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for ECIS members*



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**Autumn  
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Volume 14 Issue 2

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They always say time changes things, but you actually have to change them yourself.

Andy Warhol, 1928-1987

See also page 49.

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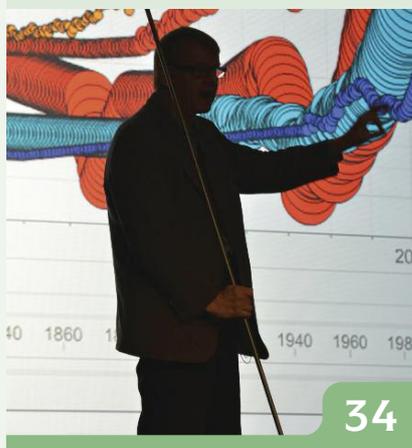
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## The ECIS Mission Statement

ECIS is the leading collaborative global network promoting and  
supporting the ideals and best practices of international education

# comment

*Plus ça change, plus c'est la  
même chose?*

Appointed Director  
General of the International  
School of Geneva in June  
2010, I had a year in which  
to prepare mentally,  
emotionally and physically  
for this new role and to  
withdraw from my previous  
headship of 15 years in the  
United Kingdom. While  
those who knew me  
probably imagined me  
gliding gracefully towards  
retirement, I had the  
immense good fortune to be  
presented with a fresh and  
demanding challenge. I am  
hoping that those brain  
theories suggesting that  
tackling the intellectually unfamiliar leads to a firework display of new neurons are true. I certainly feel very stimulated by the new.



Vicky Tuck

And new it all is. Of course, children are children, teachers are teachers and schools are schools with their common contemporary needs and preoccupations. But while many of my professional approaches are generic, every day, I find myself needing to clear away, un-learn as it were, prior established attitudes to make way for fresh understanding.

I knew it would be liberating to come away from the educational scene in the UK with its treadmill of assessment, the relentless political assault on independent education and the parochial preoccupations of a sector where supply of school places far exceeds demand.

But I had not foreseen just how dynamic the staff of a school can be where your distinguished track record of innovation and your secure enrolment position create the confident stage for pedagogical reflection and innovation: Ecolint is currently running its own PGCE programme in partnership with Durham University; has recently set up an Institute of Learning and Teaching that will offer the IB Teacher Award and a Master's programme, also in association with Durham; has pioneered the setting up of an Extended Support Programme for students whose needs require very intensive learning support; is researching the International Baccalaureate Career-related Certificate and recently embraced a policy of dual-language education following research by the University of Geneva and is investing widely in professional development to ensure that this initiative is a success. It would be impossible not to find stimulating an environment that so consciously seeks to fulfill its own stated mission 'to do better than its previous best'.

Continued overleaf →

I have already reassured myself, through a programme of lesson observation, that this pedagogical energy reaches its destination, namely the classroom, and I can see the fruits of enquiry-based learning and the school's commitment to the IB learner profile in the confidence, curiosity and general *bien-être* of the students.

This is a genuinely international school with 125 nationalities represented and no one can fail to be inspired by the way in which students learn together harmoniously and develop consciously and unconsciously the attitudes of mind that were those hoped for by the original founders of the school in 1924 who cherished *l'idéal de la paix et de bonne volonté entre les hommes, réalisé par l'éducation et l'instruction des jeunes*.

Before you dismiss me as the dewy-eyed new-kid-on-the-international-school-block, let me turn to the question of parents in this theatre of education. When I wrote 'children are children, teachers are teachers and schools are schools', I did not include 'parents are parents' as I detect some distinctive characteristics in the parents of Ecolint students that need to be carefully considered in order for us to manage their expectations and to manage the parents themselves in the interest of everyone, especially their children.

First, these parents are not a homogeneous group. Some are permanent residents with us for the long term and determined that we should know about their conscious decision to eschew the local, free schools in favour of an international education. Others are here for a shorter period and, very possibly, the school fees are being paid by their employer. This affects their attitude to the school. One of their preoccupations is whether, by following our curriculum, their child will be 'behind' when he returns to a more traditional form of schooling when they move on.

And within this group there are sub-groups according to the type of work that has brought them to Geneva, with its international humanitarian organisations, multinationals and banking industry. For many of these parents the school is the epicentre of their social intercourse. On one campus the cafeteria is always open to parents who gather there after dropping their children off and, in this way, the school enables new arrivals to make friends.

The cultural intermingling that is the triumph of the school necessitates a concerted effort on the part of staff to understand the parents' educational background and aspirations, which might not so easily intermingle. For some competition and regular assessment are key to motivation. For others, an emphasis on subjects deemed to be the path to vocational success – the sciences and maths – must be championed.

For yet others, self-expression, the arts and humanities are vital to living a meaningful life. None of these elements is absent in the school but may not quite have the wished-for preeminence. The school needs to ensure that it is effective in communicating to all prospective parents and to all parents at the start of each year, what its educational aims and approaches are so that this serves as a point of reference.

Being adrift from their own cultural roots with its familiar education system, however imperfect, seems to create, on the part of some parents, an understandable level of anxiety about their children's prospects with regard to access to higher education and the world of work. What's more, the nomadic professional life of many of our parents, not surprisingly, makes them more starkly aware of the globalised, competitive environment for which we are educating their offspring.

Here again, the school needs to invest in high levels of expertise with regard to worldwide university guidance and in building students' awareness of the career opportunities that we hope will await them. The very diversity of our parents and the extraordinary range of professional pursuits make them a resource that there is scope to deploy more extensively.

*Oui, ça change et ce n'est pas tout à fait la même chose.*

*Vicky Tuck is the new Director General of the International School of Geneva.  
Before that she was Principal of The Cheltenham Ladies' College in the UK.*

# Art teachers as artists

Rika Duevel and Jeane Svehus describe their experiences at Les Tapies Art Teacher Workshop

*During the summer of 2010, Jeane Svehus attended the Art Teacher Workshop at Les Tapies, offered in co-operation with ECIS. This past summer, Rika Duevel, a former student of Jeane's and now an art teacher herself at the International School of Amsterdam, also attended the Les Tapies Workshop. This collaborative article reflects their respective experiences there and provides a helpful insight for art teachers in search of a truly unique professional development opportunity.*

The beauty and tranquility of Les Tapies in southern France is something every artist dreams of. Picturesque stone buildings, dating back to the 17th century, form an idyllic hamlet and an ideal venue for the workshop. These buildings have been carefully restored and transformed into wonderful living spaces and well-equipped art studios for drawing/painting, printmaking, photography and sculpture, as well as an exhibition

gallery and a spacious terrace for *plein air* painting. In addition, participants are given their own private studio space to organise and display their work.

However it is the spectacular scenery that makes Les Tapies so exceptional. It is situated on the Massive Centrale in the Ardèche, north of Provence, overlooking a valley with amazing nature in every direction. The chestnut orchards, terraced mountainsides, and old stone buildings provide never-ending inspiration. For Rika, "the mental images that I hold of the views continue to take my breath away."

As art teachers, we rarely have the luxury of making our own art, but Les Tapies offers just that and much more. On arrival, you receive a satchel with watercolors, a few sketchbooks, and drawing supplies. "I knew right then that I would have a hard time losing the smile that filled my face," Rika reports. Both of us recognized that Les Tapies offers such wonderful experiences because it





gives art teachers the chance to re-direct their focus back to their own independent work.

Les Tapiés is very peaceful and quiet. At night, the moonlit sky and the millions of stars can be viewed from the many terraces surrounding the hamlet. This, along with a swimming pool and wonderful homemade food, create the perfect setting for producing great artwork and great friendships. Waking up in the morning and knowing there will be a warm cup of coffee and a good breakfast waiting is a perfect beginning to a day filled with art making.

Working alongside and sharing this experience with other art teachers from around the world, who are all

equally passionate about creating art, is very exciting. Because we all have chosen the same career, we have a lot in common. There is a wealth of knowledge to be shared, from watching each other as we tackle new and familiar mediums to discussing teaching strategies. The three experienced instructors, James Perry, John Smalley, and Andrew Vaughan, provide an immense amount of inspiration and instruction in all the various art forms.

Les Tapiés is an intensive workshop designed by master art teachers for art teachers. We were surrounded by a supportive group of mentors and fellow teachers and were encouraged to throw ourselves into our craft and try new mediums. Rika was able to dive back into the darkroom and has continued her Les Tapiés adventure at home by recently buying a Holga camera, which she used for the first time at Les Tapiés. She fell in love with it at Les Tapiés, as well as falling back in love with the process of developing film and darkroom procedures.

Participants also had the chance to join in the three-day IB visual arts workshop (VAW), offered at the beginning of the ten-day art teacher workshop (ATW) and then stay on for the final week of the ATW. Our only complaint is that the time passes too quickly and there is so much to do.

Attending the workshop had a direct influence on Jeane's teaching:

My adventure continues with a renewed love of working directly outdoors. After attending Les Tapiés, I immediately purchased field easels for my students. The painting process improves while standing and working at an easel and I can see that my students simply enjoy the act of plein air painting.



I also recreated the energy of Les Tapies while on vacation in Greece this past summer. Although I didn't have the wonderful studios and fellowship of other teachers, I had beautiful landscapes similar to Les Tapies to work with.

And, lastly, after seeing the beautiful art spaces and organisation that co-directors Fernando Gonzalez and John Smalley have created at Les Tapies, I returned to my art room with a renewed energy and with visual sensibility to the classroom.

One of the highlights of the workshop is the final presentation each participant makes to describe their individual journeys of discovery during the programme. The quality and wide range of work produced in such a short time is both impressive and inspirational. The field trip to Aix-en-Provence, home of Cezanne, was also memorable, and the final banquet at the nearby 13th century Chateau La Tour was a fitting end to an unforgettable experience.

If you are interested in a challenging and professionally rewarding opportunity in a beautiful setting, we encourage you to visit the Les Tapies website at [www.les tapies.art](http://www.les tapies.art) for additional information.



It also contains details on the ECIS/TASIS Fellowship, which provides grants for deserving art teachers from ECIS member schools. We were both grateful recipients of the ECIS/TASIS Fellowship, which enabled us to embark on this wonderful adventure.

*Jeane Svehus is secondary art teacher at the International School of Stavanger, Norway.*

*Rika Maja Duevel is a PYP lower school art student/support teacher at the International School of Amsterdam, Netherlands.*

*She is also a painter and has exhibited in the United States and Denmark.*

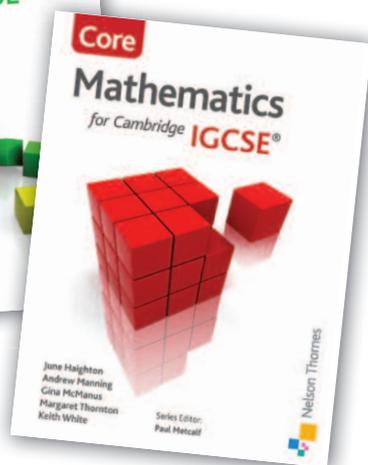
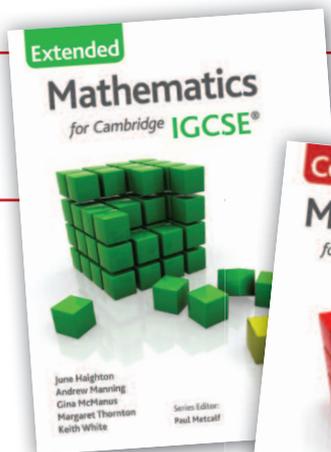


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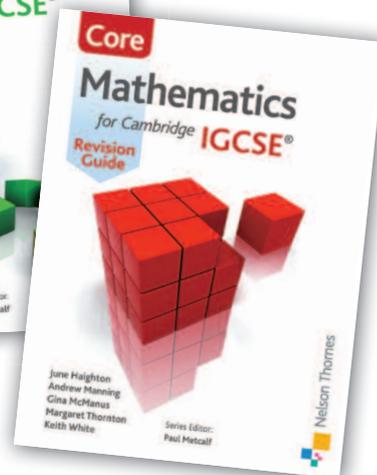
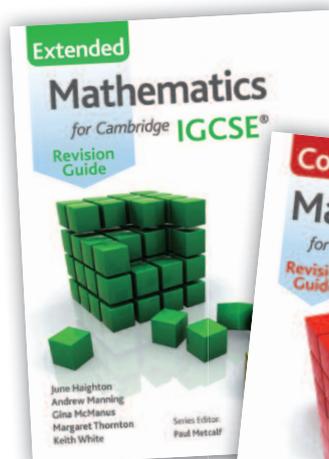


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# Gripping reads

## Suzanne Tomlinson discovers a series to delight young girls

At the International School of Belgrade, our 3rd Grade girls have found a set of books they can't put down. *The Royal Diaries* is a series of 13 stories by different authors about queens and princesses throughout time from around the world.

Leilani first inspired her friends when she shared her love of these stories during assembly in a special spot called 'Why I love the library'.

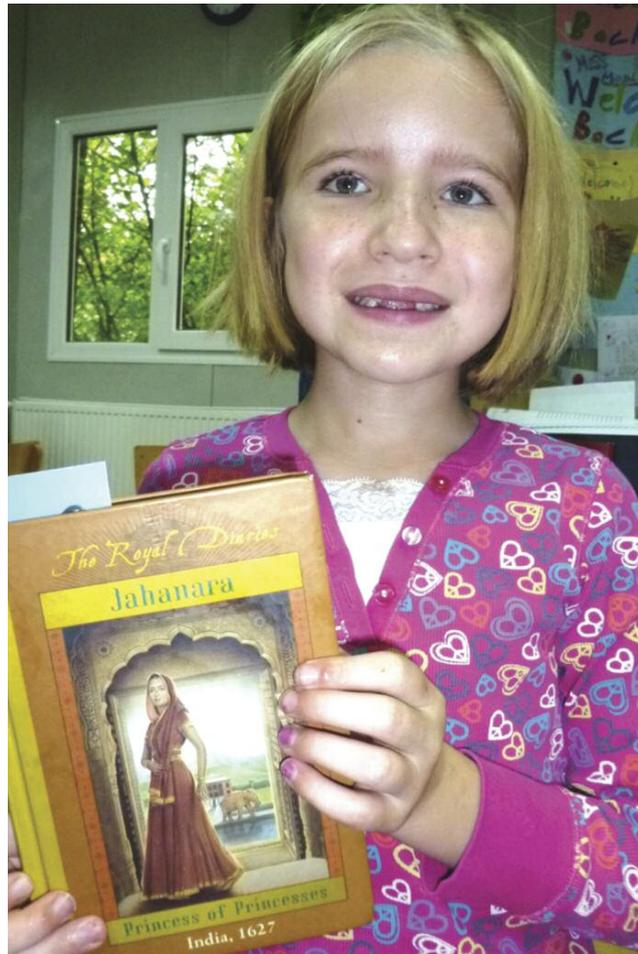
When I interviewed Leilani and her friends about the books, they talked about how they are learning about biographical writing through their unit of inquiry and that these stories are autobiographical. What they love most about them is that they are funny, poetic and very personal. "This is my sixth book. It's about Africa in 1595. The books are great because they also have historical notes at the back and the princesses are from all over the world."

Umreen was also enthusiastic. "I'm reading *Sondok, the Princess of the Moon and Stars*, about a princess from Korea in AD 595. It's my second book. The first one was about Eleanor of France. The books are great because they are written like a secret diary. Queen Eleanor hid her diary from her brother, just like I would hide mine!"

Ellie was reading her first book. "It's about Jahanara from India (1627). I wanted to read this after I heard Leilani talking and talking about the books. When I'm finished reading it, I'm going to write about it!"

I visited our cosy library to check out *Eleanor, Crown Jewel of Aquitaine* (France 1136) to see for myself. Within three pages I was drawn in, absorbed by the secret thoughts and imaginings of a young girl living in a different place and time, and yet experiencing the same annoying little brother and fussing parents of a teenager today. The hopes, dreams, disappointments and dramas are shared as if by a girlfriend or a big sister and I can see how these books appeal.

As an educator, I am delighted that these histories are told from personal and partly fictional perspectives that engage and invite young readers to inquire further into a particular time and place. The photographs, diagrams, maps and illustrations at the back of the book are thoughtfully varied and are accompanied by a glossary of characters and clearly explained family trees and



historical background.

What is also worth noting for teachers in international schools is that, as the partial list below shows, the choice of subject is truly global. So now the question remains: what shall the boys read?

*Suzanne Tomlinson is PYP coordinator at The International School of Belgrade, Serbia.*

Scholastic Inc have published 20 titles in the series. A few are listed below and a full list can be found on the web.

