultures, our students are also continually asking themselves who they are and what they represent.

Our journey of self-discovery as a section of the school and as a group of individuals originally began in a vertical personal, social, health and citizenship education (PSHCE) lesson on third culture kids. In



this session, students organised themselves according to a range of criteria, the conclusion of which was that they realised that, as young people, they were very difficult to define along the lines of nationality. The resulting exhibition of their backgrounds provided a huge talking point among our students and led neatly into International Day of Tolerance.

This day, as in previous years, included a range of student activities for all levels and ages. Student-centered workshops on gender, digital footprints, human rights, labeling, tribal behaviour and homophobia kept students busy all day and they assembled for two performances.

We were extremely lucky this year to have an opportunity to strengthen our links with San Min Junior High School, a school in southern Taiwan that was destroyed by Typhoon Morakot in August 2009. This

relationship began when our Year 9 students ran a service project that raised money to buy the school what they needed to start up again. Our students, led by two 14-year old CEOs, organised fundraising dinners for local business people and hounded local companies to donate to their cause, and they raised over NT\$1 million in cash and merchandise to aid the recovery of this school.

They sent blankets, clothes and other necessities. The conclusion of this fund-raising (but, hopefully, only the beginning of a long relationship with San Min) was a three-day trip to Taipei for San Min students who stayed with the families of our students. Part of their visit was a particular highlight for us – a performance of a tribal dance. Dressed in traditional costume and decorated with dazzling beads, intricate sewing and symbols representing the culture of their tribe, they performed a traditional harvest dance that left our students stunned.

One commented that he was “totally absorbed” and that he was “amazed at the students’ ability ... to create an atmosphere of strength and pride in their culture with their powerful stamps of the foot and delicate waves of the hand.” For our city-dwelling students it provided a glimpse into a genuine connection with nature. A senior student, who was “enthralled with the simple yet elegant performance”, saw it as a “testament to their intimate connection with nature and the seasons”. A couple were struck by the confidence with which these young people wore clothes that our students may have thought of as slightly strange, and some reflected on this pride in their heritage.

Another major highlight of the day was the performance by representatives of the Bunun people. This aboriginal group is the fourth largest in Taiwan and, unlike the other aboriginal groups here, are spread across the island. Our link with them began in July 2010 when a local doctor, Felice Tien, and members of the Bunun tribe, came to train our students in First Aid. This accidental connection was seized on and cultivated and resulted in music being performed in our atrium that has never been performed there before.

Bunun people are famous for their sophisticated polyphonic vocal music, and it’s fair to say that no one in our school that day was prepared for the sounds that

emanated during that performance. The combinations of body movements, differing traditional roles played by men and women, the deep vocal sounds were felt in the chests and stomachs of the audience. The ending had everyone swaying and I was itching to get up and join them for a group dance which showed incredible unity and ease. This was happiness shown through a deep connection with their roots and a sense of pride and confidence to show it.

International Day of Tolerance was only the beginning of our focus on identity and home, though, and events which followed further embedded these ideas within our students. When Morris Gleitzman, the Australian children’s author, visited our school in January he talked about what home means to him and what it has meant to the characters in his novels. Our events for book week took ‘Home’ as their theme, with a whole-school quiz and teachers wearing banners showing which book said something about them and wherever they considered their home to be.

This then led into the inaugural FOBISSEA Short Story competition (organised and run by a group of English teachers in the region), the theme of which was ‘Home’. Though our school’s entry did not win, it was the only one to be given a special mention by judge Andy Mulligan (author of *Trash*).

As teachers of teenagers, we are acutely aware that much of their young life is spent developing an identity and setting themselves apart from, but still inextricably linked to, their family and their home. Sometimes that causes tension and our curriculum and our pastoral care structures aim to make this establishment of individual identity as smooth as possible.

Highlighting this explicitly with our students has made them understand themselves better and they are much better able to recognise what makes them all so wonderful and to value the experiences they have had. Reports from students showed that they ‘felt privileged’ to be part of the day and its follow-up activities. “It was an exhilarating and eye-opening experience for me,” said one.

Darren Latchford is head of English at Taipei European School, Taiwan.



Teaching in international schools

A truly international experience?

Lesley Glendenning wonders

Close your eyes and imagine ... you are a qualified teacher with credible experience, no ties to keep you where you are, and a desire to travel.

You flick through a travel magazine and, as you skim the job advertisements, you begin to wonder about teaching overseas. It would be a great way to see new countries and experience different cultures. Before you know it you are applying for teaching jobs all over the world, reading up on places you had never heard of and imagining life without your friends and family close by.

And then the day comes. You've been offered a job in some far-away country! Life becomes a roller-coaster ride of packing, sorting out the practicalities, and saying goodbye to friends and colleagues. One minute you're excited and can't wait to jump on the plane, the next you're wondering if you've done the right thing and feel the pain of separation looming overhead.

Weeks pass and before long you find yourself stepping off the plane. You've made it! The captivating scenes of daily life amaze you; the smells are intoxicating; and you're caught up with the thrill of adventure. In the introductions to new staff you are told of the excitement of living in this new place, the travel opportunities and where to buy those items that you feel are essential to daily life.

However, as you settle in, you sense that perhaps the school is like an island. Although the students and staff come from across the globe, there is little contact with the surrounding community. Is this what international school life is about? Are there not commonalities that your school shares with local schools? These may include celebrating local festivals, tasting local food, or field trips to visit new places. And could the students learn something from interacting with others from neighbouring schools or share something of their own identity and culture?

This is a common situation that exists among many international schools. Teachers are always very busy and often caught up in fulfilling the curriculum requirements, plus assisting with extra-curriculum activities. Often they live within the school 'bubble' and have little knowledge of the local language, without which communication is thought impossible. Some teachers consider their stay in a country as temporary and therefore efforts to build relationships outside of school are a waste of time.



But laying those aside, stop and think: would an exchange between your students and those from a local school be an enriching experience? Not only would it help with language, but culturally it would open students' eyes to learn from their neighbours.

Take, for example, an international school in Germany in which students are learning German. The teacher encourages the students to talk to their neighbours and practice their language skills. However, many are too shy, perhaps don't know what to say and are content with their basic language skills, which they feel are sufficient. What would happen if this class linked up with a local school and participated in activities in which they could try out their German? Perhaps students from the local school could also practice their English, without the need to visit an English-speaking country.

For the past two years I have taught in an American-run school primarily for American and Korean missionary kids located in southwest Germany, a few kilometers from France and Switzerland. It is in this



context that I began to see what amazing opportunities existed for bridge-building between our school and those located nearby. Fortunately the acting Principal shared the same vision and was very supportive.

I then spoke to as many German people as I knew with the hope of making contact with a local school. This was easier than anticipated. Emails were exchanged and I found a German teacher from a local school keen to see a class exchange with our school. After some communication, we invited the German students to visit our school for an afternoon. The English speaking students pooled their ideas and came up with a programme of events.

Over a two-hour period students took part in group sports. The English-speaking students organised a tour of the school, and the afternoon ended with singing songs in English and German. Both groups had a great time and were surprised how easy it had been, despite some students knowing very little German.

A few months later the English speaking students were invited back to the German school. During the afternoon

the German students also organised a tour of the school and all the students sang songs together, in both languages. In addition the combined group of German/English-speaking teachers performed a short play based on *Cinderella*.

The students were then divided up into groups comprising students from both schools and each one presented their show in German! It was great to see students working and having fun together. More exchanges are being planned and I hope others will be inspired to develop similar contacts.

Although I would like to see more exchanges, there are particular subjects that lend themselves more readily than others. For example, the arts (including cookery or art) could be a basis on which students come together and share their ideas in a practical way. Languages are also a great way to bring students together, but care must be taken to ensure that students are at a similar level.

Sport, too, is another idea. An international school could invite local students to participate in a team activity like basketball. The teams could be a mix of both groups of students. An opportunity for international students to learn a new game would encourage local students to share something of their culture.

But the question remains: are you bold enough to step off your international-school island and build bridges with the host country? Yes, it takes time, energy and effort, but if you do, you will not only inspire your students, but also develop links with your community that show your care for them and the great privilege you have of being in their country.

Lesley Glendenning teaches English as a second language at Black Forest Academy, Kandern, Germany.

For whose benefit?

E T Ranger goes on a course

Most international schools have professional development budgets, usually as one of the built-in benefits. But who is benefiting?

How do schools look at sending the teacher on a course? Are courses awarded as prizes for loyalty, or as investments in the school's future? Is it for the ambitious or the faithful? This may not be as unfair as it sounds: international educators are a mobile bunch, so why train those who are likely to leave, enriched with their new skills? In the short term the trusted old hands may be the obvious investment.

But administrators in forward-thinking schools will see this as enriching the entire professional field, knowing that a good school can replace the lost expert with another well-trained teacher with an MA or an ITC. The school's reputation as a good place for

professionals who value their careers will attract replacements. The reverse is to invest in only those who will stay on, and to fill the gaps from the constant stream of teacher-tourists, who appear for a gap-year or two before going home to real life. Short-termers – schools and teachers – deserve one another.

Presumably the school expects training to keep its teachers up to date, but up to date with what? Is it simply to make up for being away from the home country and the inevitable new initiatives and acronyms back home? Or is it to help the school to move ahead, and develop its own character and curricula? What if they want to take up IB, or if a change in the local expat community demands new programmes? How can an institution move its whole staff in a chosen direction?

