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Steve Jobs

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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

Forming the Future

For many years ECIS conferences have been recognised as places to learn about innovations and best practices in education. In addition to the latest educational research, they provide an opportunity for educators to exchange ideas and to network. In recent years several groups, such as the ECIS Think Tank, have been exploring ideas to improve presentations at the conferences.

The Annual Conference in Nice, France, from 21st to 25th November, will see many of these ideas implemented. The overall theme of the Conference is Forming the Future. Presenters submitting proposals have been requested to categorise their presentations into one of four categories: Enhanced Pedagogy, Cultural Agility, Innovation, Showcasing Best Practice (yes, it does spell out ECIS)!

Each of the interest areas (formerly called subject areas) have identified their recommendations as fitting one of the strands. This means that someone interested in the area of innovation will be able to attend numerous sessions that relate to various interest areas.

The Saturday plenary session will feature four presenters who are known for their expertise in their particular area. Each will have 20 minutes to share their ideas and research. Later that day, from 10.45am to 12.15pm, delegates will be able to choose one of the four presenters to spend an hour and a half discussing their ideas.

The presenters are: Dr Terry Small, Engaging the Brain – Using Neuroscience to Improve Student Learning (Enhanced Pedagogy); Dr Kyung Kim Lee, well received at the Leadership Conference in Istanbul, discussing Cultural Agility; Clayton Lewis and Mark Schulte from the Pulitizer Center discussing Student News Action Network (Innovation); Dr Jim Cummins, working in the areas of EAL/Mother Tongue (Showcasing Best Practice). At the Annual Conference, ECIS will be offering some sessions on Sunday that will be ticketed sessions. These will be four hours long and offer an in-depth discussion on a topic. Choices will include working with Bill and Ochan Powell on Learning to Learn: How Teachers can Facilitate Student Metacognition; or Jason Ohler on Getting in Touch with the Digital Storyteller within: Learning how to make Engaging Media or Steven Barkley on Quality Teaching in a Culture of Coaching.

At the Lisbon Conference in 2011, ECIS introduced a new app for mobile devices and laptops that would allow participants to see the programme online. In April 2012, the app was further developed and now the conference in Nice is slated to provide all the information online. For those of you who still wish for a paper copy we will provide a listing of the sessions, presenters, times and locations. Our popular email list of participants will be easy to access for those times when you wish to connect with others at the conference. Our name badges will have bar codes which allow you to provide the exhibitors with your contact information.

Apple Distinguished Educators will once again be in Nice to showcase the latest applications and technology. Educators will share ways on how ECIS iTunes U can be used to ‘flip instruction’ and share instruction through podcasts. ECIS pre-conference institutes will focus on the following areas:

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How can foreign language teachers still have an active role in the modern virtual teaching world?
Monaco aquarium visit – exploring the oceans.
Introducing mindfulness into international schools.
China in the Humanities.
The IB middle years programme next chapter.
Beat the cheat! Good practice and positive approaches for promoting academic honesty.
A practical introduction to Anne Bogart’s nine viewpoints.
The three Cs of thinking: helping students develop critical, creative and compassionate thinking skills.
Social thinking across the home and school day.
Teaching mathematics with the TI-Nspire.
Teaching and assessing writing across the curriculum.
The international ICT leader – vision and development planning

ECIS offers a sliding scale of payment for members. Each additional attendee after the first delegate receives a reduction. If you or your school are not members of ECIS, there is a non-member rate for attendance.
All of us at ECIS look forward to seeing you in Nice at this exciting conference.

Jean K Vahey is ECIS Executive Director/CEO.
See also page 38.

Last time at Nice: Professor Sugata Mitra of Newcastle University gave a memorable Gray Mattern Memorial Address at the ECIS November Conference in 2010.
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Why the humanities mean business
Matthew Batstone alerts career advisors to new opportunities for university study

With widespread talk of a graduate 'skills gap', graduate employers across a variety of sectors are complaining of an increasing need to train new recruits in the basics of business sense. Recently, these complaints have become more strident, and those who work in education must take notice.