*Cleopatra VII: Daughter of the Nile, Egypt, 57 BC*, by Kristiana Gregory (1999).

*Isabel: Jewel of Castilla, Spain, 1466*, by Carolyn Meyer (2000).

*Marie Antoinette: Princess of Versailles, Austria-France 1769*, by Kathryn Lasky (2000).

*Anastasia: The Last Grand Duchess, Russia, 1914*, by Carolyn Meyer (2000).

*Kaūlani: The People's Princess, Hawaii, 1889*, by Ellen Emerson White (2001).

*Lady of Ch'iao Kuo: Warrior of the South, Southern China, 531 AD*, by Laurence Yep (2001).

*Sondok: Princess of the Moon and Stars, Korea, AD 595*, by Sheri Holman (2002).

*Jahanara: Princess of Princesses, India, 1627*, by Kathryn Lasky (2002).

*Kazunomiya: Prisoner of Heaven, Japan, 1858*, by Kathryn Lasky (2004).

*Anacaona: Golden Flower, Haiti, 1490*, by Edwidge Danticat (2005).

*Catherine: The Great Journey, Russia, 1743*, by Kristiana Gregory (2005).

# Some help from the editor?

## Eric T MacKnight questions the assumption of sole authorship that underlies writing assessment

In 2009 I posted the following piece on my personal/professional blog [www.ericmacknight.com](http://www.ericmacknight.com)

Writers, editors, and school

The assumption of sole authorship underlies writing assessments in school, but in reality good writing almost always results from collaboration.

This post came from American free-lance writer Dan Baum:

Writing as Contact Sport

[www.danbaum.com/Nine\\_Lives/Blog/Entries/2009/6/1\\_Writing\\_as\\_Contact\\_Sport.html](http://www.danbaum.com/Nine_Lives/Blog/Entries/2009/6/1_Writing_as_Contact_Sport.html)

Makes me wonder about how we teach writing in schools. Baum's post is a response to criticism he received after revealing that his wife, Margaret Knox, is also his editor. But he got my attention with his remarks on the important role of editing:

Maybe some people write brilliantly entirely on their own. I don't know any, though. And I'm certainly not one. Back in the day, people understood the importance of editors – Max Perkins, *etc.* Back then, editors edited. They engaged the copy. They made good writing better. That's what Margaret does for me. (I've been thrice blessed. I've had great editing, in addition, at several magazines. And the editor of *Nine Lives* was an energetic genius who really improved the book.)

There's no shame in relying on an editor. That's how it's always worked.

And yet in school, most of the time, a student whose work is edited by someone else is regarded as ... a cheat! I know: the teacher is the editor; there's peer-editing *etc.* But I'm not sure any of that adds up to an adequate defence. It appears that the need to assess is in direct conflict with the best practices of good writers. Let's look, for example, at the declaration that all IB students sign when submitting work for external assessment:

The assignment(s) I am submitting is (are) my own work. I have acknowledged each use of the words or ideas of another person, whether written or oral.

Is that a standard that professional writers, collaborating with editors, could meet? I doubt it. Now let's look at a piece by Paul Graham, one of the best essayists I know. It's called 'Why Nerds are Unpopular'. [www.paulgraham.com/nerds.html](http://www.paulgraham.com/nerds.html) and at the end of it we find this:

Thanks to Sarah Harlin, Trevor Blackwell, Robert Morris, Eric Raymond, and Jackie Weicker for reading drafts of this essay, and Maria Daniels for scanning photos. PG

When we read Graham's essay, we accept it as his work, and understand that he had help thinking it through and revising it. But if he were a student and handed in the same essay with the same notice of thanks appended, how many teachers would refuse to give him credit on the grounds that we can't tell which bits are his, and his alone, and which bits came from Sarah, Trevor, Robert, Eric, and/or Jackie? A lot, I would think. And that disconnect between the way we teach and assess writing in school, on the one hand, and how real writers work, on the other, seems to me highly troubling.

\* \* \*

On the English Companion Ning ([englishcompanion.ning.com](http://englishcompanion.ning.com))

there was further discussion of my piece. Michael S wrote:

The idea of the insular writer hiding in a garroted (*sic*) attic may create a nice image – but it is mostly false.

The chance that our students are going to embark on isolated careers as creative writers is fairly slim. The chance that our students will find themselves collaborating in one form or another is on the other hand highly probable.

Whether an annual report, a memo, a sales brainstorming session – our students need to gain experience in collaboration, editing and prioritisation because this is the way the real world works. The existence of this social network confirms the idea. I am a strong proponent of collaborative writing in the classroom. But how does one assess collaboration? From Mark C:

I can envision the technical details quite easily, but I'm not quite sure how to assess collaboration: what makes for an 'excellent' versus 'good' versus 'bad' collaboration with an editor? What would we grade writers on: willingness to address editor's suggestions, making changes based on editor's suggestions (rather than merely following specific copy edits), ability to make changes in response to multiple or conflicting editor's suggestions?

Michael S makes the point that most professionals write something in isolation, and I think one aspect of professional writing is that the writer is expected to have

sought out editors but is ultimately responsible for the text. I think every non-fiction book I have ever read contains an acknowledgment of all those people who improved the text along with the writer's disclaimer that he or she is solely responsible for any errors. I think students would benefit from knowing this, and that they alone will be graded for the text they produce with collaborators. Later in the conversation, he added this:

One example from my classroom. In talking with a group of students about the need to vary sentence lengths, it became clear that they thought they already did vary their lengths. So, we drew a little graph charting the number of words per sentence in some sample paragraphs from their writing: the range went from 15-40 words. Then, we drew a graph doing the same exercise for random paragraphs from George Orwell and Joan Didion: the range went from 5-127 words. Now, the students understood what it meant to vary sentence lengths.

What happened next was very interesting: this particular class really enjoyed the exercise so we kept going to create the ideal formula for a well-written, varied sentence length paragraph (10, 35, 10, 30, 20, 60, 30, 15, if you are interested). The class started playing with their own paragraphs and discovered that one really needed a 10% more or less rule, *ie* the 35-word sentence can be anywhere from 31.5-38.5 words in length. The class thought this was amusing until I sent them home with the assignment to re-write or compose three paragraphs, each of which had to follow

this rule. Turned out that those three paragraphs were the best writing they had done until that point.

This is not a standard that I actually use on a regular basis. But that class learned a lot from 'copying' a specific trait from two great writers. Indeed, I did the same exercise with a group of seniors this year, per their request. Following the exercise, I found that they would actively discuss with each other whether a given paragraph was 'Orwell' or 'Didion'. By inhabiting the forms of these great writers, I found that my students were able to develop their own ability to write well.

Two years later, I still see a fundamental conflict between how we assess writing and how real writers work. I doubt we can resolve the conflict entirely, because its roots lie in the very nature of schooling. I am convinced, however, that as teachers of writing we should be mindful of this issue, and do everything we can to bridge the gap between the realities of good writing, and the necessities of assessment.

*Eric MacKnight teaches English and TOK at Dulwich College Suzhou.*

*He is the author of Good Habits, Good Students: A Complete Guide for Students Who Want to Succeed.*

# The Common Ground Collaborative

Caroline Ellwood describes a global network for sharing best practice within a common curriculum framework

The Common Ground Curriculum begins with a definition of learning and then translates it into a framework that maps the what, how, and whether of learning, providing students, and teachers, with practical toolkits for success. The work of a growing group of schools, the Common Ground Collaborative is in itself an innovation: a global network of practitioners talking to practitioners, developing core learning of high

quality, but leaving much decision-making where it belongs, with the school itself.

For many years Kevin Bartlett, Director of the International School of Brussels (ISB), has been one of the most innovative thinkers in international education. He was one of the leaders in the creation of the Primary Years Curriculum (PYP) and it owes much to his philosophic ideas. This interest in curricula has



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continued and, in recent years, has turned to developing what he describes as a 'continuous, coherent, international curriculum that is clear, simple and accessible'.

Implicit in that statement is, of course, the implication that other available curricula are in some ways flawed. At the Administrators' Conference in April 2011 Kevin Bartlett, together with Gordon Eldridge, his curriculum director at ISB, presented their ideas and outlined why they thought that the 'Common Ground Collaborative' would make an important contribution to the future of international learning.

As practitioners, doing ordinary jobs in an ordinary school, they explained: "We have more than enough to do, as do all of you. So, why would we bother taking on such a daunting task as to organise a network that organises learning? Basically because the daily work of trying to give kids the best learning we can, with all its large frustrations and small breakthroughs, led us to a few common sense conclusions. Many of these address what is sometimes called 'the knowing-doing' gap."

In an article in *The Telegraph* (11th May, 2011) in the UK, Bartlett pointed out that a 'curriculum is not a predetermined set of truths, passed down from generation to generation, but something more dynamic however flawed'.

He pointed out that international schools have a particular problem as they can draw the 'stuff' of learning from a limited range of sources. They can let teachers 'do their own thing', but this is indefensible. Alternatively, they can adopt textbooks from national systems, but this is also unacceptable in truly international education, which needs multiple perspectives.

He is also critical of what he terms 'buying' a curriculum from an international bureaucracy as he feels that this does not allow a curriculum to evolve. A curriculum can be bought from an international business or a school can develop its own curriculum, often rewarding but a great strain on the teachers. However an alternative is offered where schools do not go it alone but agree on the principles of a curriculum, pool their knowledge and experience, and share the work.

It is this idea that has now been put into practice under the working title of the Common Ground Collaborative. ISB had already designed a curriculum framework to the point where it felt that it was 'good enough to criticise' and then invited 14 respected international schools to be part of a network to develop a common set of beliefs about learning in an international context, about how learning can be best communicated, and about how to balance central quality control with local. The philosophic stance behind this invitation was 'a belief that international schools not only need a new curriculum, they need a new way of doing the learning business'.

The Collaborative was launched at the ISB in April and is now fully engaged in developing a set of common

tools for learning, beginning with what would traditionally be thought of as a curriculum, but building from that base a set of systems for defining and promoting best practice.

The Manifesto of the Common Ground Collaborative makes a number of statements amongst which are:

There is no curriculum God; it is all free will out here. So we are making our own decisions about simple, evidence-based learning and flexible curriculum frameworks.

Simplicity is the ultimate sophistication, so we have avoided obscure 'special language' and superfluous curriculum, features to provide a simple elegant model. We need to 'mind the gap' between knowing and doing, so we have developed a teaching toolkit to turn theory into practice.

Learning work is best done by networks of practitioners talking to practitioners, so we have developed new communications tools, working with the most innovative creators of new technologies.

(The Common Ground Collaborative, April 2011)

Although bringing a number of schools together to exchange ideas can do a great deal of good, Bartlett and Eldridge are more ambitious for the CGC than that. A complete thematic framework for organising content around conceptual standards is planned together with the production of content standards and model learning units to populate that framework.

So far the Collaborative has created a first draft of a set of citizenship standards to complement the learning standards. The Collaborative believes that, if learning can be taught, so can citizenship. In the initial design is a set of standards aimed to shape the dispositions of future international citizens. These three elements: learning standards, citizenship standards and content standards framed by commonalities, form one coherent whole. The aim is to form eventually a complete curriculum, to be used flexibly according to the common sense of the user. In the meantime the framework may be used to organise existing units.

Bartlett and Eldridge maintain that 'It's not about doing the Common Ground Curriculum. It's about being part of the Common Ground Collaborative' and certainly the network of 'design team' and 'advisory panels' shows remarkable enthusiasm for this enterprising project.

Not everyone would agree with Bartlett's claim that the Common Ground Curriculum is 'the first fully-coherent international curriculum, with common transferable standards'. However, with 14 schools involved this collaborative exercise is certainly off the ground. How far it will fly we have yet to see.

# More than blowing a whistle

## Lacy Chapman explains why outdoor learning is not just about messing around outside

For many young children at school, their experience of outdoor education is limited to PE lessons and the sound of a teacher issuing instructions or blowing a whistle. In this context, outdoor learning is often focused on competitive and challenging activities. It might take place outside the classroom, but the interaction with the outdoor environment, in the physical sense, is limited.

At ACS Cobham we believe that physical education programmes should be expanded and complemented by wider outdoor education elements that help to develop skills and attitudes in young children that benefit their development and ongoing education.

The outdoor education programme at ACS Cobham comprises several elements. In addition to 'traditional' PE it incorporates parts of the Forest Schools programme, which teaches students about their natural environment through various outdoor activities. More recently we have expanded this to include the development of our own nature camp, and we've installed a 'giant hat' tepee within the school grounds. The tepee will not only be used by the physical education class for lower school games, but will also be a key part of our overarching curriculum.

The progression in children's physical development between grades one and four in particular is considerable. At the 1st grade level, activities focus on developing gross motor skills, encouraging team work, cooperation, and understanding boundaries, which might involve both individual activities and team games.

By 4th grade, children's physical development has progressed significantly and the focus of outdoor education turns much more to learning physical skills within the framework of PE, and through more competitive games such as tag rugby.

An integrated outdoor education programme encourages all of the attributes that PE aims to encourage, such as independent thinking, working in teams and increasing confidence, but also demonstrates how these attributes can be used in real life. So, for example, our tepee provides students with an opportunity to develop hands-on and minds-on outdoor skills. Alongside the strong focus on team building, leadership and communication skills, the children will also learn outdoor education skills such as how to light a fire without matches and how to cook outdoors. To





make it fun and more real we have on-campus sleepovers using the tepee.

And, of course, as students do more outdoor activities we find that they often become more willing to be involved in 'traditional' PE activities and *vice versa*.

We recognise that, in order to implement a wide-ranging outdoor education programme that reaches beyond the boundaries of physical education, a shift in thinking is required from teaching and administrative staff. As we implement the outdoor programme at ACS Cobham, we see many parallels with changes in pedagogy, which occur as we incorporate new technologies.

Without a paradigm shift toward a pedagogy of partnering, there is a huge fear that many of the students know more about technology or can do more outdoors than the teachers. Our teachers have to get beyond the barrier of 'what happens if it all goes wrong' and 'what if the kids are better at it than I am'.

We're addressing these concerns by helping everyone understand that it's a reciprocal process: it is a good thing if particular students can contribute their own skills, experiences and creative insights to the class discussion or demonstrate a particular element of the learning. After all, good teaching is about collaboration and exchange between teacher and student. Teachers are moving from being the sage on the stage to guide on the side. It is no longer the case that a teacher has not covered or taught material unless every word they want students to know has come out of their mouths at some point.

Access to the great outdoors is something that has been taken for granted in the past, but increasingly in today's risk-averse society, we often create surroundings where danger is so minimised that the environment becomes demotivating for a child. But outdoor

education doesn't have to be riddled with red tape and health and safety concerns.

By challenging children in a structured environment we are teaching them to assess the situation for themselves and therefore test and expand their own capabilities. They also experience the powerful emotions that go with risk taking, like anticipation, satisfaction, confidence and exhilaration. This nurtures self-esteem and confidence, which spurs the child on to achieve more.

Outdoor education also has ramifications in the classroom. Teachers develop insights into individual children's learning styles; for the children it lays firm foundations for other types of learning that take place in indoor classrooms. Natural occurrences, such as seasonal changes and animal migrations, will also be recorded so that they can be revisited in the classroom again and again.

At ACS Cobham we recognise that learning new skills in the outdoor environment helps children understand and explore issues such as sustainability, healthy living and respect for each other and the community in which they live. In essence, it stretches their capabilities in all the learning areas.

Perhaps the most important thing to remember is that outdoor education is not just about messing around outside. Yes, it should be fun for the children, but it should also provide the opportunity for a more natural, authentic style of learning. The lessons and skills that are learnt are transferable to the classroom and to life; they will stick with the students forever and, after all, isn't that what education is all about?

*Lacy Chapman is lower school Principal at ACS Cobham International School.*

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<sup>†</sup>Times Higher Education World University Rankings 2011-2012.

# Frozen Planet – a world beyond imagination

Richard Harwood suggests ways into topical science issues, with cross-curricular links to other disciplines

Sir David Attenborough's epic documentary *Frozen Planet* series for the BBC on the harsh, unforgiving and spectacularly beautiful worlds of the Arctic and Antarctic regions of the planet roams across both geographic poles, showing new and astonishing things in mind-blowing regularity.