And does it work? Dean Fink, well-known expert on

‘Presumably the school expects training to keep its teachers up to date, but up to date with what? Is it simply to make up for being away from the home country and the inevitable new initiatives and acronyms back home? Or is it to help the school to move ahead, and develop its own character and curricula? What if they want to take up IB, or if a change in the local expat community demands new programmes? How can an institution move its whole staff in a chosen direction?’

school change, comments: ‘Unfortunately ... most [educational] change efforts fail.’ (Fink 2001) How can we improve the success rate by training? It sometimes seems that innovation is taken as a universal good. ‘Pencil-sharpening for the 21st century!’, ‘Delivering change through Basket weaving!’, ‘Leadership in ...’ almost anything you care to mention: ICT? Interactive Whiteboards? Something-or-other global?

One thing that is clear is that top-down initiatives do not all work. In a new book on recent changes in Japanese education, David Willis and Jeremy Rappleve note the difference between ‘ideal’ and ‘real’ reforms. Too often impressive-sounding plans were launched by the ministry but sank before they reached the classroom. There is a systemic conservatism in any profession. Teacher-trainer Jenny Schuitemaker reports that, despite modernisation of the national system, Dutch student teachers want to be like their own teachers, the models who made them want to join the profession.

Strong models have to be provided if change is to happen. You may inspire one teacher by sending them on a good course, but back home their colleagues are still happily doing what they are used to. New ideas are much easier to absorb off site. Yalta, Camp David, Oslo, Kyoto, it’s easy to name the agreements that ‘seemed like a good idea at the time’. Haven’t we all at some time brought back a souvenir bottle of the local hooch that tasted so good on holiday?

‘Trickle-down’ is a conventional channel for the returning missionary to share valuable insights but it is ‘deeply flawed’, says PD expert Jonathon Marsh. “It assumes far too many things about the infrastructure, suffers from rapid signal degradation (*ie* Chinese whispers), and assumes that teachers are skilled in teaching adults, which often they are not.” He advises a whole school approach, or at least sending away a group who work together in school, so that they support one another when putting it into practice.

Bobbi Kay, of CASIE, in Atlanta, Georgia, advises that schools should programme feedback sessions and reflection time, so that returning teachers can share what they have learned with their colleagues. She adds, however, that the voice of an external authority often gives a particular weight to the message that they bring.

Marsh cites the recent McKinsey Report on improving schools (Mourshed, Chijioke, and Barber 2011), which

concludes that whatever measures are being adopted must be seen in the local context, and not transplanted wholesale. It is better to model oneself on a school that has succeeded in a similar situation than to follow blindly an alleged ‘world leader’. It may be important, for instance, to work with the client community and develop their understandings of education, and not merely to make changes inside the school.

Sometimes large-scale change seems inevitable. Perhaps there is a policy decision to adopt a new programme, such as part or all of the IB. The McKinsey Report notes that:

while development from a poor school system to a good one is best done by imposing standards, higher levels of improvement happen by trusting the highly skilled workforce, and granting them freedom to be original. But once the school has its own character, it still needs to induct newcomers.

If it is in an expatriate ‘bubble’, the staff will bond better, but if there is a local-hire element they will go home to firm local values each night, and the school community will be divided in two, a situation familiar to many.

No wonder some administrations take the easy option: recruit from one country and they will all have the same default settings. But this is an overseas school, not an international one, and it short-changes the students of other nationalities. It seems that courses can do a valuable job – but the right courses, in the right setting, for the right job.

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Are you really an international teacher?

Even if you teach in an international school?

Julian Silverton searches for a definition

There is a cynical old saying that goes ‘those who can, do, and those who can’t, teach’. I want to add, ‘and if you can’t teach in your home country, teach overseas’.

Most readers of *is* magazine have already done this and are now teaching in one of the 3000+ international schools worldwide. But have you stopped to think why? Is being an international teacher a sum of our overseas teaching experiences so that we see the world from a different viewpoint? And does this make us ‘better teachers’?

I have read that international school teachers can be seen as either mercenaries, missionaries or misfits, seeking to satisfy something not available in their home country. Here are some descriptions that could be applied to us:

rootless, unsettled, mobile, global, versatile, open-minded, adventurous, insecure, adaptable, foolish, risk-taker, flexible, impetuous, traveler, linguist.

And there are many others. Do any of these apply to you or your teaching colleagues?

I started to wonder if there was something ‘special’ or ‘different’ about us. How could we be defined? This question provoked lively debate in the staff room recently. We had all left our home country for a variety of reasons and many of us did not want to, or could not, return to it, so were ‘trapped’ in international teaching, moving from one international school to another but rarely, if ever, returning home.

One teacher thought that just working in an international school was enough: “I’m teaching in an international school, so that makes me an international teacher.” Another thought that travelling and enjoying teaching in a different culture were the main things. One teaching couple had planned to travel around the world, working for a few years in the main cities in each continent, all of which had an international school, but then children came along... Other key factors were better pay and conditions; student discipline; longer holidays; smaller class sizes; the ability to learn another language; and working with students and colleagues from different backgrounds.

Some international schools have staff who have stayed for most of their careers, while others have a rapid turnover. You may have worked with some colleagues who clearly were, and some who were clearly not

‘international educators’. What were the criteria? Does a job application that reads ‘I consider myself to be an international teacher, as I have previously taught in four international schools’ make the teacher four times more international than if they had worked in just one international school?

I asked Year 8 students (aged 12-13) if there were any differences between the teachers in their home country and teachers in the international schools they had attended. Some of their comments were:

“I have only been in this school.”

“I don’t think there is a big difference.”

“The teachers are more open to students.”

“The teachers get deeper into subjects.”

“They care a lot more about you and your education.”

“International teachers are international.”

So what is it that defines us as being ‘international’? This raises more questions than answers. Do you need to teach in a wide variety of international schools, be a linguist, teach a diverse student body? Why do we leave the security of our own country and move to a similar job, sometimes half a world away?

Why are we not content to stay put, and why are we treated with some suspicion by colleagues back at home, some of whom think we have been on a working holiday, experiencing the ‘good life’ but not doing ‘proper teaching’?

Maybe the origins lie in a teacher’s formative years: where they lived; how much they travelled when younger; and whether their parents were from an international background. I wonder if we are footloose, less rooted to our own culture, with no emotional ties to any one country. Teaching aside, there must be many world leaders who are well-travelled, speak a range of languages and are familiar with different cultures who would never consider themselves as ‘international’.

I first checked my dictionary for a definition. International is ‘extending across or transcending national boundaries’. So travelling is involved, and we should pack a passport to enter another country. No surprise there. But can you be an international teacher without travelling?

Maybe the school’s location is a factor. For example, can a British or American teacher be truly international if working in a multi-ethnic school in their home

country, where most of the students are not English speakers? Does the culture or language spoken outside the school need to be different? I posed this question to a class of Year 7 students (aged 11-12):

“If English is spoken inside this classroom, and French outside, where exactly does the language change? By the wall? Halfway across the double-glazed window? Do you change it by moving outside?”

The language of many international schools is English, and most countries in the world have international schools, with major cities having at least one. A few can also be found in English-speaking Commonwealth countries, the UK and USA.

To add to the confusion there are many definitions of an ‘international school’ and the ‘international education’ that takes place within it. Predictably, these mention such things as educating students as global citizens, providing ‘international content’ whatever that is, and ‘diversity and flexibility’ in teaching methods.

These last two would surely be used by most teachers, regardless of their location. Wikipedia defines an international school as a private school catering mainly for children who are not nationals of the host country. Further research uncovered the startling fact that teaching abroad is considered a catch phrase used in first world countries for temporary teaching assignments outside of the home country. So only first world teachers are international, and they are temporarily doing an assignment? How long is temporary, and what assignment are they doing? My temporary assignment has lasted 21 years!

However, despite a prolonged search I could not find the one definition I wanted. It seems that there is no

simple definition of what makes an international school teacher. Maybe it is just a teacher away from their home country who enjoys working in a different environment. You don’t have to speak a second language, but it certainly helps.

Finally, there is one important thing to consider: how easy is it to return to your home country and teach in local schools? After ten years away, I returned home with my family for an interview in a UK school and was asked why, if conditions had been so good, did I want to return? There seemed little interest in my overseas experience, but more importantly I was seen as out of touch with recent advances in education such as Ofsted and the National Curriculum, and advised to retrain!

For those of you wanting to see how ‘international’ you are, use a calculator and the equation below to get an index number, based on your international teaching experience and the number of schools worked in. How do you compare with your colleagues? Who has the highest/lowest index in your school?

$$I = Y_i/Y_t \times N$$

I = index of international teaching

Y_i = total number of years in international school teaching

Y_t = total number of years in teaching

N = number of international schools worked in

Julian Silvertown teaches at the International School of Geneva, Switzerland, the oldest and perhaps the most ‘international’ of international schools. He thinks he is an international teacher, but is still not sure. $I=3.4$

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

In September 2011 **Mark Ford**, formerly head of secondary at Dubai British School, succeeded **Andy Homden** as DBS Principal.