Few would dispute that life is becoming more competitive as we globalise. Old certainties have become today’s questions, but we can be reasonably sure that anyone graduating now is likely to have to work longer and make their way in a world where the pace of change is accelerating. To succeed, not just in terms of having a stimulating career but also having a fulfilled life, three fundamental qualities are becoming increasingly vital.

Graduates must be intellectually sharp; they must be curious; and they must want to get stuck in, knuckle down and get things done – they need to have what a previous generation called ‘gumption’. Any worthwhile university level programme must provide students with these capabilities.

The humanities and social sciences are sometimes regarded as the poor cousins of the STEM subjects. Critics might say that it’s all very well to explore and understand the human condition – to digest and analyse the events of history, to scrutinize political theories, and to see the world’s diversity represented in literature – but they might also question how this can make for profitable business.

This is, of course, a misconceived view on many dimensions. Research carried out by New College of the Humanities earlier this year showed that 60% of public leaders – newspaper editors; professionals in law and accountancy; FTSE 100 CEOs; politicians and Russell Group Vice- Chancellors – had studied an arts, humanities or social sciences discipline.

Of course, you need to be able to read a spreadsheet to get a graduate position in most businesses, but Excel will not take you to the top of the ladder.

The humanities graduate has the potential for leadership. These graduates will be well versed in distilling large amounts of information to create an argument that takes into account the strengths and weaknesses of others’ positions. They will be able to appreciate the power of narrative – to understand that even numbers tell a story – and to present their points in a charismatic and persuasive way. Humanities graduates know that it is relationships, and people, that determine outcomes.

To study the humanities – to understand T S Eliot, or the choices facing the Greek electorate, or the great philosophical questions – you need empathy and imagination; you need to be able to think conceptually; you need to present a case. It is just these qualities that a consultant needs when considering revenue opportunities for a client, a TV producer needs when pitching ideas to a commissioning editor, a civil servant needs when devising policy.

And in a crowded marketplace, success is dependent upon independent, original ideas that stand out; humanities graduates will, critically, have the ability to think creatively and innovatively. Young people with these capabilities will be well placed to capitalise on the opportunities presented by rapid change.

Although doom and gloom headlines might at times imply that the world is about to collapse, there is another story too. This is a time of excitement and challenge for teenagers, students and educators alike. The winners will rise to this challenge, and they will have resources to support them that did not exist 20 years ago.

Young people today are better travelled than ever before, and connected via the internet to a huge range of cultural influences and ideas. They have a mandate to be ambitious, with a strong awareness of the possibility of doing it for themselves – the stigma of entrepreneurship that existed 40 years ago has evaporated, and entrepreneurs are today’s heroes.

There is a great need – and a voracious appetite amongst students – for an educational approach that prepares young people for business. Critically, I don’t mean vocational training, where the risk is that students are trained by people who are not or who have never been practitioners, with the result that students are taught skills and concepts that are out of date or irrelevant and can’t get jobs because their qualification is not valued by employers.

In fact, the conventional approach to academic study can be just as flawed. Many western universities rely on lectures, training large groups of students to receive and
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New College of the Humanities is an independent college based in central London, offering a new model of higher education for the humanities in the UK. It welcomed its first intake of students in September 2012 and will prepare students for undergraduate degrees in: Law LLB, Economics BSc, History BA, Philosophy BA and English BA.

Matthew Batstone is co-founder and director of New College of the Humanities and will run its professional programme. He has a degree in English from Cambridge University and an MBA from INSEAD, and has held senior positions at The Economist Group, Carlton Communications and J Walter Thompson.

For further information about the New College of Humanities, London, go to www.nchum.org

absorb information almost passively, limiting them to a narrow field and failing to sate their curiosity about what lies beyond the syllabus.

The curriculum that my colleagues and I have developed at New College of the Humanities takes a different approach. Students will benefit from one-to-one tutorials: a form of intellectual engagement that not only sharpens your mind, but also mirrors life. Persuading, appraising, developing, negotiating and selling all typically take place one to one.

And our students will, as in the US liberal arts model, select contextual courses to broaden and enrich their study. In addition, they will undertake a professional programme that develops winning attitudes and behaviours by embedding them in the curriculum.