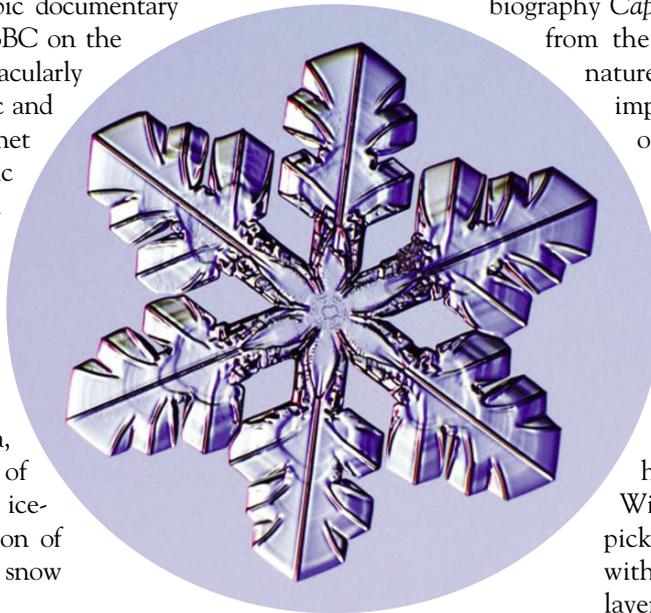
The filming is brave and sumptuous, ranging over topics from the predator-prey relationships, the impressive teamwork of a group of orca, the fast-flowing rush of meltwater undermining the ice-field, to the delicate formation of the unique individuality of snow crystals.

The series massively demonstrates the sheer wonder and magnificence of these regions of the Earth ecosystems and there are various ancillary resources linked to the documentaries. A free *Frozen Planet* poster is available from the Open University in the UK ([open.ac.uk/openlearn/nature-environment/natural-history/get-your-free-frozen-planet-poster](http://open.ac.uk/openlearn/nature-environment/natural-history/get-your-free-frozen-planet-poster)) and this link also provides access to other sites that will enable you or your classes to explore these regions with interest.

## 2012, the centenary year of Scott's expedition to the South Pole

In commentary, Attenborough reminds us that it may have been 42 years since Neil Armstrong walked on the Moon, but it was only 58 years before that that Roald Amundsen, and then Robert Falcon Scott, first left their footprints at the South Pole – 'coming inland over the highest, driest and coldest mountains on Earth'.

Captain Scott and his ill-fated expedition have undergone something of a rehabilitation over recent years, making his own posthumous journey from hero to villain and back again (see Sir Ranulph Fiennes'



*Each snowflake has its own unique structure, but all are based on the same simple symmetry. For details of galleries of images and books depicting this intriguing world, see [SnowCrystals.com](http://www.its.caltech.edu/~atomic/snowcrystals/) at [www.its.caltech.edu/~atomic/snowcrystals/](http://www.its.caltech.edu/~atomic/snowcrystals/)*

biography *Captain Scott*). Part of this arises from the realisation of the scientific nature of Scott's expedition and the importance Scott himself placed on this focus of the journey.

At a point 300 miles into their 800-mile return trek, in a state of ongoing deflation and exhaustion, Scott and his four remaining companions stopped for a day on the Beardmore glacier to collect rock and fossil samples. Scott himself records that Edward Wilson 'with his sharp eyes, has picked out several pieces of coal, with beautifully traced leaves in layers'.

Scott compared these fossils to beech leaves, but with finer veins. Analysis has shown these relics to be fossils of the seed fern *Glossopteris*. Similar fossils had been found in Africa, South America and Australia. Laden with around 35 pounds of rock

samples the party then set off again. As they trekked on, much of their equipment was discarded, but Scott refused to cast away the geological samples.

He and his men died at the end of March 1912, 11 miles short of the food depot that would have saved them. Inside the tent was found the cache of fossil samples; rocks that helped change our understanding of the natural world – the ultimate proof of a scientific commitment. The fossilised wood and leaves found in Scott's tent helped prove that some 250 million years ago the Antarctic land mass had been part of a super-continent that had subsequently broken up into the current configuration of continents.

The record of the ill-fated Scott expedition is profoundly stirring not merely as a story of suffering and sacrifice but also as an exemplar of scientific dedication – it is to be hoped that this will be properly commemorated



The Arctic community of Inuvik.

in the events and polar expeditions that will mark next year's centenary.

The reminder of inexorable changes to the structure of ecosystems is particularly relevant and David Attenborough evokes consciousness of the predicament of the Earth's polar regions in the introductory sequences of the documentary. Standing at the South Pole, he explains that his final series concerns "places that seem to be borrowed from fairytales" and that they were there to record and "witness its wonders for the last time".

The context of this comment is evident in the contraction of this ice-strewn environment – the world is cooking! "What happens here – in these ice-crusts caps – affects us all, wherever we are," Attenborough goes on to say. The documentary is telling, not because it labours these points but, much more affecting than that, it emphasises the awesome beauty and magic of what will be lost.

The phenomenon of global warming has come under close scrutiny over the past year or two, with questions raised on the legitimacy of some of the arguments and the validity of the climatic data. This scepticism has had some legitimate basis and has led to stringent re-evaluations of the data involved.

One significant sceptic has been Professor Richard A Muller, a leading physicist at the University of California, Berkeley. However, reviewing the climatic data to disprove global warming Muller found that, contrary to his predisposition, the evidence supporting the claims for global warming as a real phenomenon was alarming.

This prompted his telling article in the *Wall Street Journal* of October 21st (<http://onlinewsj.com>) outlining thoroughly the detailed issues involved and concluding that 'global warming is real'. The causes of the phenomenon, anthropogenic or otherwise, are for further debate but the consequences are already discernable in various parts of the world, not least the polar regions.

We commented in the last issue on the broad range of

ecological, economic and social effects that the changes taking place in the Arctic are having. We mentioned in particular the effect on the rights and aspirations of the Inuit peoples in northern Canada, and whether they survive the overwhelming changes that are coming to the region.

It appears that certain communities and regions, such as the Inuvik region in the North West Territories, are considering a form of devolution from the central Canadian government. Such a move is seen as a means of sustaining the interests of these native communities in the transformations that are coming to the north.

### The play's the thing: drama as a resource for science teaching

The success of the National Theatre production of *Frankenstein* in London this year led us to consider other examples of theatre productions that have explored key issues raised by scientific and technological developments. We discussed Danny Boyle's adaptation of Mary Shelley's masterpiece two issues ago in the context of the tensions surrounding the development of cloning and stem cell research. There are sufficient science-inspired plays coming into production for this area to be considered almost as a full genre. The following are some which could prove useful in discussing scientific issues with students.

First, following the biological theme, Carl Djerassi, the chemist who developed the birth control pill, has taken a cutting edge area of biomedical science known as intracytoplasmic sperm injection (ICSI) and dramatised it in human terms in his first play, *Immaculate Conception*. The play demystifies the fertilisation technique of injecting a single sperm directly into a woman's egg under the microscope, followed by the reinsertion of the egg into the uterus, and explores the human and ethical repercussions of the technique.

On a broader theme, the nature of evidence and chaos theory are topics that colour the backdrop of Sir Tom Stoppard's play *Arcadia* which, following its recent success in London, was transferred to Broadway in 2011. The Terry Johnson play *Insignificance*, subsequently made into a film by Nicholas Roeg, has remained in my memory for many years for the sequence in which 'The Actress (Marilyn Monroe)' explains the theory of relativity to 'The Professor (Albert Einstein)' using a collection of toys, flashlights and balloons.

Other, more specific, examples often involve two protagonists in discussion/debate on scientific and philosophical topics. Among the most telling of these plays are:

*Copenhagen* by Michael Frayn: an absorbing drama concerning a meeting between the German physicist, Werner Heisenberg, and his Danish mentor, Niels Bohr, during World War II.

*The Sand Reckoner* by Tony Rothman: a drama written in the form of a Greek tragedy concerning Archimedes

and the defence of Syracuse during the Second Punic War. The play centres on the decision by Archimedes to build engines of war for King Heiron and the issues involved in a scientist's moral responsibilities in building weapons.

*The Fly Bottle* by David Egan pits three famous philosophers, Wittgenstein, Popper and Russell, in philosophical and mathematical dispute.

*Einstein's Gift* by Vern Thiessen concerns the friendship between Einstein and the Nobel prize-winning chemist, Fritz Haber, and centres round their different life choices and view of a scientist's role in society.

Indeed there have been three plays directly concerned with the brilliant but tragic figure of Haber. He is most famous for devising the process by which nitrogen can be 'fixed' industrially to form ammonia, but he was also instrumental in the deployment of chlorine gas in the trenches of the First World War.

The other plays concerning Haber are *The Greater Good* by Justin Hopper and *Bread from the Air, Gold from the Sea* by G W Fraser and taken together they cover the spectrum of issues raised by his contradictory life.

Haber, one of Germany's most famous chemists, is also one of the most complex figures to evaluate in the history of science. His life and career were inextricably linked with the political upheaval in Europe that led to two world wars. The moral and ethical issues that coloured that period of turmoil impacted on his life and the choices he personally made leave us with a highly equivocal view of his achievements.

His was a life of personal striving, immense scientific achievement and personal tragedy. For many years little had been written about Haber's life because his papers had been kept locked away by those wishing to protect his reputation. When the papers were made publicly available in the early 1990s, they served to show the triumphs, failings and tragedy of a man whose life bore out the contradictions of the time in which he lived. Haber was one of the greatest scientists of his generation and yet he has also been described as one of science's greatest scoundrels.

For those interested in referring to dramas as a resource in their science teaching there are listings of useful plays on the internet: [www.curtainup.com/science\\_plays.html](http://www.curtainup.com/science_plays.html) and [www.physics.princeton.edu/~trothman/plays\\_sci.html](http://www.physics.princeton.edu/~trothman/plays_sci.html) are two examples.

*Dr Richard Harwood is a scientific and international education consultant based at Whitby, UK.*



*'Haber was one of the greatest scientists of his generation and yet he has also been described as one of science's greatest scoundrels.'*

In pursuing this inter-curricular aspect of learning we would be interested in publishing poetry relating to scientific themes in future issues, particularly that written by students. All work will be attributed, so please do send material to [rickharwood@btinternet.com](mailto:rickharwood@btinternet.com) in the first instance.

## From the Dead Sea to the Red Sea



**John Bastable writes:** The Dead Sea is the lowest place on Earth and if you start running away from the shore it is going to be uphill for some time. The Red Sea, 242km away, is, by contrast and as you would expect, at sea level.

To travel from one sea to the other across Jordan is an attractive idea and each year teams of runners run the whole way. This has become known as the 'Dead 2 Red' and the **International Community School, Amman (ICS)**, regularly takes part.

Teams of runners start from Wadi Mujib Bridge on the shores of the Dead Sea, at an altitude of 415m below sea level, through the Wadi Araba to an altitude of 120m above sea level before descending into Aqaba, Jordan, on the shore of the Red Sea.

For the runners the terrain is very demanding. For supporters and



spectators who follow in vehicles the course is both geographically and historically extremely interesting. Starting on the Jordanian side of the Dead Sea opposite the West Bank and the walls of Jericho and beneath the pillar of salt that is said to be Lot's wife, the course seems to follow a path through Biblical history, as well as that of the Nabatheans, Romans, Greeks and Arabs.

Passing the Nabathean city of Petra and Crusader castles the route crosses the area more recently made familiar to us through the exploits of T E Lawrence and the Arab Revolt. Finally, and no doubt with some relief to the runners, the port of Aqaba comes into view at the tip off Jordan, surrounded by Saudi, Egypt, Israel and Palestine.

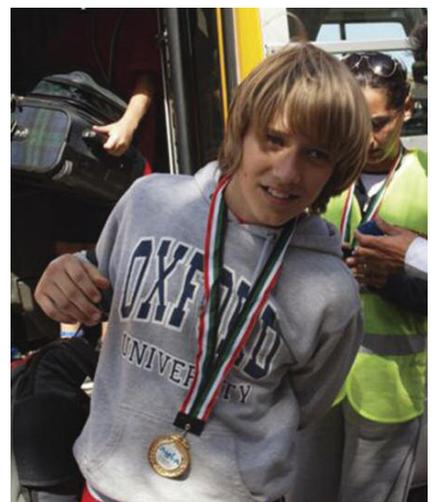
The temperature during the day is hot and much of the journey is over parched countryside, which means that if you intend to run from one sea to the other it is better to begin in the afternoon and run through the relative cool of night. This provides all the ingredients for a demanding endurance road run and is the challenge of running the Dead 2 Red.

It is strenuous enough for adults; for children and teenagers it is a

very serious undertaking. Yet several schools enter teams and it would be interesting to see teams from other international schools joining in. This year 37 teams of ten runners entered.

The race is a relay, suitable for serious amateur and professional runners and cyclist teams of both genders and all ages. There are no financial awards: the purpose of the event is to challenge yourself as a runner, work within a team and to have fun. ICS put in two teams made up of students aged between 11 and 16 years of age.

The ICS team A ran the race in 15 hours 29 minutes, coming first of the competing schools, and third overall, knocking three hours off their previous year's best time. The B team came in 12th in a time that would have given them first place



only four years before! The B team also won the prize for being the youngest team in the competition, whilst the A team won the Best School Award.

The event is very well organised and overseen by the police and other authorities. If you would like to compete next year the registration deadline is 24th February 2012. Registration can be made through: <http://dead2red.com/>

*John Bastable is Principal of the International Community School, Amman.*



## Head's Masters Golf

*Participants of the first International Head's Masters Golf tournament, which took place at the Vale Hotel in August.*

Seventeen Heads from international schools the world over met in Wales in August for the first ever International **Head's Masters Golf** tournament.

Many were Welsh, and were able to combine the event with a trip home to visit family and friends during the school summer holiday. The group included Jonathan Price and Chris Bromham, both leading schools in Dubai; David Lowder and Iain Colledge who are Principals in Bangkok; Ian Morris, Principal of the International School of Havana; Horace Vernall now in Kuwait; Ian Jones in Saudi, John Gwyn Jones in Penang; Andy Harrison in Rayong; and Gareth Eynon who is leading the new Epsom College in Malaysia.

The winner was John Jones, Principal of St Christopher's International School in Penang, and runner up was Andy Harrison from St Andrew's International School in Rayong.

The event was organised by Penarth-based Teachers International Consultancy, which specialises in

recruiting leaders and teachers for international schools. It was also sponsored by ISC Research, Warwick Mann International and WCBS International.

"It was a superb day for everyone," says Andrew Wigford, managing director of Teachers International Consultancy, "an excellent opportunity to enjoy golf on the Vale Hotel's National Course and to all benefit from some valuable networking, sharing advice about school leadership from all over the world."



*Winner and runner up: John Jones (right) and Andy Harrison.*

# Swimming with Maslow in the digiverse

## Russell Darnley questions how we prepare our students for developments in social media

Thinking about the digiverse draws me to the analogy of water and swimming. Children swim easily if the element of fear is reduced or eliminated. Once they're swimming fear is seldom encountered and remaining safe is an almost unconscious process. Abraham Maslow's theory of a hierarchy of human needs, the simple triangle with survival at the bottom and self-actualisation at the top, aptly applies to the process of achieving self-actualisation in the digiverse.

Two years ago I wrote about student access to social media sites observing that:

Incorporating Web2.0. tools into our practice allows us to adopt a constructivist approach and encourage our students to actively experiment, reflecting on and attempting to solve real-world problems, creating knowledge and discussing what they are doing and how their understandings of this process might be changing.

Much has changed. Now my digital classrooms employ blogs, wikis (for example the SSC Leichhardt Geography blog) and Edmodo, with extensive use of project based learning often in a laptop wrap shell but going well beyond the limits envisaged for simple laptop wraps.

There is an ongoing discussion on digital communication embracing such areas as using search engines and framing searches; accessing databases; copyright; plagiarism; digital, visual and formal literacy including grammar and syntax; choice of appropriate fonts; appropriate registers for communication; public and private forms of communication; the rights and roles of administrators, editors and subscribers; the intranet and internet.

In short we are engaged in the discourse of the digiverse. Despite our rich conversation, filters and barriers frequently impede our journey. This is most apparent in the blocking of online video services (YouTube and Vimeo).

In the Byron Review, Dr Tanya Byron highlighted the importance of promoting safe and responsible behaviours in using technology stressing that:

Just like in the offline world, no amount of effort to reduce potential risks to children will eliminate those risks completely. We cannot make the internet completely safe. Because of this, we must also build

children's resilience to the material to which they may be exposed so that they have the confidence and skills to navigate these new media waters more safely.

To be meaningful and responsive our duty of care must be grounded in contemporary realities. In schools today one pressing social fact is that students are extensively engaged with the internet and social media, which have a ubiquitous and unfiltered presence. Schools are awash with access to the internet. At any time students can gain access to any site they choose using a Smartphone linked to the 3G networks. It is no longer sufficient to remain relatively passive in the face of this reality, perhaps comfortable in the knowledge that official points of contact with the internet are filtered.