Andy in turn has been appointed Principal of Taaleem sister school Jumeira Baccalaureate School, also in Dubai. Andy has been Principal at DBS for the past three years and, together with Mark, has overseen a very successful period of the school’s growth.

Mark has worked in both state and independent schools in the UK and in British international schools in Europe, Africa, the Far East and the Middle East. Before joining DBS as head of secondary, he was head of senior school and vice principal at South Island School in Hong Kong. **Tanya Drew**, who has held a variety of senior leadership positions in the UK, succeeded Mark Ford as head of secondary.

See also page 63.

Creating a primary school student council

Jonathan Coward describes how Southbank International School encourages students to get involved

Action is an important element of the IB's Primary Years Programme, inspiring our children to take what they learn in the classroom and make a difference in the world. A school council is an excellent way of encouraging students to be involved in action but, particularly at primary level, not all are successful as many teachers are reluctant to give responsibility to the children.

In the school council at our Kensington campus, all the action comes from the children, and as teachers we simply act as facilitators to show them how they can put their ideas and plans into practice. Children have complete ownership of the council's activities, allowing them to truly take responsibility for their own community.

The council members take charge of their own calendar, making sure that there is plenty of activity and

action going on around the school throughout the year. Running brainstorming and 'solution finding' discussions gives all the children an opportunity to put forward their ideas and the whole council works together collaboratively. We have members from Grade 1 right through to Grade 5 and in our council everyone has an equal voice.

Students know that if they want a problem sorted out in the school they can go to members of the student council. That is exactly what one student did when children were using the wrong play equipment during recess. The council realised that the storage boxes were not labelled very clearly and so had a 'solution finding' discussion to see how they could make it easier for students to see which play equipment they were supposed to be using. They quickly came up with the idea for a colour coding system and set about applying coloured labels to each of the storage boxes.

This term, a member of the PTA popped into a school council meeting to talk about Spirit T-shirts for the school sports day. Usually the PTA design T-shirts for the event but they decided to get the children involved and so a competition, run by the student council, was set up. Anyone could enter a design; each class would pick one to represent them in the competition. The council would then look at all designs and select a final winner.

The council also invites visitors from outside the school community. A member of the Kensington and Chelsea road safety team came to speak to the student council about setting up junior road safety officers in the school. He introduced the campaign to the students and gave them all the materials they would need to get going.

Five pupils would be chosen as junior road safety officers to teach others about road safety, and the council had to decide who to select. They put together an application form with three questions for students to answer: Why do you want to become a JRSO? How would you teach road safety? How would you be willing to commit to being a JRSO?

Our council also raises money for charity. We believe that it is important for our students to know that they have the ability and the opportunity to make a difference by being creative and arranging fundraising opportunities. The council is responsible for an events calendar and throughout the year they make sure they





have lots of different events to raise money for charities that they themselves choose.

Emma (Grade 1), Sofie and Saskia (both Grade 2) talk about what they have enjoyed about being involved in the school council so far this year:

“It felt special when we got chosen for the student council. We were also nervous. Our first sale was a bake sale: we chose to give money to The British Heart Foundation because Hunter’s friend has a bad heart and she got it fixed. We raised £252.19 and are proud of how much money we raised. It was very yummy! It was then fun sorting lost property and we bought all the lost things to the children in the classes. We found jumpers, lunches, jackets and even trousers!”

Most schools will have student councils and this offers great opportunities to get students of all ages working together, become active in their school community, and show them that they really can put their ideas into action to make a difference. A successful student council must have the confidence of the students, have responsibilities, be involved in making decisions, and meet frequently.

Let your school council take ownership of their activities and see what fun and creative ideas they come up with!

Jonathan Coward is assistant principal at Southbank International School.

Are you thinking of teaching in Dubai? Demand is outstripping supply, reports Anne Keeling

Parents in Dubai are struggling to find places for their children at the international schools and a large number of schools were fully booked for this new school year many months ago. Several are filling fast for next September too.

Even with 178 international schools now serving the Dubai area – 55 of which have over 1000 students – the demand is outstripping supply. Only a decade ago, there were insufficient high school places in the international schools in Dubai to cater for the demands of what were then expatriate corporate investors. Today it’s the Kindergarten and Foundation/Key Stage 1 classes trying

to meet the demands of expatriate and local families that is the cause for concern.

According to ISC Research, the organisation that has been tracking the international schools market for the past 20 years, this struggle for places is not because the market has been standing still. Far from it. There were 43 international schools in Dubai in 2001.

Ten years on, that figure has escalated to 178 international schools supporting over 145,000 students. During that time international schools have taken on a whole new perspective; transforming from largely expatriate, non-profit establishments to for-profit

organisations catering to a mix of both expatriate students and the children of wealthy local families.

Clive Pierrepont is the director of communications at Taaleem, which owns and manages 13 schools in Dubai and Abu Dhabi, including The Children's Garden Pre-Schools and the Dubai British School. He sums up what is happening for many international schools in the region: "The primary sector is really full to bursting. Most schools closed their lists for four to seven year-olds starting this September early in the year and from ages four to 11 it was also extremely congested. Before the recession, schools were full and wait-listed and many good schools are still in that same position."

The introduction of the Dubai Schools Inspection Report has helped parents in their selection process. This is making the top international schools even more desirable, creating even greater demand for places. According to government statistics, over 50% of Emirate children are now in private education; a sector that includes the international schools.

"Parents of the next generation are looking towards international schools to satisfy the need for critical thinking rather than learning by rote," Mr Pierrepont says. "Parents clearly see international schools as a route through for university opportunities and that's what is fuelling the local demand for early childhood education."

Taaleem is responding to this demand with nursery plans in Dubai and Abu Dhabi, where provision is being made for bilingual learning in Arabic, English and French. "Many parents put a high value on learning languages, even at pre-school," he says.

ISC Research says that the future in Dubai will be dominated by for-profit international schools, bilingual to varying degrees, located in residential communities, with more of an emphasis on local language and culture but at the same time increasingly international in terms of curriculum and outlook, albeit with a British or other national orientation and style. ISC predicts that the

international schools market in Dubai will undoubtedly double in size over the next 10 years.

This leads to the question of staffing needs. Andrew Wigford, director of Teachers International Consultancy (TIC), which specialises in recruitment for international schools, says: "The political dynamics within MENA, particularly in Bahrain and Tripoli, have done nothing to curb the interest of teachers choosing Dubai as a destination for a potential position. We still have plenty of quality teachers and Headteachers designating Dubai as their primary choice."

And, says Andrew, it is the quality of new teachers and leaders that is becoming a priority to school recruiters in Dubai. "The best schools have built a reputation based on quality teaching and learning. These are the schools that have the waiting lists for children.

"The smart schools are realising that this reputation is only based on their current teaching and leadership staff, which is why they are applying very targeted procedures to recruit the very best. Many of these schools are, in particular, requesting teachers fresh to the international school circuit who have plenty of recent UK teaching and leadership experience; they're the most sought after recruits. Good teachers and Headteachers are vital for keeping a school's standards high," says Andrew.

As for the future of the global market, ISC Research predicts that the number of international schools will grow from 5600 today to 8000 by 2015 and 11,000 by 2020. The number of students will grow from 2.6 million today to 3.7 million in 2015 and 5.2 million by 2020.

The number of staff will grow from 252,000 today to 354,000 by 2015 to 490,000 by 2020. And fee income will grow from US\$26 billion today to US\$37 billion by 2015 and US\$51 billion by 2020. Approximately 60% of all growth is anticipated to take place in Asia, including western Asia, and the Middle East.

Anne Keeling works for ISC Research.



Energy at the Science Fair

Mairet Perez describes how an ISH annual event now includes neighbouring schools

At the International School of Havana (ISH) we have been celebrating an annual Science Fair since 2001. There have been ten years of hard and innovative work by our students preparing and presenting their projects to the rest of the school community – students, teachers and parents. Every year, we have tried to introduce changes to better reflect students' needs and likes as well as to revitalise the format of the event.

Over the last few years more international spirit has been brought to our school by starting the full IB programme with an important global component; by introducing the global perspective subject in the IGCSE level; and, furthermore, three cohorts of teachers in our school have completed the ITC programme in which international-mindedness is a cornerstone.

This change of perspective has started to influence attitudes in the whole ISH community. And so, to be in line with this change of mindset, we decided to design a Science Fair with a different outlook. The 2011 event differed from its predecessors in three ways:



Measuring blood pressure for ISH students and staff.

- Students from other schools were invited to present their projects.
- Secondary students prepared tasks to be completed by the lower school students.
- All the projects had a common theme, a global issue: energy.

It was decided to make the Science Fair more inclusive, not only for students from our school. Ours is the only international school in Havana. Indeed it is the only one in the country, and the idea was to invite students from the Spanish and French schools, two other centres that are somehow similar to ours, where children who are temporary residents in the country receive their general education. In those schools the official languages of instruction are Spanish and French respectively.

Students from these schools take part in sports competitions, but we had not undertaken joint ventures in academic subjects. That is why it represented a new approach to coordinate activities, including all the expatriate community living in our country. It was also a good opportunity to emphasise, once again, that science problems concern all of us.

Each student presented his or her project in their own language and some translation was needed by the native speakers of each language at ISH. There was a real interaction in which questions were addressed in any direction and in any language and with a lot of collaboration and willingness to understand from all concerned.