Our students will certainly understand some of the complexities of the balance sheet, the practical application of statistics, the importance of marketing and the impact of technology. More importantly, they will be able to unbundle problems and develop solutions, be able to work effectively in teams and write and present in a way that persuades and sells.
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With the exception of awkward client meetings, copious amounts of energy-boosting drinks and working on briefs into the wee small hours, everything at Orchard is as authentic as possible. The label 'student' is instead replaced with 'creative', and each of these creatives is presented with a specific role, whether it be art direction, copy generation, project management or conceptual and strategic development.

The briefs are tackled during normal class time or as part of an elective, with those who want to take part able to prove their worth with consistent creative application, a desire to learn and develop and, most importantly, a passion for effective, communicative and unique design.

Orchard Kreativ is more than simply designing a graphical element; the emphasis is on ownership and responsibility and finding a role for everyone to take on. Those of a more technical nature steer towards the computer, whereas another student might have particularly strong analytical or strategic skills.

Group work is encouraged with specific job titles assigned depending on the complexity of the brief. These briefs are real, and here at SGIS we have already successfully re-branded an educational group in the USA and a door manufacturer in Indonesia.

Our first client, Abacus Brain Gym, required a new corporate identity. Based in the United States, Abacus Brain Gym offers mathematical training by use of the Japanese Soroban. The new logo will be used on all forms of communication including web, print and t-shirts for students with the new website expected to go live this summer.

We have networked with parents in order to ‘drum up’ business, who in turn have been able to pass on potential leads for commissioned work. A unique selling point for Orchard is the options available for billing the client, free or donation. Any client could either pay nothing, or if they choose, make a small donation towards the design department. These funds are then used for equipment, trips and material, ensuring that anything generated gets re-invested in Orchard Kreativ.

The scheme gives students a taste of commercial responsibility in a supportive environment whilst allowing them to see the fruits of their labours. This is 21st century learning at its best, with results that are taken out of the classroom and on display around the world for all to see.

Of course, simply handing over the reigns and expecting students to know how to attack each brief would not be realistic or productive. Time is allotted to skill development on both a technical and conceptual level with workshops, discussions and assignments in the shape of an internal fabricated brief.

These are early days for our Orchard, but the first harvest looks very tasty. Find out more about what we do by visiting www.stgis.at and www.wix.com/orchardkreativ/1

James Wren
Focus on business studies

When gold becomes the object

Lawrence Burke’s business ethics class wonders who is to blame for the current state of the global economy

When they consider the state of the world economy, my business ethics students could be forgiven for being somewhat sceptical about business in general and the corporate sector in particular. No-one seems to be able to agree on the best way for business to approach the current malaise enveloping the global business world.

Yet, in our international schools and tertiary institutions, we continue to promote and teach the same kinds of business models that have enabled the global economy to go through its cycles of prosperity and austerity, or as some like to call it, the boom and bust cycle.

The crisis of global capital mainly pertaining to the western industrialised countries has dominated much of the early part of the 21st century. Its beginnings are sourced in what my students call the naïve politics of economic and financial deregulations that swept the west during the early 1980s. Naïve because the architects of economic reform and financial deregulation never factored in human nature, and its capacity for unethical behaviour, greed, covetousness and an inclination to an idle life.

We spend a lot of time analysing and discussing the issues that created the latest climate of greed and covetousness in the wider business and corporate world. Our focus begins in the United States, Great Britain and Europe, where a virtual frenzy of fiscal reform took place from the early 1980s. For the most part this occurred under the guardianship of conservative governments, who from the outset canvassed on an open and transparent political agenda.

Margaret Thatcher made it clear that ‘pennies didn’t come from heaven … and there was no such thing as a society’, just people linked by an economic imperative. (Campbell, 2009)

In the United States, President Regan proclaimed “we in government should learn to look at our country with the eyes of the entrepreneur, seeing possibilities where others see only problems”. (Regan, 1984)

The deregulation of the financial and economic sector equalled an open society, the unlimited potential for a multi-cultural milieu without borders, one in which people of the world would work and prosper together. So what went wrong? Today, the European Union is
closer to fragmentation than at any time in its short history. The world’s largest economy, the United States of America, struggles along like an old man without the energy or capacity to walk using his own means.