Duty of care includes actively confronting and dealing with the real life experiences of students, teaching strategies to extend beyond mere survival, acquire safe practices in internet and social media use and to move on to the creative social application of digital technology, as empowered operators. If we aren't doing this we aren't fulfilling our duty of care.

Crowdsourcing is a post-industrial approach to change and innovation made possible by the immense creative power of globally connected social media. It is a new standard in the productive application of the digital tools our students are using. It represents their future, yet it is in our present.

Tom Hulme, design director at IDEO in London, is an open source innovation pioneer. He spoke recently on crowdsourcing, at the Brisbane Ideas Festival. IDEO has a global network of 16,000 participants from 178 countries regularly contributing their ideas to the solution of a diversity of human problems. IDEO aims to lift digital relationships, and ideas sharing, well up Maslow's hierarchy. It affirms a Creative Commons approach and underscores the immense creative potential in the crowd.

We are moving away from education based on the industrial revolution and its expectations. Shifts in commercial and business paradigms are increasingly rapid and enmeshed with changes in the digiverse. There are new measures of success such as the Design Quotient (DQ), a point-based account of people's contributions in the crowd.

DQ is a measure of someone's competence in digital communications, collaboration, networking ability,



A selection of personal digital tools from my Year 8 history class, most of which have 3G Internet access.

creative insight and capacity to solve problems, increasing every time they comment or build on other people's inspirations and concepts. It provides a precise gauge of just how active someone has been in a crowd-sourced challenge. Some people are already including their DQ in their CVs and I dare say on LinkedIn.

As educators we must ask: how do we prepare our students for such developments?

If education systems only operate at the survival level, in their approach to the digiverse, filtering and teaching safe practices as a theory, there is little chance that they will remain sufficiently relevant in such a world.

There are growing and compelling arguments for unfiltered access to the internet in schools. The educator's duty of care is not merely a question of safety but must also address the direction and relevance of the pedagogical process.

*Russell Darnley teaches geography and history at Leichhardt Campus, Sydney Secondary College. His blog is at <http://maximos62.wordpress.com>*

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'SSC Leichhardt Geography Blog: Digital Geography.' [derbyshireroad.edublogs.org](http://derbyshireroad.edublogs.org)

This is the Year 10 geography class blog. It has periods of activity and inactivity. At present we are working with off line websites. We'll be online again soon.

'Edmodo: Secure Social Learning Network for Teachers and Students.' [www.edmodo.com](http://www.edmodo.com)  
Readers will find me here and are free to join my Personal Learning Network (PLN)

UCreate Laptop Wrap. TALE - Teaching and Learning Exchange. Parents and Community. Managed by the Curriculum and Learning Innovation Centre, NSW Department of Education and Communities. [www.tale.edu.au/tale/components/includes/trap.html?uid=MTA0OTJAVGFMRV8yMDA1X0RFVExSTV9QdWJsaWNfTFJSX1Yy](http://www.tale.edu.au/tale/components/includes/trap.html?uid=MTA0OTJAVGFMRV8yMDA1X0RFVExSTV9QdWJsaWNfTFJSX1Yy)

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# Using technology to drive education excellence

Julie Booth looks at how the use of technology can have an impact on improving both administration and learning in an international school environment

As demand for good quality English-speaking international schools continues to grow around the world, many Heads and Directors are looking at how technology can help them cut administration and focus on what they do best – delivering teaching and learning excellence.

A management information system (MIS) can be a vital tool for reducing staff workloads and driving whole-school improvement. However, they are often only used as a glorified filing system. In fact, there are a number of ways in which schools can maximise their investment in this technology.

## More targeted marketing

A MIS can become a valuable sales and marketing tool. By recording the information on how a promotion budget is spent and then cross referencing the number of enquiries generated from each activity, schools can discover what sort of marketing works for them.

Knowing which exhibitions or adverts lead to enquiries, or what percentage of pupils who went on to sit the entrance exam took up a place, allows budgets to be focused on those activities with the greatest return. Being able to track admissions effectively is critical to getting the best students through the door. But there are benefits to doing this, even if your school has a long waiting list.

Jumeirah English Speaking School in Dubai opened 35 years ago as a small primary school but, over the past five years, it has expanded from 500 to more than 2000 students aged three to 18, over two locations. Catherine Convery, the school's IT director, says, "It's a massively oversubscribed school. Controlling the waiting list and keeping it up-to-date is a major task."

Being able to hold information on enquiries and admissions on one system has dramatically cut the time it takes to manage the school's intake, as this data is easily accessible and can be analysed quickly. While pupil numbers have trebled, the school's administrative team has remained the same size. "We are much more efficient as a school now. If it wasn't for our MIS we'd need another four or five staff to cope with our expansion."

## Knowing where improvements need to be made

Once pupils have been successfully attracted to the school, the pressure to get the best results from them begins in earnest. Teachers need to be able to see actual performance against targets so that action can be taken quickly for those pupils falling behind.

Alice Smith School in Kuala Lumpur takes children from nursery through to sixth form and has a primary and secondary school. When Trevor Spence, assistant principal development, joined the school in 2008 it was struggling – previously high standards had been slipping and major change was needed.

Teachers started using the achievement data in their MIS to set targets and track pupils' progress. This has enabled them to intervene much earlier when a child slips behind. The senior leadership team also uses the data to analyse departmental trends in target setting and look at the correlation between teachers' targets and attainment, ensuring greater consistency across the school.

"We have a number of outstanding departments and they are the ones most focused on pupil tracking and analysis," says Trevor. "Making better use of data has gone a long way in helping us establish a culture of high performance."



### Harnessing parent power

Parents are naturally keen to know that the investment they have made in their child's education is giving them the foundations for future success. Ensuring parents are kept up to date with how their child is progressing in school is another area that can be extremely time-consuming for many schools.

Most of the information that parents want to know is already being collected by the school. Storing it electronically can save hours for teachers and administrative staff in compiling reports for parents. This has helped to improve efficiency at Oporto British School in Portugal.

The school sends out effort and attainment grades to parents every six weeks. Previously, compiling these reports was done by hand, so ensuring they were accurate and arrived punctually was a real challenge. Now, pupils' grades are entered into the MIS and all the necessary data is drawn directly from the school's system. This has made the process much easier to complete.

Joana Saraiva, who manages the school's MIS, says, "It used to take a full week to collate pupil reports. Using the MIS for reporting has saved hours of my time each half term as everything feeds seamlessly into the system that prints off the reports. Not only do I go home on time that week, but my job has expanded and developed as a result."

By using an MIS well, international schools can drive efficiency and respond to high parental expectations – an absolute must in this increasingly competitive market.

*Julie Booth is head of independent schools at Capita SIMS Independent.  
www.capita-independent.co.uk*



## People and Places

The international high school of **The French American International School, San Francisco**, is very grateful to the **Ustinov Foundation and ECIS** for giving them the money in 2010 to fund a project to build an organic teaching garden for **Ecole Natangue** in Senegal and for extending the offer of €500 for producing a film about it. They plan to donate €500 to Ecole Natangue to continue to maintain the garden.

The film, entitled *A Garden for Ecole Natangue*, has been uploaded onto YouTube and can be seen at:  
[www.youtube.com/watch?v=KGtZhuoUj5s](http://www.youtube.com/watch?v=KGtZhuoUj5s)



# IT's about learning

## Richard Herbert reports on the ECIS IT Conference at Frankfurt International School

The conference, which showcased two keynote presentations, dozens of unique sessions, a vendor village and host of informal networking opportunities, was aimed at bringing together educators and technology experts to focus on all of the ways in which technology enriches traditional teaching methods.

"I found the blend of keynotes, workshops, social time and networking opportunities excellent," said John Mikton, director of information technology at the International School of Prague. "As a conference goes, this one provided the right mix and blend of formal and informal opportunities to learn."

A pre-conference leadership session kicked off the weekend with an all-day workshop led by Dr Scott Klososky, a former CEO of several startup companies and technology speaker. In front of a group of 29 IT directors, school administrators and education-related business CEOs, he provided meaningful insight to the opportunities – and challenges – both schools and businesses face while evolving alongside a rapidly shifting spectrum of technology.

More than 160 delegates from various international schools joined the Frankfurt International School's own faculty and staff for the opening keynote speech by Jamie McKenzie. The remainder of the day was filled with three full blocks of small group sessions ranging from 'Digital Storytelling' to 'Using Lego NXT Robotics in the Classroom'.

"The conference was a true 'teachers' conference and not just about aspects of the technology – although aspects were on the programme. Technology conferences work when you talk more about learning than technology," said Gareth Davies, principal adviser at Advisory Matters.

Saturday's programme began with a presentation by special guest David Warlick, before delegates headed off for another three sessions worth of niche workshops. Although abbreviated, Sunday provided attendees with one additional opportunity to partake in small group sessions.

As the conference closed and delegates said farewell to colleagues and prepared to make the journey back to their respective corners of the world, enthusiasm for the knowledge gained – and the excitement to share it – was high.

John Mikton said that his faculty's attendance at the conference "reaffirms things we are doing, gives us an opportunity to hear how others are approaching similar issues, gives us a chance to be exposed to new ideas and perspectives, and provides a good mix of talking points to bring back to our own school for further development".

*Richard Herbert is IT manager at ECIS.*



# Welcome to the late desktop era

Mobile learning connects students to their peers, continually challenges them with real-world information and engages them in real time, real-world conversations, says Robert Stokoe

Today the world has become the curriculum, a curriculum accessed through collaborative networks, with networks populated by mobile device users who exist in a constant state of expectancy. The net generation are currently in our classrooms, characterised as born consumers, digital natives, tech-savvy, highly social, continually connected, collaborative, multi-tasking, lifestyle-focused, seeking and accessing diverse media, expecting open access to everything.

The web has always been part of their lives, social media, and entertainment technologies such as film, music, and games are constant components of their everyday experience. They share their thoughts, feelings, and ideas with family and friends electronically, and they are accustomed to instantaneous information retrieval and communication. Today's students interact socially in astoundingly different ways to the generations before them.

Mobile learning is not about technology or delivering content to mobile devices but, most importantly, it is about the processes of 'coming to know' and 'being able to operate successfully in and across' new and ever-changing context for learning, new knowledge and learning spaces.

We are already in the late desktop era. Over the past decade we have introduced computers into the classroom; just as we are fully realising the potential for desktop technology to support learning and teaching, wired learning spaces, powerful laptops, the mobile device phenomenon is moving this technological adaptation toward obsolescence. The unwired learning space is about to alter significantly the landscape of teaching and learning with and through technology.

The ever-expanding web, combined with increasingly powerful technology, is offering the potential for learning opportunities that students have not been able to access before. What it means to be knowledgeable and educated in today's world is changing. In addition, the mobile web is opening up a host of pedagogical possibilities that will assist individuals and groups to learn anytime, anywhere.

Much has been predicted about the future of the web. I think it is safe to say that much of this transformation is already here; the revolution has already happened. We are already in the time when the ability to use multi-media, and particularly social media in the context of the increasingly powerful mobile web, has become a key mode of communication; a new literacy for the 21st century.

Mobile learning is the art of using mobile technologies to enhance the learning experience. Mobiles continue to evolve, rapidly, into platforms for collaborative learning. We've had an explosion of new learning applications and content; demand for mobile websites has exceeded PC accessible websites this year. In today's world education and learning are already mobile; our students can access a world of information in a moment. Anywhere, anytime learning is here, in and out of the classroom.

Our teaching approaches need to respond in a way that more often brings focus as to how we are to make efficient use of the technologies that are increasingly familiar to our students and have the capability to increase their learning potential. As educators we can develop greater awareness of why, how and what we do in our classrooms in order to create a context that not only helps our students to understand the facts, but how the knowledge they access fits into the larger goal of learning, learning that continually informs, exercises and challenges their critical thinking skills.

In order to ensure that our students end up on the right side of the digital divide, teaching mobile web literacy and skills needs to be as crucial as teaching basic literacy. We are obliged to equip them all for the future they will inherit, one that will be continually influenced by the web.

Bearing this in mind, ethically we are called on as educators to teach them how to use these technologies wisely and effectively. Working in this way we will bring the best of constructivist theory to their learning as our students continually build upon their learning, collaborating, connecting, in order to participate in the creation of new knowledge.



Wireless interconnected handhelds can introduce a space that favours constructivism and collaboration in order to achieve the creation of new knowledge. There is a need to incorporate constructivist environments in our developing pedagogy. This learning environment allows students to build up their own knowledge (based on a previous one) while we work among them in a reflexive process.

Collaboration, as part of the social constructivism theory, emphasises the importance of intrinsic learning through social interactions (Vygotsky, 1978). This learner-centred approach will result in learners demonstrating higher levels of engagement and foster the development of stronger personal intellectual structures that will enhance understanding of the content at hand.

The application of mobile technologies can be highly motivational for our students, especially when applied to a project-based learning context. We currently have many effective exemplars of project-based learning; we need to build upon this success as we encourage our students to think more often about what they are doing, not just focus on getting it done. In essence we need to enhance intellectual challenge and achievement by moving project-based learning from the periphery to a focal point of our curriculum experience. These elements will be student-driven, involving them in the discovery, transformation and construction of knowledge, whilst simultaneously developing new understanding and new skills.

These projects incorporate a higher degree of student autonomy, choice and lower levels of teacher direction encouraging, within our students, greater responsibility for their own learning. However we must ensure that the activities and work undertaken are realistic, embodying characteristics that give a feeling of authenticity to

students, therefore developing active and contextual learning.

Educators will be able to enhance students' ability to benefit from project-based learning through the introduction of scaffolding strategies intended to help students become proficient at conducting inquiry activities. Such learning and subsequent skill development, as well as gains in student achievement, will be more significant and flexible than the inert knowledge that is acquired as a result of more traditional teaching approaches. If we can effectively apply and incorporate mobile technologies into the classroom, especially as a cognitive, interactive tool, we have a real opportunity to enhance the quality of students' learning.

We need to understand fully the huge potential of information access and to realise the myriad of opportunities it has the potential to create. The web creates a context in which information is readily available online; within our classrooms, this means factual information can be instantly accessible.

Providing our students with the skills to navigate the web efficiently and make considered decisions as to the validity of the information presented to them, is essential for today's generation. As educators we need to have the courage to demonstrate confidence in our students ability to research independently, more often our 'not knowing', can further encourage student discovery.

This needs to be applied more often and upheld as effective modelling for students. As we invite them to utilise their skills of information access, they will develop as confident learners, further increasing their potential to participate in academic conversation. Constantly nurturing and developing these skills will signal them as continual learners, lifelong and life wide. Furthermore, when we move into the realms of collaboration and collaborative learning, these academic conversations have the potential to extend well beyond the classroom.

As we embrace these opportunities, accepting a fundamental shift in the way students are capable of consuming and creating information, as our students begin to understand and practice using their mobile devices we will create new and effective learning situations. The power of the mobile devices we still refer to as phones, the computing power in our pockets, can radically change not merely our classrooms but also the conversations and collaborations they have beyond our immediate sphere of influence.

Finally we arrive at the key point: most importantly we need to allow our students to have ownership of this paradigm in order that they themselves influence and continue to develop their intellectual capacity and emerge as increasingly effective and influential learners.

*Robert Stokoe is Director of Jumeirah English Speaking School.*

# Keeping learning in step with the times

## Leah Treesh describes ECIS iTunes U

A simple question can provide the impetus for the development of something meaningful and useful. ECIS iTunes U, which has already seen thousands of content downloads, began exactly in this manner.

In 2008, maths teachers at Munich International School (MIS) asked how they could reinforce lessons outside school time to provide more support for their students. Interested by the idea of podcasting (the creation of audio clips often containing a video component, which are easily distributed), some members of the department began to record their review lessons in order for students to be able to return to concepts as needed.

Students were thrilled to have this means of studying and the maths department began to seek solutions from the school's technical team to publish their podcasts via RSS feeds, while refining their podcasting methodologies. Meanwhile, Apple Educational Consultants and the ECIS Executive Director were discussing ways to share many of the outstanding lessons presented in ECIS schools. iTunesU seemed like an ideal way to do this.

ECIS began to work with Apple, Munich International School and The University of London Computer Centre to make ECIS iTunes U a reality for students in grades K-12. At the ECIS conference in Nice in 2010, teachers from MIS shared their ideas of podcasting. Apple distinguished educators were there to assist teachers in developing these podcasts. At the ECIS administrators' conference in Istanbul, April 2011, ECIS iTunes U was officially launched with content from the pioneering schools: Munich International School; International School of Prague; Frankfurt International School; and Berlin Brandenburg International School.