Some of the students in the secondary school prepared





A grand finale from the balconies.

their projects in advance and presented their results in a more traditional 'show and tell' way on the day of the Science Fair. Another group of secondary students

prepared tasks and activities to be completed by the kids from Early Years to Grade 5 in order to strengthen the relationships among the different sections of the school. Students in lower school were organised in small groups of mixed grades and they rotated around different stations to complete the tasks prepared for them.

A lot of creativity and imagination was displayed by the upper grades, who were carefully designing the activities to match the interest and likes of the lower grades. A deep sense of care and responsibility for the little ones was extensively shown by the secondary students, which was confirmed by students and teachers visiting the stations. These are international values that must be promoted among our young generations.

By the end of the day, secondary students felt exhausted after having repeated the same task for ten groups of small kids, although they said they really enjoyed it, and it was worthwhile seeing the interest and eagerness to learn shown by the younger ones.

A theme related to a global issue: Energy. A common theme was chosen as the background for all the projects presented, both in the secondary and the lower school. As energy is a topic that may sound very abstract for younger learners, before starting the rotation around the stations (while the secondary students were setting up the tasks), a



short presentation about energy was shared with them. Main topics, like sources and different types of energy as well as the need of preserving it, were covered. What can be done by individuals was also mentioned in the presentation, after which they were able to go around and complete the tasks prepared for them.

To close the event, we brought the whole community together: students and teachers from all the schools, all the ISH students, and parents as well.

All of them enjoyed the final demonstration from the balconies and there is no doubt that, by the end of the day,

the topic of energy had a real place in the understanding of the participants.

We teachers at the science department were very pleased with the results. We are looking forward to the next year, and including some local Cuban schools that will surely enrich our event with an input of the local community.

Mairer Perez is a science teacher at The International School of Havana.

Coaching in schools: purposes and practicalities

In her second article, Andrea Charman looks at coaching in practice

The first article, published in the last issue of *is* magazine, looked at the uses of coaching in schools today and briefly described a highly successful questions-based mapping tool that is helpful in both reviewing what forms of coaching (and mentoring) relationships already exist in a given school, and in outlining what a school wants to establish or progress. The article shared three sample mapping tool questions:

1. How is coaching built into the school development plan?
2. How are coaching relationships built into management and leadership activity?
3. How is coaching built into teaching, learning and continuing professional development (CPD)?

The article then asked what happens next, once the mapping or school 'coaching audit' is in place and a decision is made to either progress an existing structure or to proceed with a coaching initiative one way or another. This is where we pick up in this the second part of the article.

We have found a minimum requirement is to offer a one-and-a-half day coaching workshop that aims at setting coaching in context; defining what coaching is and is not; and exploring the underpinning principles of successful sustained practice.

It offers the opportunity of developing a cadre of coaches who can lead the introduction and progression of a coaching culture in a school. It establishes a common language and vocabulary, plus a robust structure well-anchored in a shared coaching model providing scaffolding for conversations. In short it ensures a consistency of approach for both coaches and their 'clients'.

This is critical to the integrity of the system. Furthermore, the workshop introduces a set of standard practices and processes supported by a portfolio of professional templates that are again critical to both the professionalism and the consistency of the initiative. Essential templates include a session summary format, a structured reflection format, an action plan, plus feedback sheet, and learning journal, etc.

Various coaching models are recognised as professionally robust and fit-for-purpose in a workplace or professional setting. We have found the well-known GROW approach the most suitable for schools. Our rationale is that it offers a comprehensive scaffolding on the one hand and inbuilt flexibility on the other.

GROW is less likely than some of the other models to become a straightjacket. It is also low-maintenance, in as far as we have found that newly-qualified coaches have less need to refer to a 'lead coach' with GROW, a very important factor in the fast-paced pressured environment of the school day.

That said, we have modified the model to include an 'I', for the Introduction/Initiation stage. This serves as a due diligence call for the coach to ensure that he/she not only understands the context of the client, but is very thorough in contracting. This involves agreeing the number, timings and other details of the sessions; citing and assuring confidentiality; agreeing such things as note taking by the coach, feedback and session summary arrangements.

Introduction: setting the context and contract; how will we work together?

Goal: what do we want short-, medium-, long-term?

Continued overleaf →

Reality: exploring the current situation – what, who, how, etc.

Options: what are the possibilities; what are the obstacles in the way?

Will: what is to be done; who is involved, when and how? Wrap up.

It should also be noted that the I-GROW is a circular process, not a linear progression as it appears when laid out in this article. It encourages the coach to move around the circle and criss-cross as required so that the situation of the coachee is ever more clearly defined, the full context is ‘visible’ and goals can be revised and re-revised. Here the objective is to ensure the client is set up for success – what is possible – rather than for actions that may not be practical or indeed, possible.

Through structured practice in trios – coach, coachee, observer – the workshop aims at improving the skills of participants using their ‘live’ workplace challenges as the coaching topics. A key emphasis is placed on honing individual personal attributes and key behaviours/skills that are all critical to coaching success.

These include ‘personal authenticity’, approachability, the capacity to convey confidentiality, overall professionalism plus the ability to build both rapport and trust, convey integrity and empathy, as well as develop deep listening capacity (listening to the story, to core expressions, gestures, feelings behind the words, to

silences, etc). Finally, at the centre, is the development of a comprehensive personal portfolio of questioning and the discipline to manage the coaching process.

As part of learning how to professionally manage the coaching process, the programme provides the space for participants to review a range of pitfalls, or ‘coaching red flags’, to include the risks of providing solutions – thus potentially setting the ‘client’ up for failure – or of hijacking the client agenda by identifying and thus colluding with the coachee. This is when the process shifts from being about ‘you’ the coachee to ‘me’ the coach!

Time is also spent on ensuring that the coaching conversation at no time slips into counselling – dealing with deletions and distortions in a client’s life journey – for which the coach is not qualified. Coaching is an optimistic, forward-looking effectiveness model that ‘assumes’ competence that is yet untapped.

Because the workshop is billed as an intensive introduction to the practice of coaching, we should also note that the training provides space for participants to review what are usually called the ‘dimensions of the coaching conversation’. We have found it useful to identify four conversational levels: emergent, developing, refining, and co-constructive.

What does this look like? As the coach scaffolds and navigates the conversation (without ‘leading’, which is of course bad practice) co-construction is evident in the

People and Places

A week after the devastating earthquake and tsunami that hit Japan, the **International Community School, Zurich**, raised CHF16,676 to help the relief efforts, spurred on by one music-loving ICS student.

12th Grader **Jodell Hill** was very close to winning the chance to meet her heroes McFly at their concert in Manchester, England, but after seeing the destruction caused by the Japanese earthquake, Jodell announced that if she won the prize, which was being offered in an online competition, she would give up this once-in-a-lifetime opportunity. Instead, she would auction it to the highest bidder to

raise money for the relief efforts.

Fellow ICS students, friends, family and staff members rallied to support her. They voted for her to win the Pioneer Presenter competition, which she won! She got the agreement of the competition organisers to auction the prize of meeting McFly, set up



a 24-hour auction on eBay and arranged that the final and winning bid would be donated entirely to the Japanese Tsunami & Earthquake Relief Fund.

What Jodell didn’t know, however, was that behind the scenes teachers, staff, board members and students were all pledging cash to bid for the prize on her behalf after Head of School **Michael Matthews** announced he had found a donor who would personally match the total amount raised. “Hopefully our combined efforts would be enough to place the winning bid on eBay, and return the prize to Jodell. The total was so big that ICS was able to win the eBay auction with a bid of £1000 (approximately CHF1500) and still have another CHF15,200 to donate to the fund via the Red Cross.

“It took some time to sink in that after seven years and 11 concerts I was finally going to meet McFly. But I did,” says Jodell.

degree to which the coachee reflects and critically analyses current realities and practice and is then able to move towards both action and personal growth and development using the feedback loops set up by the coach.

As we all know, one-off training in any skill is of limited value. Sustainability can often be the most difficult challenge in building coaching capacity in schools. People may have gone through the coaching training but the opportunities to exercise the skills acquired are slow to emerge.

There is also the added problem that, in a given school, there is no formal mechanism in place for a practitioner to co-consult on the results of using the skills whether in a structured coaching intervention or in working with colleagues or students. If a school does not find a means to continually improve its coaching leads and practitioners, or it loses its champions before a robust infrastructure anchored in principles is established and embedded, it risks dissipating the resources and efforts to which it has previously committed.

What is the answer? We have shown that commitment to a coaching circle approach in your school can add enormous value by both providing ongoing coaching practice to circle members who will have completed the one-and-a-half day training workshop and by cascading the language and practice of coaching to other circles that can be set up. The coaching circles provide the vehicle to take forward a coaching approach to both professional development and to the support of overall school improvement.

They do this in a highly resource-lean way in terms of time commitment and costs. Central to this is the value of collaborative coaching circle learning conversations around live issues, action planning, peer support and open developmental feedback. The circle provides a shared structure and process, plus the people resources and the reflective space to build and sustain development capacity in a positive, inclusive, and co-consultative, co-owned environment.