My students focus on investor and corporate behaviour as the primary cause of the current sovereign debt crisis embroiling most of Europe and the industrialised west. Their investigations into corporate practices that precipitated the 2008 financial debacle and prepared the ground work for the 2011 crisis have shown poor risk assessment, greed and mismanagement of investors’ funds to be at the core of the crisis.

Moreover, they argue that documentaries, films, books and articles have all pointed the finger and laid blame at the feet of someone other than the consumer. It has been asserted via all media that the consumers of capital in all its guises and products are the victims of foul play. However, according to my students this is simply not true. We have had to accept collective responsibility as consumers of capital.

One student argued very cogently that, in the early days of financial and economic deregulation, when protectionism was eschewed in favour of creating countries with ‘business friendly’ regulations to their markets, no one consulted history or gave a lot of thought about the lessons learned from events leading up to and surrounding the Great Depression.

In the 1920s, that era of decadence and largesse preceding the Great Depression and World War Two, regulations were changed to open financial markets to everyone, including the poor. Competition and financial access to the marketplace was created to lift ordinary people out of poverty. Such moves were considered innovative for the day, and it was claimed would eventually lead to a golden age of prosperity and well being for all.

So, heeding the call to become rich like the rich, hundreds of thousands of ordinary Americans invested in the stock market. Many borrowed money to invest and when the whole giant Ponzi scheme tumbled down around their ears, they lost, along with their material wealth, their dignity as human beings. No one wanted to know the poor. Europe suffered too, as funds were withdrawn from the Continent and diverted to a financially bankrupt American monetary system.

Today we fare no better. Most of us live in permanent debtor nations, some worse off than others, and the statistics are alarming. For the United Kingdom it is in excess of £16,000 per person; in Germany it is excess of €25,000 per person; and in France it is €22,000 per person.

Down under in Australia it is just over $5000 AUD, while its poorer New Zealand neighbours owe a whopping $42,000NZ per person. (Agnew, 2011) Clearly, there are still some important ethical lessons to be learned from a very open laissez faire economic and financial sector.

My students argue that the current financial turmoil and hardship is of our own making and could be repaired if we all chose to behave more ethically in our day-to-day business interactions no matter their size or scope. They claim that a great number of ordinary people made choices to burden themselves with debt, for a quick rush of pleasure and the good life, ignoring the universal law of cause and effect. The wealthy, too, have exploited the situation to make their gains; the more infamous like Bernie Madoff and Raj Rajaratnam are ending their careers in anything but a gilded cage.

The public and private debt of our respective countries guarantees that there are hard times ahead. Yet, notwithstanding the pain to come, it does seem incredulous that warnings from history over 300 years ago were never heeded. “See, sons, what things you are, how quickly nature falls into revolt, when gold becomes her object. (Shakespeare, Henry IV)

Dr Lawrence Burke is on the teaching faculty of the Higher Colleges of Technology in the United Arab Emirates.

We spend a lot of time analysing and discussing the issues that created the latest climate of greed and covetousness in the wider business and corporate world. Our focus begins in the United States, Great Britain and Europe, where a virtual frenzy of fiscal reform took place from the early 1980s.

References
Fostering international-mindedness in business

Angela Rivière considers the IB DP business and management course

Developing international-mindedness and intercultural understanding are at the heart of the International Baccalaureate (IB) Diploma Programme (DP) business and management course. Students do not simply study business in an international context, but go beyond this to develop into internationally minded – globally (and socially) engaged – critical thinkers, who are better prepared for the complexities and challenges of a rapidly changing world (Lomine and Rivière 2012).

As a rigorous, challenging and dynamic discipline, business and management examines business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. Furthermore, DP business and management contributes to a distinctive approach to intercultural awareness and understanding – the essence of an IB education.

The course helps students understand and evaluate the implications of business activity in an interconnected, global market. It is designed to give students an international perspective and to promote their appreciation of cultural diversity and business ethics for organisations operating in local, national and international markets.

This is achieved through a range of international as well as local business case studies, which encourage students to develop an understanding of how business decisions make sense within these different contexts (IB 2007).

Business and management is an increasingly popular subject choice for students studying the IB Diploma Programme around the world. Introduced in 1982 as an optional subject, business and management had 8433 students entered for the exams in 2011. Since its introduction, there have been changes to both the content and name of the course (it has been successively called ‘organisation studies’, ‘business and organisation’, ‘business studies’, and now, ‘business and management’).