So what role does the ever-growing ECIS iTunes U play in individual classrooms and in the global arena? From physical education to maths, languages and much more, students are able to have real-time access to learning materials at their convenience. Dr

Stephen Druggan, who played an instrumental role in the development of ECIS iTunes U, likes to joke that students can pause, rewind and fast-forward their teachers at will.

While providing short content clips for students is valuable, so is student authoring of materials as well, examples of which can be seen on ECIS iTunes U. Learning is no longer confined to within classroom walls, which one could easily argue can lead to more meaningful and in depth learning experiences.

The number of schools contributing to ECIS iTunesU has steadily grown. There are now over 380 podcasts available to be downloaded. In addition to teachers and students creating podcasts, pedagogical advancements are being made. Inspired by the Khan Academy, some teachers, especially those in skill-heavy subjects, are 'flipping' instruction. For example, students may watch a short math lesson for homework instead of completing homework problems. Class time is then used to reinforce the homework lesson and provide more one-on-one time with the teacher for the students during class.

Enhanced learning experience for students has been and remains the central focal point for all involved in this project. The existence of this site would not be possible without key support from those involved. In addition to those organisations already mentioned, many individuals such as Pia Druggan continue to volunteer. Pia creates the stunning, apt artwork associated with school pages.

Should you wish to learn more about ECIS iTunes U, podcasting in general or want to inquire about participating in this initiative, please contact Leah Treesh ([itunesu@ecis.org](mailto:itunesu@ecis.org)). You are also encouraged to attend the ECIS conferences where sessions on creating podcasts and uploading to the site are conducted. We invite you to visit the iTunes store to utilise our growing repository of content. Happy podcasting!

*Leah Treesh is ECIS iTunes U participant manager.*

## Obituary

# Miles Alexander Horsley

## 1944-2011

It is with great regret that ECIS records the death, on 1st December, of Miles Alexander 'Alex' Horsley at his home in Atlanta after a spirited battle with cancer. Linguist, teacher, Headmaster, and international education consultant, Alex was an adventurous, broad-minded visionary whose hard work, persistence, and good humor inspired countless students, teachers, and fellow educators during a 45-year career that spanned six continents.

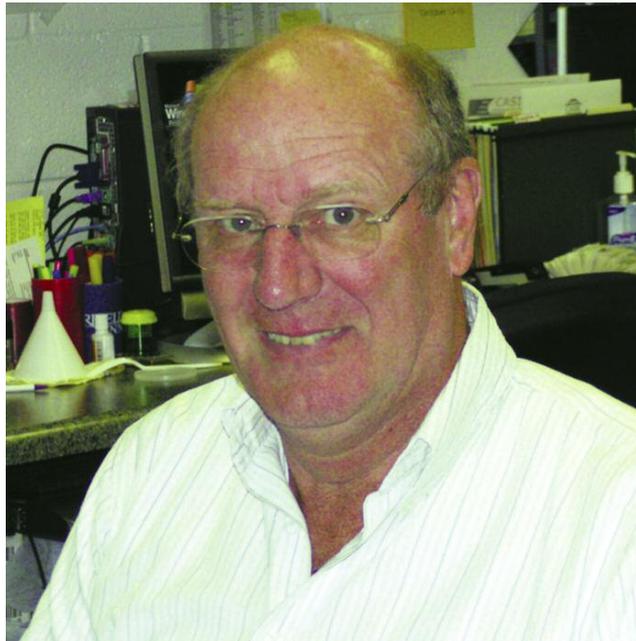
Students remember him as larger than life, often calling him "the Gentle Giant." He remained endeared to them because he always put them first, taking a genuine interest in each one.

A frequent chair of accreditation teams for the Council of International Schools (CIS) and champion of the International Baccalaureate (IB) with its international curricular framework that eases the transition of students from one international school to another throughout the world, Alex was a passionate advocate of multilingualism. He believed that every student deserves to be prepared for life in an increasingly interdependent world.

His chapter 'Acquiring Languages' for the IB's 2011 book *The Changing Face of International Education*, was the latest of his many articles and speeches on the subject. He delivered the keynote address at the Global Language Convention (GLC) in Singapore in 2006 and was invited to organise the 2008 GLC in Atlanta as executive director of the Center for the Advancement and Study of International Education (CASIE).

Undoubtedly Alex was proudest of his role as founding Headmaster of Atlanta International School (AIS), which he led during its formational first ten years. The school's Early Learning Center, scheduled to open in August 2012, is named the Alex Horsley Building in his honour. Alex's last public appearance was at the ground-breaking ceremony on 15th November, where he was celebrated by the AIS community and Atlanta's Mayor Kasim Reed for his tireless devotion to the school. AIS began in 1985 with 51 students and today thrives with more than 1000 students from over 70 countries and faculty from 45 countries.

We extend our sympathy to Alex's wife, Gillian, and the family. Alex will be missed by colleagues and friends across the international school community and beyond.



*Alex Horsley. Below: in action for Oxford University in those far-off, sterner, days when goalkeepers wore neither gloves nor shin-pads. After he retired as Head of Atlanta International School he became executive director of the Atlanta Youth Soccer Association.*



# Courageous Leadership

The ECIS Annual Conference breaks new ground in Lisbon

*The impressive Ponte 25 de Abril, which spans the river Tejo, formed a background to the Congress Centre where the Conference was held.*



*Thank you Arnie: Dr Arnie Bieber, Director of the International School of Prague, retired as chair of the ECIS Board of Trustees.*



*(Left) António Sarmento, board member of the Portuguese National Association of Independent Schools, welcomed delegates.*



*Professor Hans Rosling, who gave a superb Gray Mattern Memorial Address.*



*Astronaut Steve Smith of NASA (top right) and Liv Arnesen (right), the polar explorer, were keynote speakers.*

The Fun Run, organised by Fieldwork Education, which helps raise funds for WaterAid.



Steven Mark, International Primary Curriculum, presents a cheque to Charlotte Flew of WaterAid.



Below right: Spencer Wells and Alec Williams (far right) were among the speakers.

Below: The ECIS Board of Trustees for 2011.



Students from Carlucci American International School of Lisbon, St Dominic's International School, St Julian's School, International Preparatory School and Vale Verde International School, conducted by Desire Clarence (inset) from St Dominic's International School, gave a memorable musical performance.



# Amongst the award winners



Laura Muir, International Community School, London, receives the ECIS Fellowship Award from Ed Greene, new Chairman of the ECIS Board of Trustees.

## Thanks to the Committee Chairs



Arnie Bieber with, from the left, Rachel Wolff, International School of Bremen, who completed a two year term as Music Committee Chair; Gail Grant, Le Rosey, Switzerland, who completed a two-year term as Language Arts, English Committee Chair; Sara Brouwer, Southbank International School, who is standing down as Maths Committee Chair after six years; John Royce, Robert College of Istanbul, Turkey, who is standing down after six years as Library Committee Chair; and Renate Bock, who was attending her last ECIS conference. She was a former Administrative Assistants' Committee Chair.

## Receiving ITC Certificates



Chris Bowman with, from the left, Alex Loendorf, Oslo International School, ITC Mentor for Kari Dubbel; Paul Beedle who was presented with a certificate of appreciation for University of Cambridge International Examinations as an ITC Host venue; Kari Dubbel, Oslo International School; Ariane Rose-Higgins, Bilinguale Grundschule Phorms Hannover; Monica Devos, International School of Paris; Miranda Karjagdiu, Hisar School, Turkey; and Alan Preis, Atlanta International School.

## ECIS Outreach

ECIS Outreach awards went to, from the left, Ian Morris, International School of Havana, on behalf of Jose Maria Valdas; Chris Bowman, on behalf of Valerie Isbeque, International School of Luxembourg;



Jana Krainova, College du Leman. Right: Kristina Pallova, Rindala Perevezhev recipients of the ECIS Outreach Award and Cicely Blain and Grace Sparapani, recipients of the Peter Ustinov Outreach Award, all from United World College Maastricht.

## Peter Ustinov Outreach Award

Right: Jana Krainova collects the Ustinov Award on behalf of Kevin Gilbert, College du Leman, from Igor Ustinov. Centre: Igor Ustinov presents Alison Lewis with the award on behalf of Jan Claus and Rosemarie Di Blasio of St Stephen's School, Rome. Far Right: Cicely Blain and Grace Sparapani, United World College Maastricht.



# Who is the client?

E T Ranger ponders the question. But someone will get eaten, possibly the teacher

These days it is hard to move around the developed world without being harassed by offers of services. We are 'customers' on trains, 'clients' in hospitals, 'patrons' in tax offices – no, I was kidding about that, but who knows, it might happen. But isn't this rather ungracious? Shouldn't we be grateful if the people who provide the services we expect in the 21st century realise that they have a duty to serve us? Doesn't it all fit in with the philosophy of human rights that we all espouse? Because you're worth it?

But for those of us working in education, who is our client? Are we working to satisfy the child, the parents, the school, or whom? And is the situation in international schools any different from home?

Perhaps it is a healthy trend to see all services as obligations and, what is more, as areas where service providers can be urged by competition to serve us better or more cheaply. Market forces are destined to meet demands more accurately and economically than central direction. Demand improves supply; isn't that the lesson of the Fall of the Wall?

Where do we stand in international education? For a start, our client certainly isn't any particular nation, training people to play their part in that particular national economic and political system. Administrators, pausing to consult their lawyers, have a clear answer: the families who sign the application form establish a contract between school and fee-payer.

But there could be a second interested party, the employer of the expatriates who looks to the international school to resolve what is the greatest headache of the HR department: the educational needs of the children. In many locations it is companies that pay the fees for most children. Nevertheless, irrespective of the contract, no one has clearer expectations for the child than the mother.

Often she has shelved her career for the duration of the posting, and sits at home, a competent but frustrated professional, her major focus the children's welfare. In her mind our role will be very clear: to compensate for the disruption of her children's lives.

Parental expectations may not be the same as we know them at home. In most European countries private education is the second choice, for children who are failing in the national system. Usually it is government subsidised, so the fees of international schools appear to be monstrous. In some countries a private school may give an easier passage through national examinations, so

in their heart of hearts parents may expect us to offer favours in proportion to our fees.

There are also different ideas of child-rearing. Haven't we all at some time met the parent who gives us a free hand to beat their child? Don't we all have some families who will disappear for long weekend trips home for unspecified family celebrations? Parents may have their own targets and timetables, believing that life is a contest from birth.

Reading, multiplication tables, advanced maths are all measurable goals that parents can understand; the social skills that deeply concern us may not be. Sadly, there is a danger that we may disappoint all of our families in some way or other.

Could the client be the child? Teachers are naturally sensitive to the needs of the child on a daily basis. If so, does the client know best, or can we say, 'I'm doing this unpopular thing for Your Own Good?' If we agree with the child more than the parent, should we collude against the parent?

Surely this is different for a seven-year-old and a 17-year-old! How do we make decisions on behalf of the client if they are destined to go home to an environment of which we know little? We may search our consciences for the best gifts that we can bestow on our charges, but we cannot be sure that we are right. In real life we know there are demands from several quarters, all concerned, but conflicting. We juggle these like the ferryman with a wolf, a sheep and a cabbage to transport. Someone will get eaten – possibly the teacher!

Can research help us? A major paper on the reasons why individuals in the UK have managed to succeed from underprivileged beginnings points to one key factor: an agreement on basics between family and school (Siraj-Blatchford, 2010).

It seems that the child whose learning is supported by this team has the best chance of success in terms of measurable outcomes. How we negotiate this collaboration is up to the professionalism of the teacher, but at least it gives us a clear strategy: talk, listen, and agree – for the child's sake.

## Reference

Siraj-Blatchford, I. (2010): 'Learning in the home and in school: how working class children succeed against the odds', *British Educational Research Journal* 36 (3), 463-482.

# Leadership and the string theory

## Stefanos Gialamas defines an educational philosophy for rapidly changing times

I believe that the most inspiring science theory to capture and define not only a leadership philosophy but also an educational philosophy suitable for the rapid changes in society and the global conditions is string theory. Furthermore, comparing our human interactions to the smallest practices that make up our world seemed befitting given the themes of global citizenry and leadership.

Though there are various string theories, The Standard Model String Theory holds that our world is made up of 12 basic building blocks that interact with one another through four known forces (gravity, electromagnetism, and the weak and strong nuclear forces). The 12 basic blocks consist of six quarks – the smallest known particles to science – and six leptons.

The variations in the theory arise from the relevancy of dimensions. Currently, there are 25 accepted dimensions and the dimension of time. However, many of these dimensions are unobservable and fall into the realm of the unknown. String theory posits that the above identified particles do not exist in a three-dimensional state, but rather in one dimensional strings that often function in these unobservable realms. Sound familiar?

The problem in education arises from particles and elements operating in unobservable realms. Educators receive students who come to them with many unobservable conditions, and who may function in

realms that the average person finds hard to fathom. And yet, educational leaders are left with the task of identifying the make-up of children and moving them forward.

In this theory, the smallest but most important particle of education is the student; among others are faculty, staff, parents, and the culture of the institution, the board of trustees, the mission of the institution, the local community, the government, the global trends, as well as the colleges and universities.

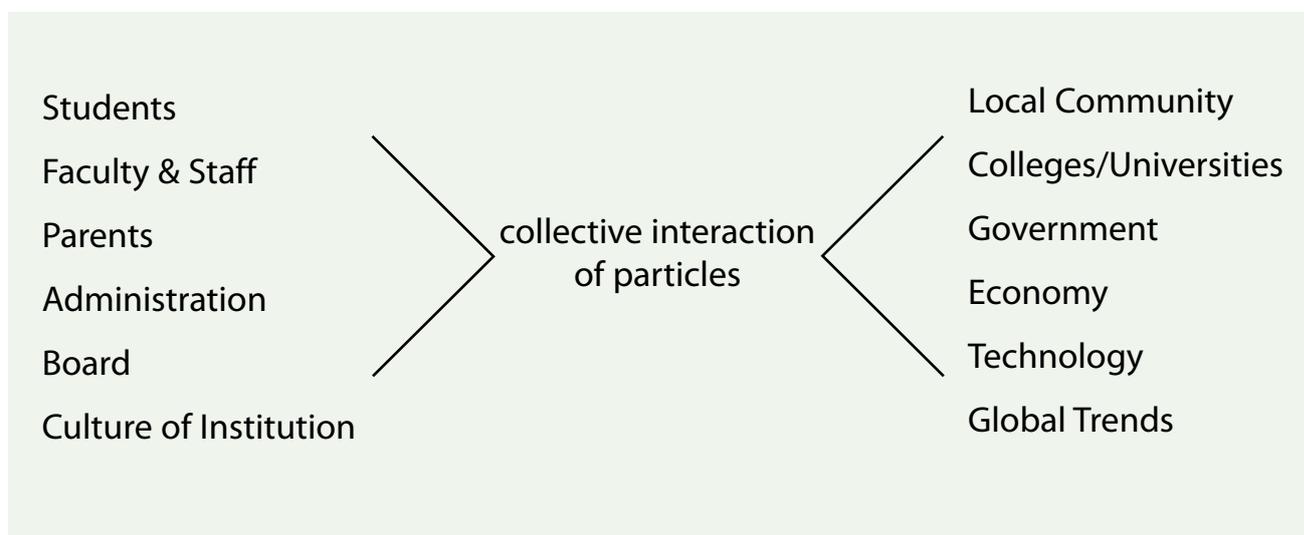
The collective interaction of these particles plays a significant role in shaping the personal and professional future of the students.

Like the forces within string theory, the four fundamental forces to lead are:

1. Understanding.
2. Professional development.
3. Innovative leadership.
4. Principles and values.

### Understanding

Each student is a potential beacon of light and, like the smallest particle, they can have a profound impact on anything and everything. Thus, the understanding of each student is essential in the design of her/his educational experience. We (faculty, administration, parents) need to understand them emotionally, intellectually, socially and physically as well as their



dynamic interrelation, which affects their behavior.

The design of a holistic, meaningful, and harmonious educational experience also requires faculty and administration to understand and internalise the change in society that means change in the education of students.

Holistic refers to the understanding and successful combination of academic, emotional, physical, intellectual and ethical components to ensure a healthy, balanced individual who can successfully cope with the changes that life brings.

Meaningful is related to the degree of congruence at educational goals and outcomes with students' dreams, strengths, talents, and desires. It ensures congruence between one's principles and values and one's personal and professional life goals.