Circles are made up of six to eight school coaching leaders or practitioners who have successfully completed the coaching workshop. Each cycle will comprise one conversation meeting more than the number of participants to allow for a final review and learning reflection session. Circles provide the vehicle for ongoing coaching practice and experience. Meetings last from 60 to 90 minutes and follow a specific format for maximum effectiveness.

Based on a philosophy of action learning through collective problem-solving and peer support, they provide space for the individual ownership of specific challenges or development issues. Each member owns



one session and is coached through the implementation of his/her action plan developed during the circle session, by another circle member. Circle membership requires a personal commitment to participate in the full series. It is very much a collaborative model.

It strikes me that in days gone by management was about conducting a symphony orchestra with players coming in only as directed by the hierarchy. In schools this meant the Head Teacher! Today it is more and more about a jazz ensemble with contributors coming in on their own initiative, taking personal, individual responsibility as they deliver what is required, self-motivated in the knowledge and assurance of collaborative support. Coaching is the vehicle of today; personal accountability is the result.

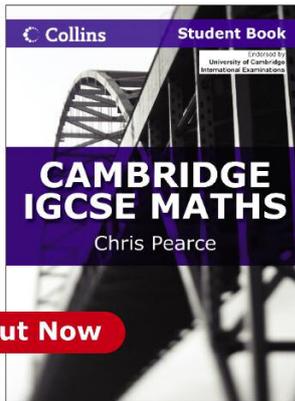
To co-consult on this approach please contact Andrea Charman on andreacharman@equilearn.org Telephone +44 (0) 207 736 7878.

This article is based on Equilearn's Leading Coaching in Schools initiative, which underpins the Coaching Module in the UK's Outstanding Teacher Programme (OTP) and that of the Advanced Skills Teacher initiative. The success and high impact of this approach in Black Country Schools was recently recognised by the City of London Company Educators in their decision to present our practitioners with the highly prestigious Lifelong Learning Award.

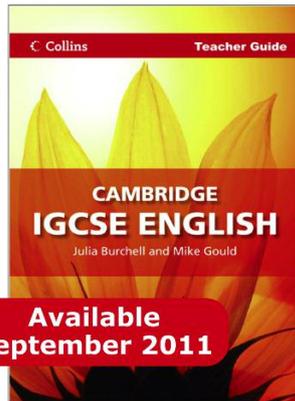


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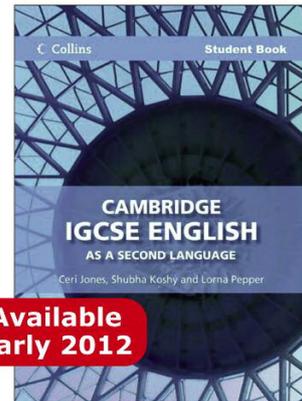
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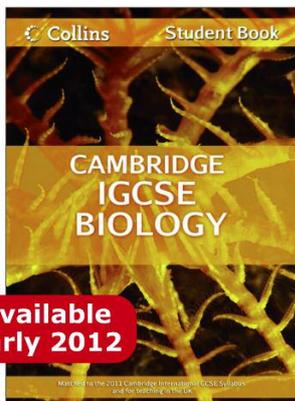
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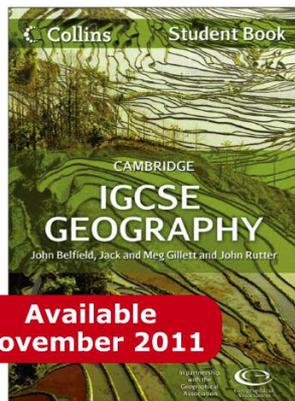
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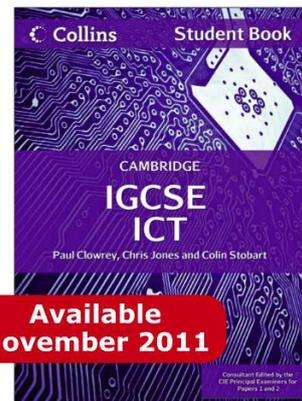
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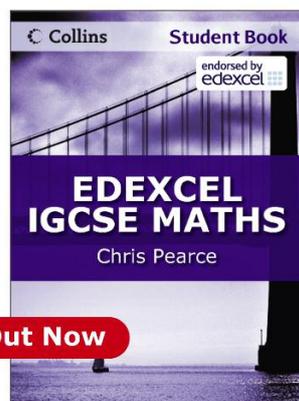


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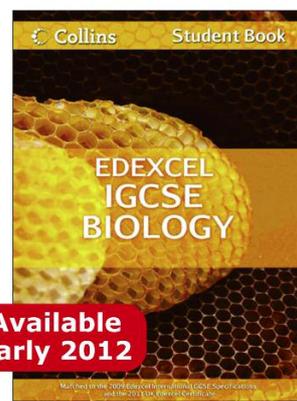


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Join us in Lisbon

The ECIS Annual November Conference and pre-conference institutes take place in The Lisboa Congress Centre, Lisbon, Portugal, from 16th to 20th November, 2011.

Jean Vahey, ECIS Executive Director/CEO, writes:

The theme for the ECIS November Conference is **Courageous Leadership**. Our three keynote speakers, 25 featured speakers, and 23 pre-conference workshops will explore the theme. Our 244 teacher workshops will once again be a highlight of the conference.

There are several new aspects to this year's conference. The ICT committee will offer a full pre-conference day on 17th November entitled Learn, Share, and Collaborate. It will feature blended classroom; ECIS iTunes and Podcasting; Digital Citizenship and Strategies; Tuning Up your Web Browser; Social Media, Your School and You; and Tips for IT Integration. The keynote presenter is John Davitt.

A Literacy Coach Training Program, consisting of 27 pre-selected participants, will continue for four days during the conference under the leadership of Carrie Ekey. There are also six two-day institutes and 12 one day institutes for people to select from on November 16th and 17th.

The main conference begins on Friday, 18th November, when the keynote speaker is Hans Rosling, co-founder of Gapminder Foundation which promotes a fact-based world view by converting the international statistics into moving, interactive, understandable and enjoyable graphics. Using animations of global trends, Hans talks about past and contemporary economic, social and environmental changes in the world. His award-winning lectures on global trends have been labeled 'humorous, yet deadly serious'.

Our second keynote speaker is Steve Smith, a veteran of four space flights covering 16 million miles and seven space walks. As the lead spacewalker of the 2002 STS-110 Atlantis crew which installed the SO Truss on the International Space Station, Smith performed two for the flight's four space walks. He currently serves as the NASA International Space Station Program Liaison to the European Space Agency.

Liv Arnesen is the third keynote speaker. In November 2012 she will lead a team of six women from six continents on an 800 mile 80-day long expedition to

the South Pole. Each woman will be representing the key water challenges on her continent and their journey will be the centerpiece of a global awareness and outreach program.

Our featured speakers at the conference include Jane Arnold, Judy Bowers, Anna Craft, John Davitt, Gary Friedman, Bernard Garo, Sharon Gelber, Doug Goodkin, Susan Grant, Ellen Greenblatt, Lori Langer de Ramierez, Ally Lytra, Margaret Maclean, Jeff Moffitt, Jeneva Patterson, Peter Ransom, Anthony Skillicorn, David Smith, Robert Steiner, Anna Sugarman, Sara Taber, Bernadette van Houten, Ben Walsh, Spencer Wells and Alec Williams. These speakers were selected by the ECIS subject area committees.

Apple Distinguished Educator Workshops. We are pleased that one again the Distinguished Educators from Apple will be offering a variety of workshops including the ECIS iTunes U podcasts.

Registration: Go to www.ecis.org to learn more about the conference and to register online. Please note that you will need to have your member ID and password on hand. If you have forgotten these, please email Michelle Clue at michelleclue@ecis.org.

On the November conference page you will find the information on how to register for a pre-conference institute and for the ICT Institute. You will also be able to book your hotel accommodation and review the extensive programme.

Conference Programme. This year we will ask you to indicate if you want a printed programme. In an effort to be more environmentally responsible the entire programme will be online. We are developing a special application to make this easier for everyone.

The Exhibition. The Exhibition forum will be housed in Pavilhao 2. This is an essential part of the conference and it is an excellent opportunity for delegates to view the latest developments in educational technology and products for the international schools sector.

Annual General Meeting. The AGM will be held on Friday from 12.15 to 3.45 pm and is an excellent opportunity to learn from the Board of Trustees and the Executive Director the status of the implementation of the Strategic Plan.

ECIS Registration Desk. The ECIS Registration Desk will be open from 7:30 am to 7.30pm on Thursday, 17th November, and provides an opportunity for early arrivals to obtain their conference materials.



Hans Rosling



Steve Smith



Liv Arnesen



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The best conference ever: John Royce reports on Librarians @ the Crossroads at Istanbul

Istanbul is the crossroads, where Europe and Asia meet. And our conference, *Librarians @ the Crossroads*, reflected a testing time, full of uncertainties in an age when print books may be disappearing, when libraries *are* disappearing, when school librarians are changing their roles (as they have always done) in response to changing technologies and changes in pedagogy, and sometimes in simple effort to survive.

The pre-conference workshops were led by Doug Johnson and Joyce Kasman Valenza, two respected leaders in school librarianship. In his presentation, Doug Johnson pointed out that the Chinese term for 'crisis' is made up of two characters, 'danger' and 'opportunity'. Our conference theme, *Librarians @ the Crossroads*, came very apt.

The main conference was attended by 250 delegates, our best attendance so far. We had 63 speakers, many of whom led more than one session, as well as our home-grown shop-floor presenters and the five invited speakers, prize-winning authors and library campaigners Theresa Breslin, Alan Gibbons, Debbie Abilock, Joyce Valenza and Doug Johnson from the world of school librarianship. We enjoyed the presence of other professional speakers, including Gail Petrie and Sharon Metzger-Galloway from the US Library of Congress, and James Herring of Charles Sturt University in Australia.

As the conference grows, so does its reputation in the library world. The ECIS librarians' conference becomes *the* conference for school librarians. It's not just the world of ECIS, either. More than a quarter of our delegates were from non-ECIS schools. There was also an unofficial IB thread to many of the presentations, while IASL, NESA and ENSIL librarians had sessions for themselves as well.

Our hosts, Enka Schools, did a superb job of making us feel welcome, catering for our various and sometimes



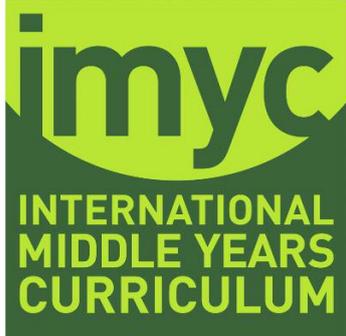
unexpected needs. School was in session on the Thursday and the Friday. We worked around the school, and the school worked around us. They entertained us too, with a display of drumming, and a delightful dance troupe in the interval between the two keynote speeches on the opening day.

Darlene Fisher, Director of Enka Schools, spoke on the opening day about how much libraries mean to her, and to schools, while Mary Langford spoke on the importance of libraries, and librarians:

"You are not just the guardians of the books, resources and services in our international schools – working hard as you do from year to year to keep pace with the technological changes that form the landscape of your professional environment. You are guardians of the rich legacy of all that the library – any library, anywhere – is and represents."

In his keynote speech, Doug Johnson spoke of the challenges facing us, teaching students who have grown up in a world very different to the one in which we grew up, while Joyce Valenza demonstrated how 'apps' can help students make sense of and succeed in a knowledge jungle. Debbie Abilock, in her endnote speech, took us from the glitz and glamour of things technological back to the students for whom we work, at the core of our services, our libraries, our schools. Words fail to do justice to the buzz, the excitement, the enjoyment, the thrill. We all learned so much, exchanged ideas through tweets and blogs and wikis and walls, as well as face-to-face. These are





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exciting times to be a school librarian. Challenges there may be, dangers lie ahead, but this is a time of great opportunity. At the crossroads we may be, but we're going forwards.

The committee deserves every congratulation: Cara Murphy Keyman, the Enka Schools coordinator (and the excellent Enka Schools committee too); Kim Tyo-

Dickerson and Coralie Clark (who unfortunately could not be with us over the conference weekend); and Dawn Rutland and Bob Helmer (who were there). The best conference ever.

John Royce is chair of the ECIS committee on libraries and information services.

The fourth annual ECIS Community and Service Learning Conference in Amman

On the 24th March, students gathered from 16 different schools to be a part of the opening ceremony of the fourth annual ECIS Community and Service Conference in Amman. The opening ceremony was held under the patronage of HRH Prince Rashid Bin El Hassan, who gave an informative and inspiring speech that tackled the theme of this conference: equality.

Both local and international delegates were exposed to new perspectives about the Jordanian culture. This event was undoubtedly a great privilege for everyone, as Prince Rashid Bin El Hassan demonstrated both knowledge and eloquence in his insightful speech.

The following day, all participants embarked on a long journey to the rose city, Petra. Despite the surprisingly cold weather, we were able to enjoy the breathtaking scenery and landscape of this ancient city. International delegates, especially, were astounded by the Treasury and were grateful to visit one of the new Seven Wonders of the World. Sightseeing was not the only outcome of this trip, but rather delegates were able to interact and familiarise themselves with the hospitable Jordanian culture.

On Saturday, Shaker Muasher gave a very personal and touching speech, centered on equality in community and service. When asked about his achievements in this field, Shaker identified passion as the main catalyst of success, leaving the audience members amazed by his wise words. He urged everyone to pursue their dreams and goals, and most importantly, serve and add value to their communities, even if it means starting small.

Shaker's speech left delegates excited and ready to apply what they had just learned in the workshops offered. Students were divided into four groups, which alternated between three main workshops. Workshops were provocative and managed to stimulate healthy and productive debate that bridged

the gap between the various cultures, nationalities and languages in terms of agreeing upon possible solutions to sustain equality in our world.

Finally, students had the chance to put everything they had learned to work, whether entertaining orphans, volunteering at the Young Women's Muslim Association or contributing to the National Centre. This was undeniably an eye-opening experience for everyone. 'Hands On' allowed the students to realize that what they have learned in this conference was indeed applicable in the real world. Giving back to society, and those who are less fortunate, spreads a feeling of gratitude amongst us all.

In summary, this conference was a wonderful opportunity for intercultural awareness and gaining a true understanding of community and service.

Participants included delegates from

Oeiras International School; United World College Maastricht; Stockholm International School; American International School Vienna; Alexander Pushkin School; American International School Budapest; Frankfurt International School; Houssam Hariri High School; Bavarian International School; St Dominic's International School; Dhirubhai Ambani International School; Amman Academy; Ahliyyah School for Girls; Kings Academy; Government School 4th District; Government School Salt District.

Abdel Razzaq Najjar is CAS and HYA director and Round Square coordinator at Amman Baccalaureate School.



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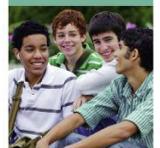
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ECIS ESL/Mother Tongue Conference: Frances Bekhechi reports from Düsseldorf

Neil McWilliam, Director of the International School of Düsseldorf, welcomed delegates and set the tone for what was clearly going to be not only a highly rewarding event from a professional point of view but also a most enjoyable cultural experience.

As Kim Oppenheim, the committee chair, reminded us, it has been almost ten years since the ECIS ESL committee was officially renamed the ESL/Mother Tongue (MT) committee, with the intention of highlighting the importance of ensuring that students' MT skills continue to develop alongside their English language skills.

Too often colleagues reported 'English only' policies in operation in their schools, based on the misguided notion that continued use of the mother tongue would somehow impede students' acquisition of English. Although we would like to think that we've come a long way in the last decade, we know that there is still much to be done to move from theory to practice.

Our keynote speakers, Dr Tove Skutnabb-Kangas and Dr Robert Phillipson, defined the context with their sessions on 'Promoting Linguistic Human Rights – why and how'. Thought-provoking questions were addressed with reference to past and present types of linguistic hierarchies; and language policy principles that strengthen cultural and linguistic diversity were considered in the context of their relevance for international schools.

Jim Cummins' claim that meta-linguistic and meta-cognitive abilities developed in the first language transfer to the second, and that strengthening basic concepts and skills in the mother tongue will therefore support mastery of other languages, imposes a considerable challenge on schools. How to support MT development given the increasing number of languages spoken by our students provided the focus of many of the sessions.

Creating dual-language 'identity texts' was suggested by Jim in his plenary session as a means not only of

promoting students' literacy skills but also of developing their sense of self, thus increasing their academic engagement, while Else Hamayan, another regular presenter at ESL/MT conferences, looked at published dual-track texts as a way of developing meta-linguistic awareness and of consciously building bridges to new learning.

Christine Hélot also focused on the use of dual-track books in various languages, considering how they might either construct positive images of cultural differences or conversely reflect power relations between dominant and minority languages. Sunny Man Chu Lau argued for developing 'critical literacy' in second language students, emphasising that 'limited English doesn't mean limited capacity for critical thinking'.

Different possible models of MT programs and their implementation were discussed by Pascale Hertay, while Eithne Gallagher considered creative ways for schools to integrate the primary language into the school day by 'weaving other languages into the classroom'.

In her session 'Equity for bilingual learners: guiding principles and strategies for action', Rebecca Freeman-Field recognised the challenges involved, and both she and Eithne provided a survey for participants to take back to their schools to help identify needs and strategies for action.

How to purposefully link language and content instruction was another recurring theme of the conference. Combining Cummins' four-quadrant model with the Common European Framework (CEFR), Elizabeth Coelho considered the level of cognitive challenge involved in a variety of classroom activities and then listed strategies for use with students at different stages of language acquisition.

Using the Knowledge Framework, Margaret Early reported on how teachers in highly diverse elementary and secondary content-area classes design integrated language and content instruction in culturally appropriate ways.

The status of second-language learners in the IB MYP provided the focus of two sessions. Maurice Carder made a plea that the Second Language Acquisition and Mother Tongue Development Guide produced by the MYP be implemented, making it a prescribed guide with a required syllabus, while Carol Inugai-Dixon, representing the IB office, presented a stance paper to be published in September 2011 on 'Language and

'The entertainment provided by the ISD students, the exceptional standard of catering and the conference dinner on the Friday evening all combined to make for a very rich professional and cultural experience. The bar has been set extremely high for future events!'



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Learning in IB programmes', the purpose being to officially recognize IB students' multilingual abilities.