Harmonious is the designation given to the notion of synchrony and agreement among the various and often competitive dimensions of humanity. Emotions, intelligence and intellect must be harmonically integrated with this integration being a critical characteristic of leadership competencies of listening, thinking, reflections, and decision making.

### Professional development

Faculty and administration must be life-long learners in order to continuously improve their understanding, knowledge and expertise for content but also new competencies, appropriate teaching and learning techniques, strategies, and philosophy.

### Innovative leadership

Innovative leadership is the continuous act of effectively engaging all constituencies and utilising people's differences, their authentic energies, creative ideas, and diverse qualities for the benefit of the students, faculty, staff and every member of the academic institutional community.

The fundamental dimensions of innovative leadership are:

- ∞ The 'interpersonal dimension' includes inspiring others to strive for excellence and reaching for their maximum potentials, guiding and motivating exceptional performance, being the example for inspiration and instilling confidence in advance for success.
- ∞ The 'setting standards' dimension includes establishing the standards to good conduct, serving as models for meeting these standards, being laureates for the truth and the beautiful and modeling integrity.
- ∞ The 'international perspective' includes understanding, embracing and adopting well defined universal principles and values together with a continuous effort to recognize, comprehend, and analyze global conditions threats, but also opportunities.

### Principles and values

Principles and values are the underlying priorities that guide the actions of all members of the academic institution (students, faculty, administration, and parents). Every institution needs to define clearly its adopted principles and values (with its leader being the example), its institutional culture to reflect them, and all of its members to adhere to them.

In times of prosperity and growth there are not many challenges and adversities within an institution or outside of it. During turbulent and difficult times, however, all members of the institution are tested on how much they adhere to their adopted principles and values with their actions and behavior.

Every institution should be judged from the academic results of its students, together with how they guard, and stand up for their adopted principles and values. It is inseparably important for students to acquire knowledge and contents-based skills but also to live a life according to their adopted principles and values. The institution must contribute to the formation of more 'worldly' human beings who are able to go beyond the prejudices, that are intrinsic in many cultures, and who believe in equality and service as well as education on a global level.

### Conclusion

In string theory, the interactions between the basic particles and the formation of their trajectories are the results of the actions of the four known forces. The consequence is that particles could be in predictable or not predictable motion or even not being in motion at all. Nevertheless the particles might alter their status but not their characteristic properties and thus we should continue focusing on the particle regardless of the enacting forces.

Similarly, regardless of the changes in society and the professional expectations of the business world, because of technological advances and globalization, the particles and in particular the most important particle, the learner, must be in the center of the educational universe. Educators who understand the new dynamics of the learning process should always focus on the learner, his characteristic properties such as strengths, talents, and weaknesses, and help him follow the best for his abilities and life trajectory.

*Dr Stefanos Gialamas is the President of the American Community Schools of Athens.*

*His doctorate is in mathematics and he has been a Professor, a Dean and a Provost in higher educational institutions in the USA and Greece.*

# The Alliance for International Education continues to inspire

## Mary Hayden looks forward to celebrating its tenth year, and the 2012 conference in Doha

In 2012 the Alliance for International Education (AIE) will celebrate ten years since its first conference was held in Geneva, following the floating of an early idea by Mary Hayden and Jeff Thompson in an article (*International Education: Flying Flags or Raising Standards?*) published in the *International Schools Journal* of April 2000.

A subsequent seminar of invited participants involved in international education, held in June 2000 at the University of Bath, tested the water for the idea of such an organisation – which got off the ground with the Geneva conference, organised by the International Baccalaureate Organization and the University of Bath, and supported by a number of sponsors.

The success of this first, 2002, conference persuaded those concerned of the need for a forum offering strong interaction between participants with an interest in international education, where generic issues could be debated through a series of presentations organised around a number of core strands.

International schools and national schools, universities, education ministries and a range of other organisations with a stake in the promotion of intercultural understanding through education (part of the AIE mission) were among those participating. Conferences have since been held in Düsseldorf (2004), Shanghai (2006), Istanbul (2008) and Melbourne (2010), with the sixth

conference planned for Doha in the AIE's tenth year and hosted by the International School of London, Qatar.

In addition to the main conferences, the AIE has been successful in generating regional activity in the form of AIE 'chapters'. Examples of chapters where colleagues have come together in meetings or 'mini conferences' are those organised in China, in the UK and in the Middle East. Collaboration and partnership are key features of the AIE, and numerous international and local links have been established as a result of the main conferences and chapter activities.

We have every expectation that further such connections will be established both during and following the 2012 conference, in a part of the world already well-regarded for the high profile accorded to educational initiatives.

The October 2012 conference, to be chaired by Chair of AIE Trustees, Professor Jeff Thompson, promises lively and stimulating discussion around the theme of 'Educational Futures: Innovations and Aspirations', in which all are invited to participate. We hope to see you there!

*Dr Mary Hayden is Director of the Centre for the study of Education in an International Context at the University of Bath, and a trustee of the Alliance for International Education.*



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# SF3R: the pillars of good teaching

## Fintan O'Regan looks at behaviour, learning and life

The key principles and patterns of management remain timeless and never go out of date. The essential needs of children and young persons will always remain the same, even in the age of mobile phones, Facebook and Twitter. The pillars of good teaching and parenting can be summed up in the formula SF3R. What is SF3R?

**S** stands for Structure, which is in essence the values, rules and systems, those that children and young people need in order to make sense of the world around them. Structure allows children and young people to feel safe, stable and creates security in their lives. Structure means developing clear boundaries and expectations and requires consistency and specific rituals to be most effective.

**F** is for Flexibility, where adaptation to a range of different circumstances will complement the structure in our lives. Flexibility, when applied successfully, will allow freedom, opportunity and fun for all involved. Flexibility requires an appreciation of different people and cultures. It is inclusive and is the reason why fairness is not giving everyone the same but giving people what they need. The 3Rs are the means of selling, supporting and sustaining the long term success of Structure and Flexibility.

**R** is for Rapport, which requires people skills including the effective use of praise and the power of active listening. Successful rapport results in trust and respect for people for who they are and not who we wish them to be. Rapport creates respect, trust and self esteem between people.

**R** is for Relationships, which are the lifelines for human beings to connect with each other in order to make sense of the world around them. Relationships need partnerships with people and ways of keeping those partnerships positive and productive.

**R** is for Role Models, as everyone listens and looks for guidance from someone. Role Models provide direction and purpose and were themselves successful graduates of SF3R. A role model is someone who appears to do the right things for the right reasons at the right time.

Teaching and raising children is not rocket science but neither is it easy and straightforward. Common sense, together with a series of rituals and routines, will provide the long-term dividends in successful outcomes in learning and behaviour both in school and at home.

Children and young people are not robots (nor would we wish them to be) and as a result challenges to structure and routine will take place. This is where creativity and patience will need to occur in order to navigate the trials and tribulations of life both at school,

at home and with interaction with peers.

People will always need others to model good practice and to help them to understand and experience their successes and failures. People must have guides to facilitate and develop balanced and trusting relationships. Although this is true at every age it is essential as children approach the teenage or, as one translation has said, the 'misery age'. At this time children are starting to both understand and want to use both their bodies and their minds to express themselves as individuals and to establish their pecking order with their peers, families and society.

This is not a new phenomenon as 13-14 year old boys and girls have always tried to push against the boundaries over the centuries. This is why many cultures adopted rites of passage and established mentor type figures to help through this transition.

Though it is true that Facebook and the internet provide challenges, they also provide opportunities as, after all, computers are not evil. They are neutral. It depends on how they are used. It was said the ballpoint pen would end handwriting, calculators would prevent mental calculations from ever taking place and video would stop people ever going to the cinema.

Obviously technology changes the way people behave but it doesn't mean that it has to change our values. It often appears when something new and different emerges, such as Twitter or mobile phones. Adults of another generation will throw their hands in the air and complain that the values of the past are being eroded and will disappear all together soon.

It truly does not have to. There is no doubt, however, that due to the flow of information and communication now available, children and young people do need guidance on how best to utilise the options and power at their disposal.

SF3R provides a proactive framework both for support, development and progression for the future. Let us also remember that, though life is for living and learning, it should also be about fun as well.

For teachers and for parents whose role it is to nurture, direct and adapt the SF3R process, it will not be a case of 'inspiration but more often perspiration' as mistakes will be made as we try to guide and support children and young people as best we can. The key is to show consistency, purpose and patience in order to achieve your aims and aspirations.

There are no guarantees when working with children but, as the star golfer Gary Player once said: "The more I practice the luckier I get." You really can't put it any better than that,

*Fintan O'Regan can be contacted via [www.fintanoregan.com](http://www.fintanoregan.com)*

# Outreach makes a difference

Valerie Isbecque describes the International School of Luxembourg's long-term commitment to improving education facilities in the Moshi region of Tanzania

From building bridges enabling children to attend school during rainy season, to constructing dormitories for girls, each summer ISL students embark on a life-changing journey to Tanzania. For the past ten years, IB students from the International School of Luxembourg (ISL) have raised money and assisted in various building projects in the region of Moshi, Tanzania.

A vast majority of girls must travel to go to school in this region. Due to the perilous road – long distances, sexual attacks, verbal and physical abuse and the presence of wild dogs – a large percentage never continue on to secondary education. This, coupled with heavy daily chores awaiting their return at home, and lack of electricity, which makes doing homework impossible, makes school a far off dream for most young women.

Over the past eight years, ISL students have helped construct six dormitories in four different locations: Komakya, Kirua, Uchira, and at the Second Chance Education Centre in Moshi. During the course of the school year, ISL students raise funds to purchase construction materials, as well as bedding, helping bring truth to the Tanzanian saying, 'if you educate a man, you educate an individual; if you educate a woman, you educate a community'.

In summer 2011, ISL students embarked on a new project at the Kilikids Community Centre Orphanage in Bomang'ombe. The current state of the orphanage is dire – over 60 children housed in small, derelict buildings spread across large areas. The ambitious project will include the construction of two dormitories – one for boys, one for girls – three classrooms, one toilet block, a dining and kitchen building, a windmill, water tower, administration block, corral for animals as well as stables and a barn, an agricultural area and a cultural centre.

Work this past summer by ISL students involved digging a trench for the new site's irrigation system, and painting the first building erected. According to ISL student Armelle, "Working at the orphanage made me feel so useful... We could realise now how all the money raised through so many fundraising events during the school year was going to be used. In fact, when Raymond turned on the tap we all saw the fruit of our hard labour – digging trenches to put the pipes in the ground around the new site – and how this will change the day-to-day life of the children."

ISL students were particularly saddened by the condition of one young girl at the orphanage who, lacking a proper wheelchair, was confined to a broken plastic garden chair with makeshift bicycle wheels. They





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instinctively emptied their pockets of change and helped purchase Neema a real wheelchair.

As he reflects on the whole experience, Ben says: “A month after we’d come back from our great trip I looked at all the photos again, and while looking at them I got quite emotional and wished I could go back as soon as possible, as it was one the most amazing things I’d ever done.”

Funds raised for these projects come from a variety of sources, both internal to ISL (individual and group gifts) as well as external sources, including the larger



Luxembourg community, corporations, international philanthropic organisations, and the Outreach programme of ECIS.

George eloquently sums it up: “As the last day of my trip began to slip away, I thought back to where it began, what we had done, the people we had met, the nature we had encountered, and the culture we had experienced. Tanzania is an amazing country full of amazing people. One day I want to go back and see the orphanage, the Second Chance Education Centre, to see the progress and to think that we helped make a difference.”

*Valerie Isbecque is CAS and Global Issues Network (GIN) coordinator for The International School of Luxembourg.*



# Creating a fish farm in Zambia

## Kevin Gilbert describes the benefits from an ECIS Outreach Grant



If you don’t know a lot about Zambia, take a look at a map of Africa and try to locate it. The first thing that will probably strike you is the fact that it is a landlocked country well away from any ocean. Now try to find the small township of Serenje. There it is, situated along the Great North Road well away from any major river. At this point, you might start wondering about the feasibility of a fish farm in Serenje.

The concept of fish farming was introduced into rural Zambia by Peace Corps volunteers. Indeed, during my three years with Australian Volunteers International (AVI) from 2002, I had met several such Americans involved in training locals in this

enterprise. At the time, I listened politely to stories about their projects but never really took more than a fleeting interest since the type of fish sold in the local markets was quite unappetising to my spoilt western palate – *kapenta* (small shiny fish that could taste quite bitter when served boiled with the porridge-like *nshima*) or the large smoked bream, arranged in piles on the market tables and attracting flies as well as local customers.

My interest in fish-farming suddenly blossomed after the construction of an irrigation furrow through the orphanage land in 2008. This project was the result of an FAO grant to the Serenje Orphans Children’s Home

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(SOCH). It seemed then entirely logical to construct a large fish pond.

After all, fish is an excellent source of protein, essential to complement the usually unbalanced carbohydrate and vegetable diet of local Zambians. There were no shortage of local models for our fish farm: indeed, the local fisheries and wildlife officer, a Malawian who knew a lot about fishing, had just completed four large fish ponds close to a nearby stream.

So, I submitted an application to ECIS through the Zambian Orphans Appeal (ZOA) charity at Collège du Léman. I can still recall my immediate supervisor, the head of science, signing the application and then smiling as he asked very pointedly: "But aren't there any large birds out there that will come and eat the fish?"

My heart sank at his words, but I quickly predicted that the fish would be safe, at least from natural predators: you see, sadly, in the Serenje district, there is very little in the way of bird life. Birds have nearly all been trapped in nets or shot with stone catapults as locals sought alternative sources of food over the years.

When the good news that we had secured the ECIS grant for this project was announced, the managing director of the orphanage, Kamandete Chuma, began construction using the printed guidelines found on the internet on how to construct and manage a fish farm in Zambia (by a Peace Corps volunteer!) and of course, with a lot of local advice from the fisheries and wildlife officer.

Here is Kamandete's account of progress with the first potential harvest of fish in this new pond:

The fish pond is 400m<sup>2</sup>, and was first stocked with 1500 fish on 15th March 2011. The type of fish is

breem, fed with Tiger Head fish feed in three phases of three months each, plus an extended period before harvest. So far orphanage children have had few duties with the pond – they are only allowed to help in slashing grass around the pond in the presence of the gardener and they are not allowed to take any feed to the pond so that poisoning the pond is avoided.

Out of the fish to be harvested, 50% will be fed to children at orphanage of which some will be frozen for longer period of time so that it fits in the menu. 50% of fish will be sold. If well sold, the money will be deposited in savings account of the orphanage.

There have been NO theft and bird attacks to the fish in the pond due to high security that is there.

Harvesting the fish will be done, not with a fishing rod or nets, but with the water being simply drained out carefully, hopefully leaving hundreds of fish floundering in the mud.

ZOA, which supports the orphanage by raising some CHF32,000 each year to meet the running costs of feeding and caring for the 44 children aged between four and 14 years, remains very grateful to ECIS for their continuing support in our projects.

In July 2012, a group of 17 staff and students from CDL will be visiting the orphanage and we look forward to seeing this project at first hand. Kamandete and his eight SOCH staff are also very appreciative of the ECIS grant, which will hopefully allow a regular source of protein to be maintained in the daily diet of the children under their care.

For more information about ZOA and the SOCH orphanage, please visit our website: [www.zoaonline.org](http://www.zoaonline.org)

*Kevin Gilbert, Principal of the middle school, Collège du Léman, Switzerland, is founder of ZOA and co-founder of SOCH.*



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# Moving to a new post?

## Two adventurous international administrators tell their tales, from Mongolia and Tanzania

### Robert Stearns goes to the land of Chinggis Khan

How could I turn down the offer to head up a small international school in one of the most remote countries on Earth – the International School of Ulaanbaatar in Mongolia? How could I turn my back on an opportunity to ride horseback across the Mongolian steppes in the shadow of Chinggis Khan?

And how could I shrink from the challenge of living in a land frozen for half the year, where for several months the mornings are just too cold for the car engines to even begin to turn over?

Well, as most of my intrepid international school colleagues would do I'm sure, I just had to accept this offer. And so here I am, two-and-a-half months into my first-ever Director position in a terrific school with a great staff and cheery students about to celebrate its 20th anniversary – the only CIS/NEASC accredited and three-programme authorised IB World School in all of Mongolia, and one of the founding members of ACAMIS (Association of Chinese and Mongolian International Schools).

Spending one week at the school during the interview round in early November was enough to convince me that, no matter the challenges of living in isolated Ulaanbaatar, I would feel warm and comfortable in my new school on the outskirts of this rapidly growing city.