After two-and-a-half days of stimulating and thought-provoking sessions, the panel discussion united all the guest speakers on one stage, allowing participants a final opportunity to ask questions and clarify points raised before heading home, hopefully excited by all they had heard.

The conference was certainly of the highest quality. In keeping with a now-established tradition, we had the privilege of hearing the world's leading authorities in the field share their wealth of knowledge and expertise. Add to that the fact that the on-site coordination headed by Dr Patricia Mertin was flawless.

The entertainment provided by the ISD students, the exceptional standard of catering and the conference dinner on the Friday evening all combined to make for a very rich professional and cultural experience. The bar has been set extremely high for future events!

Plans are already underway for our next conference in 2014, with Amsterdam as the proposed venue. Please keep an eye out over the next few months for further information. If this conference is anything to go by, it really shouldn't be missed.

Frances Bekhechi is an ESL/MT Committee member.

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If you are interested joining us in our efforts to create and share quality content to iTunes U, please visit itunesu.ecis.org for more information. Sessions will be held at the November conference in Lisbon to assist teachers in developing podcasts.

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

Mary is on the move

Jean Vahey, Executive Director/CEO of ECIS writes:

Mary Langford has accepted the position as Head of Primary for **King Fahad Academy** in London. Mary writes that she is looking forward to once again working directly with students and is excited about this opportunity.

For the past four years, she has been deputy executive director of ECIS in charge of the many programmes, the subject area committees and conferences as well as the Fellowship Awards.

Under her leadership the International Teacher Certificate Programme has grown and gained international recognition. The International Baccalaureate Organization recognizes the ITC with a Level 1 Award. AdvancED (SACS and North Central Accrediting Agencies) has stated that any individual who has completed the ITC as well as securing a Bachelor's degree is able to teach in any international AdvancED school worldwide.

Mary's dedication to ECIS has helped to make the organisation stronger and more relevant to its member schools. We wish her all the best in her new position.





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 ECIS International Teacher Certificate (ITC) www.internationalteachercertificate.com
 International Leadership & Management Program (ILMP) www.internationalleadershipandmanagementprogram.com

Date	Event	Venue & Contact
2011		
October		
1-3	International Teacher Certificate (ITC) Institute (Istanbul)	Istanbul International Community School, Turkey Eileen Penman www.internationalteachercertificate.com itc@ecis.org
7-9	Sustainable International School Governance Diploma Program (SISG) Module 1	London, England Adele Hodgson www.ecis-sisg.com adele_hodgson@intschools.net
November		
16-20	Annual ECIS November Conference & Exhibition	Lisbon, Portugal Conferences Manager, Michelle Clue, ECIS Secretariat, michelleclue@ecis.org
2012		
February		
Dates TBC	International Teacher Certificate (ITC) Institute (Havana)	International School of Havana, Cuba Eileen Penman www.internationalteachercertificate.com itc@ecis.org
February/March		
29 Feb-4 Mar	International Leadership and Management Program (ILMP) Residential Workshop	Prague, Czech Republic www.internationalleadershipandmanagementprogram.com
March		
2-4	Sustainable International School Governance Diploma Program (SISG) Module 2	London, England Adele Hodgson www.ecis-sisg.com adele_hodgson@intschools.net
16-18	ECIS Early Childhood Committee Conference	American Community Schools, Athens, Greece Lilly Khairallah: lkhairallah@stjohns.be
April		
12	Sustainable International School Governance Diploma Program (SISG) Master Class	Vienna, Austria Adele Hodgson www.ecis-sisg.com adele_hodgson@intschools.net
12-15	ECIS April Conference for Administrators, Board Members, Business/Finance Managers and Development Officers	Vienna, Austria Conferences Manager, Michelle Clue, ECIS Secretariat, michelleclue@ecis.org
November		
21-25	Annual ECIS November Conference & Exhibition	Nice, France Conferences Manager, Michelle Clue, ECIS Secretariat, michelleclue@ecis.org
2013		
April		
4-7	ECIS April Conference for Administrators, Board Members, Business/Finance Managers and Development Officers	Location TBA Conferences Manager, Michelle Clue, ECIS Secretariat, michelleclue@ecis.org

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September

Sept-Oct.	Harvest Festivals	Christian
11th	Ethiopian New Year's Day	Rastafarian
21st	International Day of Peace	UN
21st	Navatatri Triumph of good over evil	Hindu
23rd	Autumn Equinox	Pagan
23rd	Shibun No Hi Harmony and balance	Japanese

October

2nd	International Day of Non-violence	UN
5th	World Teachers' Day	International
8th	Yom Kippur	Jewish
13th	Sukkot Harvest Festival	Jewish
16th	Chung Yan Festival of Hungry Ghosts	Chinese
20th	Anniversary of birth of the Bab	Bahá'í
20th	International Children's Day	UN
22nd	Parvarana Last day of the Rains Retreat	Buddhist
26th	Diwali Hindu New Year	Hindu
31st	Samhain/Halloween Festival of life and death	Pagan

November

1st	All Saints Day	Christian
2nd	Anniversary of Crowning of Haile Selassie	Rastafarian
6th	Eid U-Adha The end of Hajj	Moslem
12th	Anniversary of birth of Baha'u'llah , founder	Bahá'í
14th	Remembrance Sunday Remembers war dead	National
15th	Shichi-go-san Children's future festival	Japanese
26th	Al Hijra New Year's Day	Muslim
27th	Advent Start of Christian year	Christian
30th	St Andrew's Day Patron Saint of Scotland	National

December

2nd	Hanukah Rededication of the Temple	Jewish
7th	Al Hijra New Year's Day	Muslim
10th	Human Rights Day	UN
21st	Yule Winter solstice	Pagan
21st	Hannuka Festival of lights	Jewish
25th	Christmas Day Birth of Jesus Christ	Christian
26th	Zartusht-no-diso Death of Prophet Zarathustra	Zoroastrian
31st	Omisoka New Year festival of cleansing	Japanese
31st	New Year's Eve Scotland and international	National

For further information on UN days visit the UN's Conferences and Events site on Google.

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

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Taking the MYP Forward

Edited by Mary Hayden and Jeff Thompson

John Catt Educational Ltd

ISBN 978 1 908095 17 6 Price £14.95

Taking the MYP Forward gathers together the experience and ideas of a number of practitioners from across the international and national school world. Innovative and pioneering in its conception during the 1970s, the Middle Years Programme (MYP) is now an established part of the International Baccalaureate curriculum and is offered in 850 schools worldwide.

Having been part of the infancy of this programme I am well aware that, what to many teachers is an exciting opportunity for experiment and collaboration, to others is a bewildering lack of structure. This excellent collection of essays presents a manual of expertise for those who, as one teacher expressed it, 'don't get it'. It also, as the title explains, looks to the future.

Part A clearly sets the MYP in the context of its history and development with an introductory chapter by the editors and a most useful outline of the major features of adolescent development by Wilf Stout. This firmly puts the 'student' at the centre of the enterprise and considers some of the recent developments in middle years pedagogy.

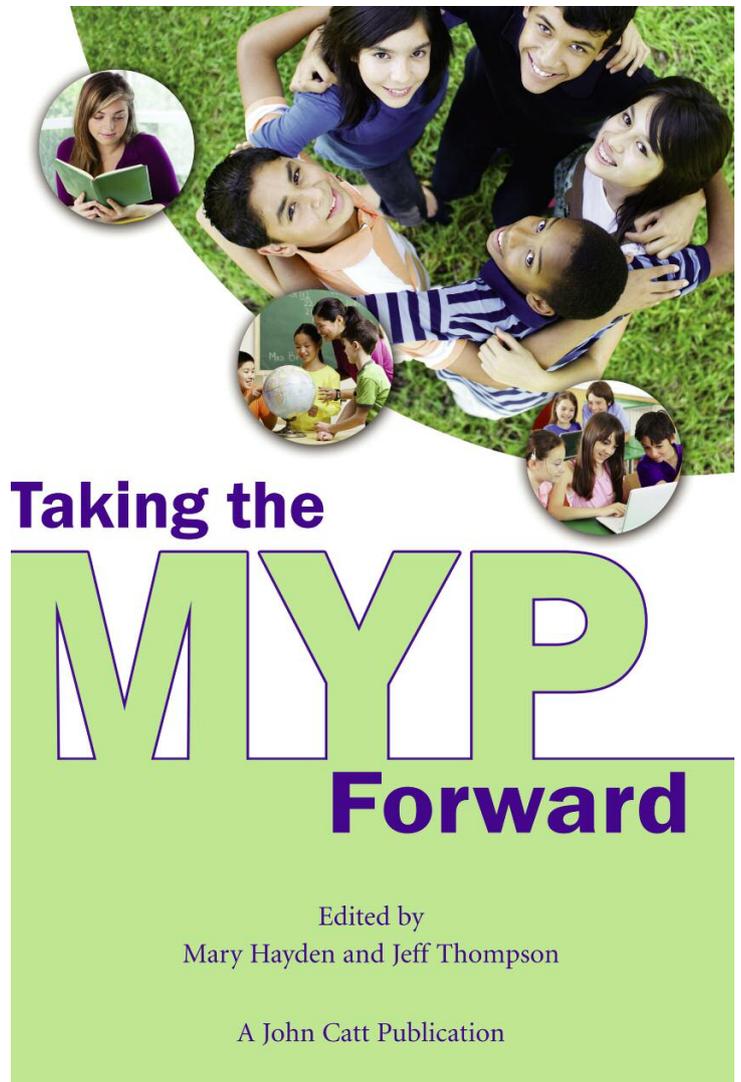
Part B, headed 'Exploring Characteristics of the MYP', covers significant topics in relation to both philosophy and practice. Here we have some of the advantages and flaws in the curriculum, discussed by some of the most experienced teachers and leaders in the international field.

Topics such as intercultural awareness, holistic education, and creativity, basic to the programme, are considered in relation to practicality and understanding. In a final chapter in this section, Lesley Snowball considers the MYP areas of interaction and the IB 'learner profile'. Seeing the 'areas of interaction' as 'a potentially powerful vehicle for developing the learner profile attributes', she gives a series of practical suggestions for teachers to consider.

Equally challenging and useful is the chapter on '21st Century Learning, Community and Service in the MYP' (Charlson, Moxley and Batten). This is an area that has both changed in focus and expanded since the early days of the programme. Service learning and global citizenship education have now transformed from the original ideas of community service. Here again there are practical examples to add to the theory.

Part C is concerned with 'Implementing the MYP' and contains a core series of chapters for teachers working in the programme. From coordinator (Curren), to a UK independent school perspective (Albrighton), to the challenges of implementing the curriculum in an Islamic setting (Elkady), there is here a wealth of experience shared.

The final section gives an opportunity to two Heads



experienced in the programme to give their thoughts on the 'Futures for Middle Years Schooling'. The MYP was born in an atmosphere of philosophical and pedagogical experiment that encouraged innovation, which was why in some ways it has always been involved in a kind of transmutation.

Thus it is only fitting that Wilf Stout, in his thoughtful final chapter, gives some possibilities for a further 'shaking of the foundations' with examples of radical change 'in the design of the curriculum, buildings, the school day and our approach to learning in the middle years'.

This book should be in the library of every international school regardless as to whether or not they are part of the MYP. But more importantly it should be read by all who work with the programme for its readability, elucidation of the intricacies of implementation, recognition of areas of concern, and examples of good practice.

Caroline Ellwood



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Letters from China

by Nicolette Quekett

Upbeat Books; ISBN-13: 978-0953891702

I first met Nicky Quekett in 2007 when, at the age of 88, she flew from Perth in Western Australia to Bangkok to celebrate the 50th anniversary of Bangkok Patana School, where she had been Principal in the 1960s. She left behind a number of copies of her first book, *Letters from China*, as thank-you presents. My copy survived the trip to Dubai and, when I finally picked it off the shelf for some halfterm reading earlier this year, I finished it in a day. It tells an incredible and compelling story.

Nicky belongs to what has been described as the Greatest Generation: the people who grew up during the great depression, joined the armed forces during the Second World War and raised their families in the tough, yet hopeful period of post-war reconstruction. Born Nicolette Bodmer in 1919, she grew up in semi-rural South Africa.

After service in the WAAF in East Africa, she married BOAC officer Bill Quekett whom she met in Kenya while working for East Africa Airlines. The Queketts were an early example of what would come to be called a Third Culture family, travelling expatriates who made their home wherever they found themselves. As Bill was

posted through the Middle East and South East Asia, she qualified as a teacher in 1955 and worked thereafter wherever the family found itself, ending up as Principal of Bangkok Patana School in the late '60s. Moving to Perth, Western Australia, in 1970 she worked for a further 17 years until she retired.

Then, at the age of 67, and after the death of her husband, she took a gap-year. China was beginning to change under the leadership of Deng Xiao Ping, and had started reaching out to the outside world. Nicky responded, leaving her family behind in Perth for south central China, where she worked as a teacher of English in a small provincial town, five hours' drive from Guilin.

This collection of letters to family and friends paints a vivid portrait of life in rural China, a country then on the verge of fundamental change. Her new friends – both lecturers and students – were recovering from the



While working for BOAC at Nairobi.

China, a class in the garden.





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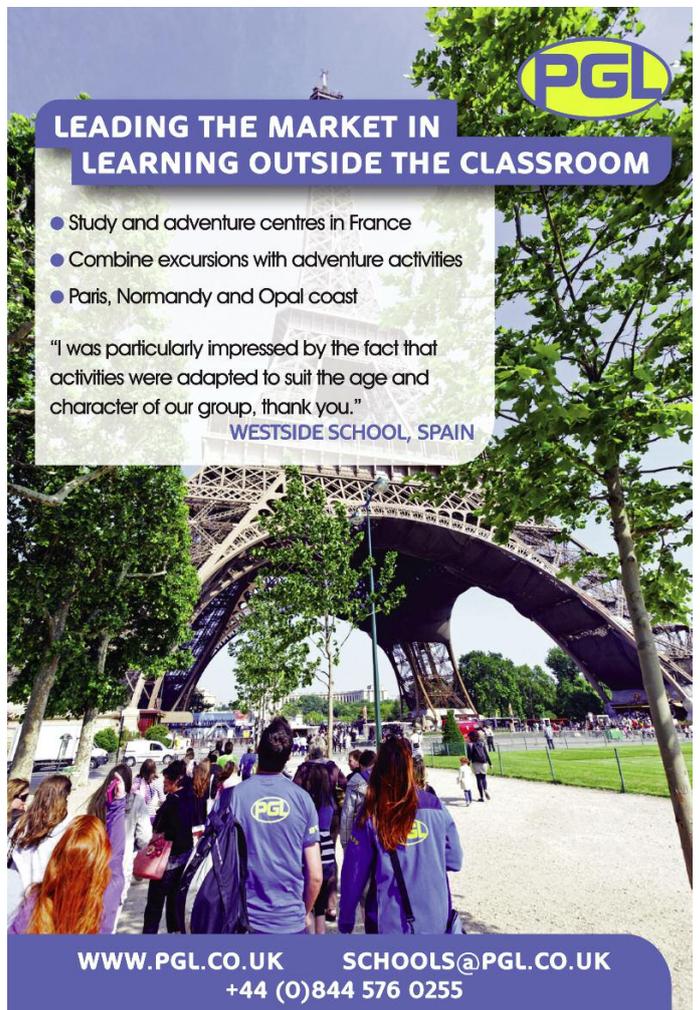


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trauma of the Cultural Revolution, and were about to deal with the nightmare of the Tiananmen Square uprising. Intrigued by the views, beliefs and culture of those she taught and colleagues she taught with, she conveys the horror of events that engulfed them as they unfolded in 1989, culminating in her precipitous flight to leave the country when it became all too apparent she had to get out.

This is a book that all teachers who have been fortunate enough to work overseas should read. We've all had our ups and downs. Nicky's work and life puts it all into perspective. For Nicky, teaching is a vocation that opens up countless doors to innumerable people often in the most unexpected ways. One gets the feeling that she learned as much from her students as they did from her – she is a truly lifelong learner.

She takes the hand she is dealt, makes the best of it and gets on with things: cold baths, mouldy rooms, shocking food, crude sanitary conditions, impossible heat and humidity were all par for the course and taken in her stride. Desperately missing her family, she nevertheless delighted in writing about the country she was discovering and coming to love, while conveying the feelings she had for the students in her charge, who were all so desperate to learn. She now lives in very active retirement in Fremantle, West Australia.

If we want to learn, teach and lead by example, Nicky Quekett's life is a good one to follow.

Andy Homden is Principal of Jumeira Baccalaureate School, Dubai, and in 2007 was Head of School at Bangkok Patana.

Travel by bike...



Flagging in a de Havilland Dove at Mombasa.



Leaving India with Bill.

...and on a slow boat to China.



Dream

blue wishes,
empty grass,
cold doors,
once warm,
brown stones,
once colourful,
black snow,
once white,
dark hole,
once light
I am falling.

Elena Linkweiler, Grade 8

Forest of dreams

I listen to silent leaves,
I am in a strange forest,
the light trees are lost
In yellow nature,
my cold castle is lost
far away,
dark fog gathers
around it
I see the green mountain,
the noisy stream,
I'm trapped in a dream.

Emily Schuelein, Grade 8

Dream

The mystic
sky
brings a calm
thunderstorm,
multicoloured
water
flows through purple
forest,
a secret reflection
bathed in orange light,
I see empty trees,
old
shadows
are my only
companions,
the cold sun is
lonely
Dream.

Julia Sawatzky, Grade 10

*All attend Heidelberg International School in Germany.
See also page 16.*

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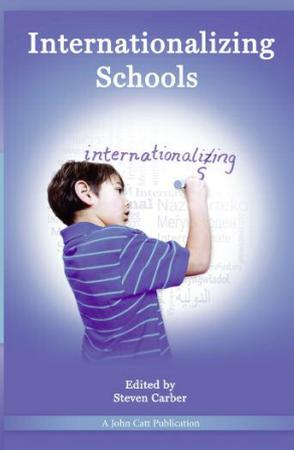
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Know Rinzing

Rinzing is a graduate from the American School of Bombay and is now studying BA International Business at Richmond. The London location and the diverse international student body were key factors in his decision to attend Richmond. After graduation Rinzing plans to join his family business and work in the Indian movie industry.

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