To be sure I did have some trepidation – not because of the location of the school and not because of the fact that Mongolia is still a developing country. Many of you are in schools situated in countries much less developed than Mongolia, with the amenities that make daily life so comfortable far less available.

No, my main concern was more about doffing the relative comfort of the secondary principal cloak that I had worn for some years to now don the more weighty mantle of school Head. It was about assuming that post where finally 'the buck stops'. As a department head, vice-principal and Principal, I've always found it reassuring to know that there was somebody 'above' me, somebody who could make sure that I didn't destroy the school with one bad decision.





However in my new role, if the school gets into trouble because of something I might do wrong, or even worse, something I should have done and didn't, now that cost would be fully borne by me. And, as I learned from Bambi Betts during the AISH workshop for new Heads of schools this past July, I would carry that responsibility even if it were somebody else on my staff who had made the error. As Bambi said, all blame goes to the Head, all praise goes to the staff!

However, here in mid-October in my first year as a school Head, though I certainly do feel a heavy sense of responsibility, I have to say that I have never enjoyed an administrative role as much as I'm now enjoying being at the helm of this school. It's almost as thrilling as being a classroom teacher!

And just like a classroom teacher, I'm feeling very overworked right now. Somehow I thought that the Principal was one of the busiest admin people in the school. Not true though: I'm still juggling so many balls and trying to meet as many deadlines. It's a very different kind of daily routine, but still very, very busy.

In any case, I do feel very fortunate. I've inherited a great school with one of the best strategic plans that I've ever seen for an international school; with a board of trustees that is superb in terms of the sense of partnership and mutual respect and trust between me and them; and with a very keen leadership team who are experienced, committed and very student-centered.

We've just finished the ten-year re-accreditation visit by a joint CIS/NEASC/IB visiting team. Between the strategic plan updates completed last June, the accreditation self-study that was done so thoroughly last year, and visiting team report to come soon, I will have the most precise road-map for school improvement that one could ever wish. Now to analyse all of that information plus the data I gathered from my own entry plan and put it all together into my own goals and action plan, which is, egad, due to the board next week!

Meanwhile I'm going to have fun and try very hard not to make any of those 20 'worst mistakes of a school Head' that Bambi warned us about last July!

*Robert Stearns is Director of The International School of Ulaanbaata, Mongolia.*

### **An African adventure: Totty Aris moves to The International School of Moshi, Tanzania**

Walking into a leadership role has its challenges. Your team waits in anticipation for their new leader. Depending on your predecessor this can work for you or against you. Will she inspire? Will she lift us out of our current glut? Will she be worse than the one before? Will she please leave things alone, we like it as it is, what's not broken don't need fixing.

You walk into your new team wanting to listen and observe. You don't want to rock the boat but you also know that your team wants solidity, strength and, dare I





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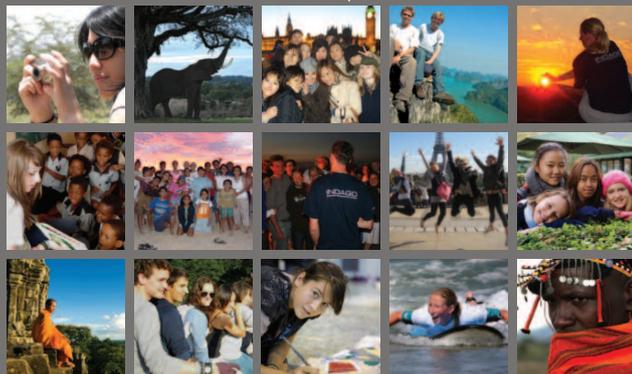
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say it, 'positive change'. The boat isn't broken at all but it does need direction and getting people on board and sailing off towards the educational horizon can steer you through stormy waters if you don't watch out.

Walking to work one day it did strike me how lucky I was: despite my trepidations I felt as if I had slotted in with ease. This is an exciting school with a long and very honourable tradition. Meetings were happening, I was challenging some archaic notions along with learning all the stuff that isn't written in the handbooks. There are the challenges every new teacher faces in an institution – the stuff that everyone knows but no one tells you, like “we meet every Tuesday for a 15-minute briefing”. Or you have to fill in the pink slip or nothing will happen about the termites that are eating away the shelving in the corner of your office.

I took it upon myself to get to know my staff very quickly and what faster way to get to know the strengths and weaknesses of your teachers than through appraisal. I warned them of course; appraisal had been swept under the proverbial carpet for a while so there was concern in some corners of the staffroom. Fear settled in, sweaty palms and anxiety. I started with the new staff and one colleague summed it up nicely: “So when are you going to come and appreciate me?” It turned a corner for me as I realised that is what my key goal with the appraisal was, to appreciate and acknowledge the good stuff going on in the classroom and beyond.

After ten weeks here in Tanzania I realise that my first challenge wasn't my team but the spider in my kitchen. Coming to grips with my living conditions was going to be far more challenging than leading my new team. Mosquitoes eating my legs every day under my desk, dust in my hair and understanding that, due to the rocky, sandy, muddy ground, I will never be able to wear 75% of my shoes.

After four months, none of the packing has arrived from our last post in Bangladesh. I have had to evolve quickly and take on every day expecting new surprises and issues that didn't apply to half the schools I have

worked in. Nevertheless progress is happening and subtly I hope positive change is being reciprocated.

But, as a wise owl once told me, it takes a year to get used to any new job, even one with creepy crawlies thrown in!

*Totty Aris is Head of the secondary school, The International School of Moshi, Kilimanjaro, Tanzania.*



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# Is your board on board?

How can a school be a true learning community if its governing body isn't learning how to perform better, asks David Thomas

The importance of continuing professional development (CPD) is high on the agenda of most international schools. We can all recognise the role of CPD in creating a high-performing school, but how often does this extend to boards and governing bodies? How can a school be a true learning community if its highest level of leadership, the governing body, is not also actively engaged in learning how to perform better?

Boards and governing bodies of international schools face many challenges: we live in a time of increasing competition, rising costs and downward pressure on fees; the recruitment and retention of high performing school leaders and teachers is becoming more difficult as the international school sector grows; we are also grappling with technological and demographic shifts that will have consequences for us all.

Whether a proprietorial or not-for-profit school, and whatever governance structure an individual school has in place, we all face these pressures.

The ultimate responsibility for meeting these challenges rests with the governing body. The buck really does stop here for boards, as we seek to safeguard the long-term viability of our schools and meet the responsibilities that we have to our school communities, both now and into the future.

Let's be realistic about how much time boards can spend on CPD. Most board members and trustees have 'other lives' outside of the school and often give their services on a volunteer basis. Many boards meet infrequently and can experience high turnover of membership from year to year. All of these impact adversely on the ability of the board to meet the many challenges they face in leading the strategic direction of the school.

In considering my own CPD, development opportunities that were relevant to board members and trustees in an international school context seemed almost non-existent until I learned of the Sustainable

International Schools Governance (SISG) Diploma, which ECIS inaugurated in 2008.

The SISG Diploma gives board members, trustees, proprietors and Heads a vital opportunity to step out of their school and connect with their counterparts from other ECIS schools worldwide. The programme is flexible to allow those taking part to complete the Diploma over the course of one year or to take individual standalone modules that cover important topics such as strategic planning, governance, finance and crisis management.

In October 2009, it was with curiosity (and some trepidation) that I arrived at my first SISG workshop in London. My fellow SISG newbies were Heads, board members and proprietors from ECIS schools in Asia, Africa, Europe and Latin America. I was struck immediately by how much this seemingly disparate group had in common. In fact, we were all grappling with the same issues and questions, whatever the circumstances of our particular schools and regardless of our individual governance model or geographical location.

Over the course of several months the workshops focused on the strategic role of boards, the fundamentals of good governance and the relationship between the governing body and the Head, which is so crucial to the success of any school.

We spent time reflecting on the conflicting priorities and tough decisions that school boards face in the real world, backed up by examples that we had all experienced at our own schools. As we were such a cosmopolitan group, this led to lively debate and discussion about our own individual responses to common situations. Although we faced the same problems, we all had passionate and often divergent views on how we met and solved them. For me, this was the most valuable part of the experience: sharing knowledge and ideas with others in a similar position

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*'Let's be realistic about how much time boards can spend on CPD. Most board members and trustees have "other lives" outside of the school and often give their services on a volunteer basis.'*

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and hearing how other schools have met the challenges that my own school was facing.

I began to realise that my school was not alone in considering these important questions. The spirit of collaboration, lively debate and sharing of experiences was a consistent thread throughout the SISG Diploma Programme and this has endured beyond the workshops, as many of us in the now-growing SISG alumni forged lasting links and friendships with other schools around the world.

The SISG also provides a lasting benefit through refresher sessions in various one-day regional workshops and the SISG Masterclass that precedes the spring conference, ensuring development is continual. Participating in the SISG gave me tangible and practical solutions to consider when back in my school's 'real

world'. It was an invaluable opportunity to make links, both with other schools and within ECIS.

The importance of good governance and the role of the board in creating successful schools are increasingly recognised. As board members we have a responsibility for our own development, just as we encourage CPD in our schools. Without a commitment to CPD at board level, we must ask ourselves how sustainable our school can be in the long term, and whether we can indeed substantiate a claim that our schools are true learning communities.

*David Thomas is Chair, ACS International Schools, UK and Qatar, and Chair of the ECIS Governance Committee.*

# Meet Kerrie Fuller, ECIS membership and communications manager

## **Kerrie writes:**

I wanted to take this opportunity to introduce myself to members I didn't manage to speak to at our November conference. My name is Kerrie Fuller and I started working as membership and communications manager at ECIS in early October.

My role here is to evaluate our membership package of benefits and to make sure that we keep our members happy by giving you more of what you want! I'm always eager to hear from members about how we can help you, so please do email me directly at [membership@ecis.org](mailto:membership@ecis.org) with your comments and feedback.

I'm also responsible for overseeing the communications that come out to you, so you may see some changes in 2012 as well as some new things besides! I'm looking forward to meeting more of you at the April conference in Vienna but if you can't wait till then, do drop me a line with your thoughts. I look forward to working with you and making your membership an essential part of your international schools career.



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## PROFESSIONAL DEVELOPMENT CALENDAR OF EVENTS

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

### Ongoing Programs

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

Date	Event	Venue & Contact
<b>2012</b>		
<b>February</b>		
23-25 Feb	ITC Havana	International School of Havana, Cuba Eileen Penman <a href="http://www.internationalteachercertificate.com">www.internationalteachercertificate.com</a> <a href="mailto:itc@ecis.org">itc@ecis.org</a>
29 Feb-4 Mar	ILMP Workshop	Prague, Czech Republic <a href="http://www.internationalleadershipandmanagementprogram.com">www.internationalleadershipandmanagementprogram.com</a>
<b>March</b>		
2-4 Mar	SISG Module 2	London, UK Adèle Hodgson <a href="http://www.ecis-sisg.com">www.ecis-sisg.com</a> <a href="mailto:adele_hodgson@intschools.net">adele_hodgson@intschools.net</a>
16-18 Mar	ECIS Early Childhood Conference	American Community Schools, Athens, Greece Lilly Khairallah <a href="mailto:lkhairallah@stjohns.be">lkhairallah@stjohns.be</a>
29 Mar-1 Apr	ECIS Service Learning Committee	United World College, Maastricht, Netherlands <a href="mailto:slconference@uwcmasstricht.com">slconference@uwcmasstricht.com</a>
<b>April</b>		
12 April	SISG Masterclass	Vienna, Austria Adèle Hodgson <a href="http://www.ecis-sisg.com">www.ecis-sisg.com</a> <a href="mailto:adele_hodgson@intschools.net">adele_hodgson@intschools.net</a>
12-15 Apr	ECIS April Conference	Vienna, Austria Michelle Clue, Events Manager <a href="mailto:michelleclue@ecis.org">michelleclue@ecis.org</a>
26-29 Apr	ECIS PE Conference	American Cooperative School of Tunis, Tunisia Chrissy Moncrief <a href="mailto:Chrissy_Moncrief@fis.edu">Chrissy_Moncrief@fis.edu</a>
<b>November</b>		
21-25	Annual ECIS November Conference & Exhibition	Nice, France Conferences Manager, Michelle Clue, ECIS Secretariat, <a href="mailto:michelleclue@ecis.org">michelleclue@ecis.org</a>

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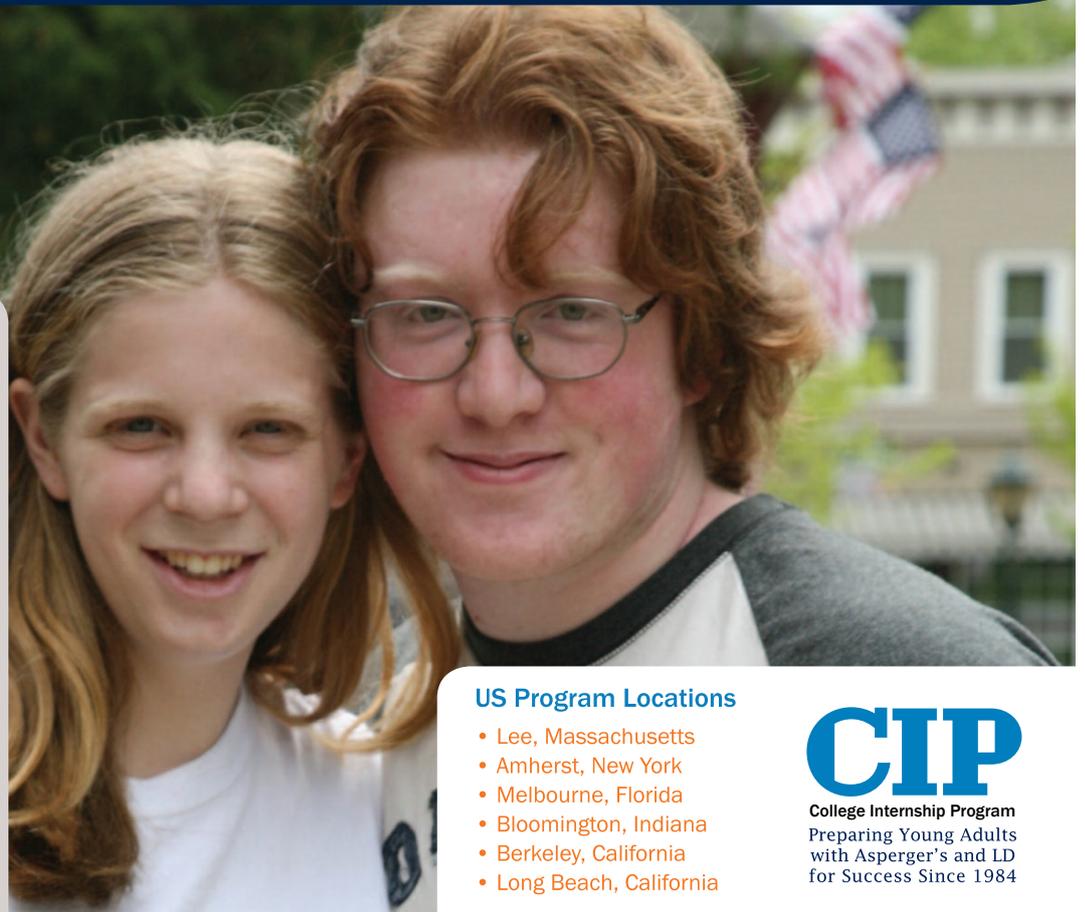
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# CELEBRATIONS 2012

## January

1st	<b>New Year's Day</b> (Hogmanny in Scotland)	National
1st	<b>Ganjitsu</b> New Year visits to Shinto shrines	Japanese
6th	<b>Epiphany</b> Magi, (wise men) visit Jesus	Christian
6/7	<b>Christmas Eve</b>	Eastern Orthodox
14th	<b>Makar Sankrant/Lohri</b> almsgiving, making up quarrels	Hindu
23rd	<b>Chinese New Year</b>	
27th	<b>Holocaust Memorial Day</b>	National
27th	<b>Vasant</b> Festival of Spring	Hindu

## February

1st	<b>Imbolc</b> awakening of the land	Pagan
2nd	<b>Candlemas</b> presentation of Christ in the Temple	Christian
3rd	<b>Setsubun</b> bean scattering ceremony	Japanese
9th	<b>The Prophet Muhammad's Birthday</b>	Muslim
20th	<b>Mahashivatri</b> Great Shiva Night	Hindu
22nd	<b>Losar</b> Tibetan New Year	Buddhist
18th	<b>Teng Chieh</b> Lantern Festival	Chinese
20th	<b>World Day of Social Justice</b>	UN
21st	<b>International Mother Language day</b>	UN
21st	<b>Shrove Tuesday</b> Pancake Day	Christian

## March

1st	<b>St David's Day</b> Patron Saint of Wales	National
8th	<b>International Women's Day</b>	UN
8th	<b>Purim</b> saving of the Persian Jewish community	Jewish
17th	<b>St Patrick's Day</b> (Ireland National Day)	National
18th	<b>Mothering Sunday</b> (UK)	Christian
20th	<b>Ostara, Spring Equinox</b>	Pagan
20th	<b>Shunbun No Hi</b> Spring Equinox Festival	Japanese
21st	<b>World Poetry Day</b>	UN
22nd	<b>World Water Day</b>	UN

## April

6th	<b>Good Friday</b> Crucifixion of Christ	Christian
7-14th	<b>Passover</b>	Jewish
8th	<b>Easter Sunday</b> Resurrection of Christ	Christian
8th	<b>Hanamatsuri</b> Flower Festival	Buddhist
13th.	<b>Vaisakhi/Baisakhi</b> Sikh New Year	Sikh
21-2 May	<b>Ridvan</b> celebrates Baha'ullah	Baha'i
22nd	<b>International Mother Earth Day</b>	UN
23rd	<b>St George's Day</b> Patron Saint of England	National

A selection of special days and festivals. For further information on UN days visit the UN's Conference 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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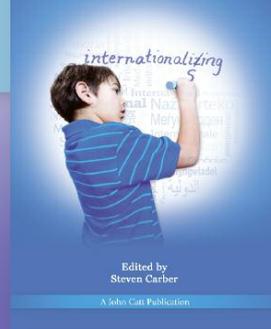
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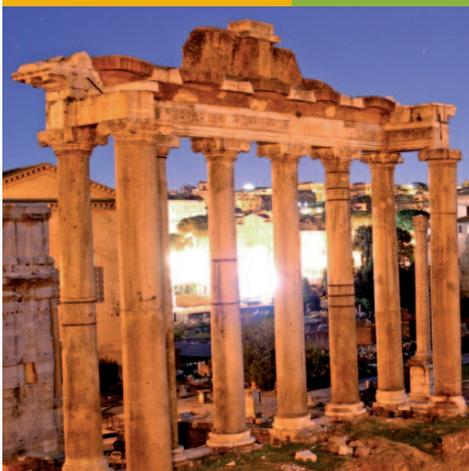
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# *The If Machine: Philosophical Enquiry in the Classroom*

By Peter Worley; published by Continuum, 2011; ISBN 978-1-4411-5583-2

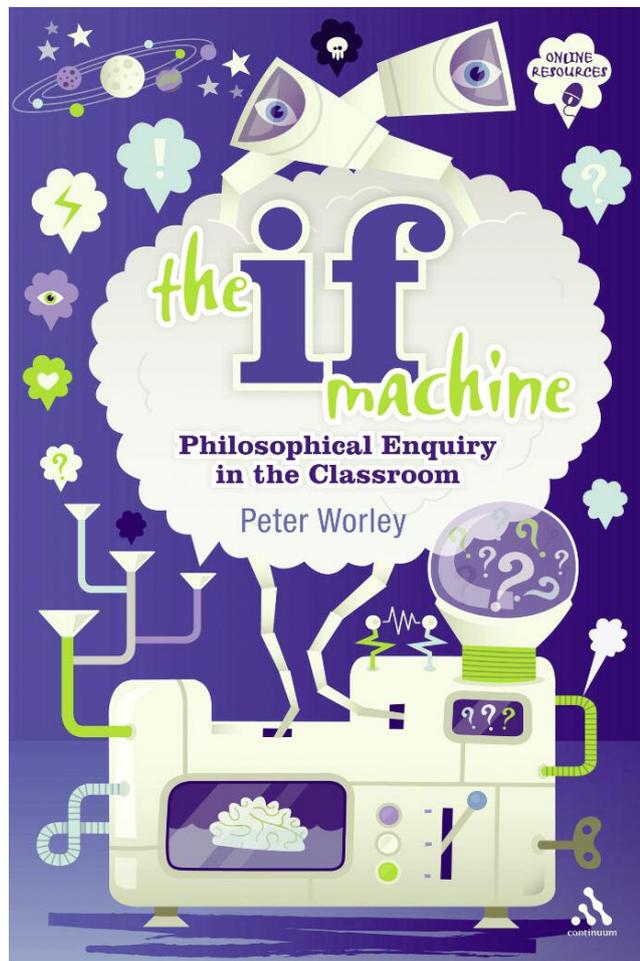
In the late 1970s, Matthew Lipman introduced and popularised a programme called Philosophy for Children. The idea that even young children could comprehend Aristotle or Plato was not just innovative but revolutionary. However Lipman's 'philosophical novels' (such as *Harry Stotlemeier's Discovery*) were quite widely used in the US and the programme was introduced as an experiment in the International School of Brussels (ISB) in 1987-1989.

Lipman's ideas have had considerable influence over the years in furthering the development of teaching critical thinking skills across the whole range of schooling. Peter Worley has taken up this cause in *The Philosophy Shop*, a Community Interest Company that specialises in bringing philosophy to primary schools and the wider community. Worley illustrates his ideas and methodology and has provided a most useful resource for the teacher in *The If Machine*.

The book is divided into two well-organised sections: a concise and clear introduction on how to 'do' philosophical enquiry in the primary classroom; and a practical programme of 25 guided philosophy sessions. There is a table of sessions that lists the topics, the themes, the age they are most suited to, and a difficulty rating. Each session follows a similar pattern so that the students become familiar with the technique.

A stimulus story, for example, based on classic philosophical thought experiments is followed by some task questions for the class to consider. These questions occur at various points throughout the story and are explorations of the philosophical ideas that are being introduced. The choice of stimulus material is innovative and exciting. The stories that derive from classical origins, such as 'The Ship of Theseus', are mixed with the tale of Billy Bash the school bully and the CBeebies stories, which use an increasingly humanoid robot to explore what it means to be human.

What is very impressive is clarity of process so that, without being condescending, both the methodology and the philosophy are illustrated. No doubt some of this is the result of much of the material having been piloted in a number of schools and tried and tested in the classroom

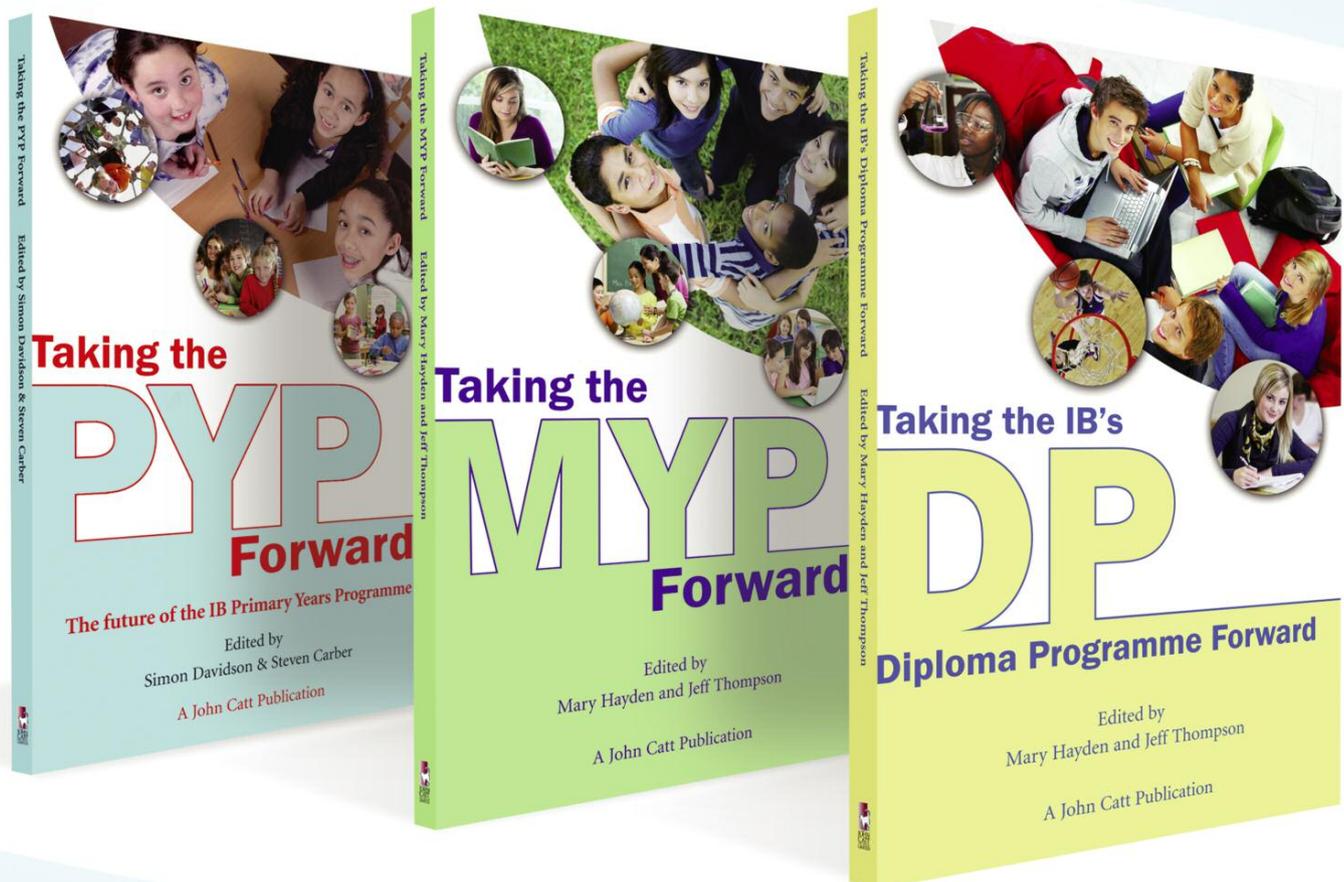


with various age groups. The author also provides website references that support the book and gives further background on the philosophers and their key ideas.

Indeed, the whole book is both teacher and child friendly. Since the overall aim of the book is to provide teachers with a thorough list of strategies for encouraging higher-order thinking, the book could also be very useful for providing resources for the theory of knowledge teacher.

For more information about the author and The Philosophy Shop, go to: [www.thephilosophyshop](http://www.thephilosophyshop)

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# *The Method of Shared Concern*

## *A positive approach to bullying in schools*

By Ken Rigby; published by ACER Press;  
EAN: 9781742860077

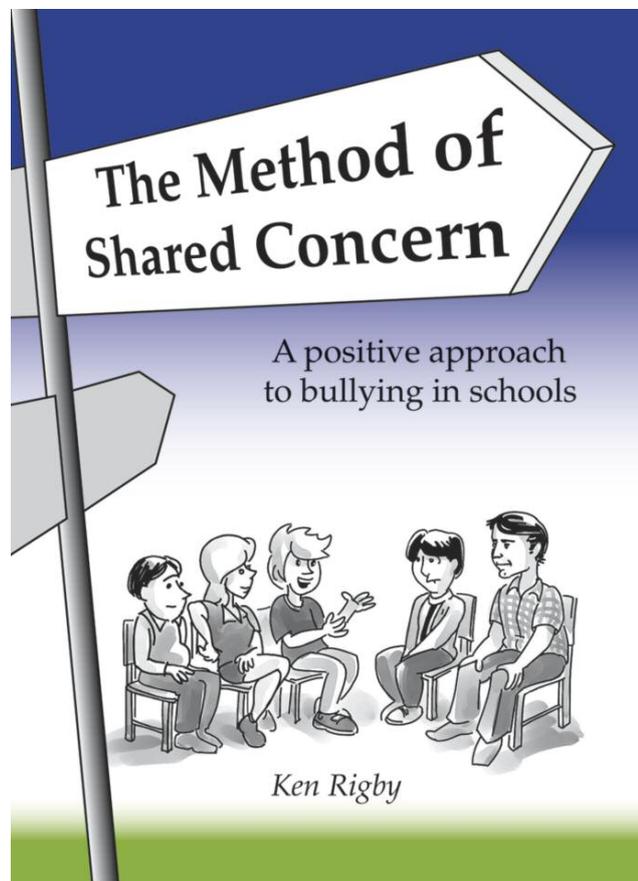
There are many books and articles that advise parents, students and teachers on how to deal with bullying. Most of them say the same things and most of us work hard with colleagues and students producing policies, definitions and practices that we hope lead to the elimination of bullying. Positive behaviour management, time out, escalating sanctions, circle time and counselling all have their place in today's schools but still isolated incidents of bullying take place.

Inspired by Swedish psychologist Anatol Pikas, Ken Rigby bases this book on knowledge, observations and experiences that he gained, mostly in England and Australia, working with young people, teachers, consultants, counsellors and the police force. His approach supports the victim but also aims to educate the responsible adults and to empower the students through active engagement in the process.

For a school that may be reviewing its policy on behaviour and bullying this is an ideal text to use as a starting point. For a teacher new into the profession it serves well as a handbook on dealing with behaviour management and suspected bullying. It works in a simple and well-organised way combining practical examples, current research, case studies and role plays and sets out a process to follow to resolve an issue.

It very effectively describes vulnerability, innocent and provocative victims, individual and group bullying and then sets out a structured plan to alleviate matters. It is a very useful and practical tool for schools to use, particularly with the appendices that cover record keeping, questionnaires, test questions and training resources and the end notes after each chapter that quote sources, research, terms and statistics. With the child-friendly text, charts and cartoons this could also be a handy resource for those PSHE lessons that deal with emotional and social issues that young people encounter.

Most advice on dealing with bullying tends to focus on identifying and taking disciplinary action against bullies while *The Method of Shared Concern* shifts the emphasis



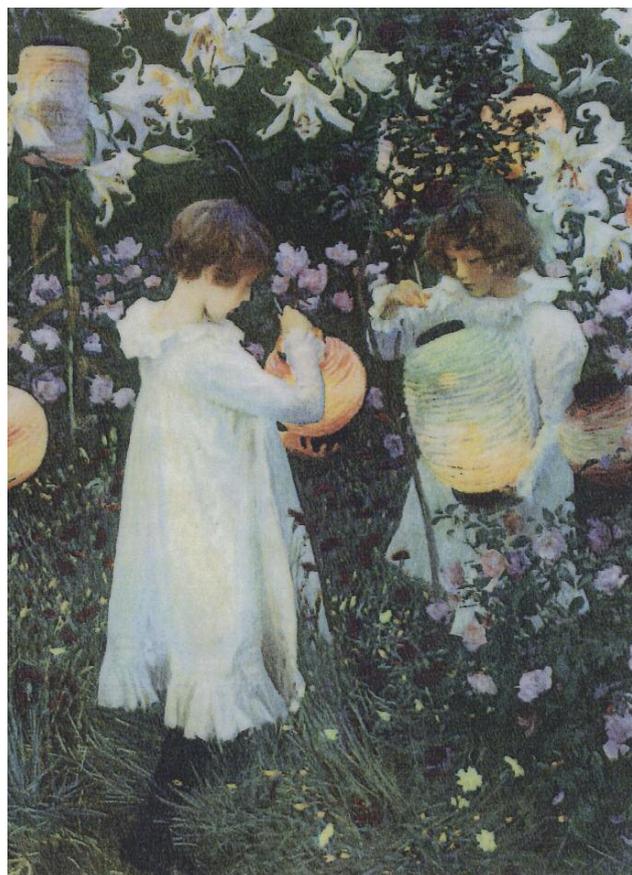
to one where those involved in bully and victim situations 'spontaneously form the conviction that they must work towards a constructive solution'. (Rigby: *The Method of Shared Concern*, chapter 5, p81).

I suppose that it is inevitable that there will always be bullies and victims in school and in work and life but at least Rigby's work highlights an approach that has the best of intentions.

David Rose is Head of  
The North London International School, UK.

*Carnation, Lily, Lily, Rose*

All I see  
Is a mirror  
  
Between two girls  
  
Already nothing  
But followers.  
  
Who leads?  
  
Who is trapped,  
Acting,  
Behind glass?  
  
Cultivated flora,  
Blooming  
Within barricades  
  
Mirror life  
As  
  
Caged lights,  
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### *Know Renata*

Renata graduated from Richmond in May 2011. She was accepted in to the Masters program at the London School of Economics (LSE), to undertake MSc in Media and Communications. Her strongest memory of Richmond is the international diversity on campus, the cosmopolitan environment it naturally creates and the development of a new perspective of the world around you.

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