These changes reflect both the dynamic nature of the subject and the commitment of the IB to ensuring that, through its review process where subjects are reviewed on a seven year cycle, ‘each curriculum is fit for purpose in a changing world and incorporates the latest educational research as well as lessons learned from a thorough evaluation of the existing curriculum’ (IB, 2009).

Business and management as a course does not exist in isolation but forms part of the DP group 3 (individuals and societies) where a number of cross-disciplinary aims, as well as subject specific ones, form the basis of the course. The cross-disciplinary aims reflect the belief that disciplines considered as social sciences/humanities do not exist in isolation of each other but are connected, and that this connection is underpinned by a common pursuit to understand the nature of human experience.

In the design of the curriculum the developers not only ensure that they maintain the disciplinary integrity and nature of business and management, but also that students are given the opportunity to relate what they learn in business and management to other subjects – as these are studied concurrently – as well as links to issues and debates outside and beyond the classroom.

Furthermore the course also links closely to other core aspects of the Diploma Programme, such as Theory of Knowledge (TOK), where the conceptualisation of international-mindedness is explored in terms of the ways businesses operate in a globalised world, encouraging students to develop a curiosity and understanding of how knowledge is constructed, particularly in respect of different cultural perspectives.

Waterford Kamhlaba, United World College Southern Africa, offers a unique opportunity for students of business and management to use the skills they develop in class in a practical way as part of their ‘community entrepreneurship development’ programme, which is a CAS (creativity, action, service) activity.

Martin Mwenda Muchena, business and management teacher and founder of the group, says that the main objective is “to equip young people in the area, who are not able to go to school, with some of the skills and qualities needed to spot entrepreneurial opportunities in their communities, and to help them with the necessary steps to start, implement and sustain a small business”.

Students choosing to study DP business and management can expect to follow a core syllabus for higher level (HL) and standard level (SL) consisting of five topics with common content and learning outcomes – business organisation and environment, human resources, accounts and finance, marketing and operations management.

In addition to the core, HL students are expected to complete extension areas of study in all five topics, adding both breadth and depth to the course. HL students also study one extension topic – business strategy. Students get the opportunity, through their
internal assessment to “bring a practical dimension to what is studied, by applying the theories they learn in class to real life organisations. Here, the students are able to interview CEOs or other senior managers thereby giving them a feel for what running an organisation is like”, says Martin.

Students who have studied the IB Middle Years Programme will be able to use and develop the technical, analytical, decision-making and investigative skills from their humanities course. In addition, an understanding of the key concepts of time, place and space, change and systems and global awareness prepare students for the demands of the business and management course.

Students who have studied other national or international qualifications are also encouraged to choose business and management since prior knowledge of the subject is not a requirement (IB, 2007).

Gisela Fernandez, business and management teacher at St Matthew’s College, Buenos Aires, says that “although business and management is a very demanding subject for students, they really appreciate it as it allows them not only to share ideas but also to experience and apply the content into aspects of their everyday life. Over half of the students that study the course go on to pursue a business education at university.”

Whilst for many students the reasons for choosing to study business and management reflect their aspirations to pursue a business education at tertiary level, and certainly the course itself is excellent preparation, but from an IB perspective it is much more than this.

The approach adopted in the current business and management curriculum combines both traditional and contemporary business tools, theories and techniques with a more value-based approach, underpinned by the IB ethos to develop internationally minded young people: ‘inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect’ (IB, 2007).

The international nature of both business and the IB itself requires a business curriculum that is globally significant in relation to university recognition worldwide but also locally relevant so that teachers can incorporate into their course aspects of business and management education that reflect local issues.

This is a core principle of the IB Diploma Programme: that ‘the aims, objectives, content and assessment criteria are written in order to develop international-mindedness while, at the same time, ensuring that teachers have enough choice to make the course locally relevant and grounded’ (IB 2009a: 6).

In a world that is rapidly changing, tomorrow’s business men and women need to be able to ‘make sense of the forces and circumstances that drive and restrain change in an interdependent and intercultural world’ (Lomíné and Rivière 2012). The Diploma Programme business and management course offers a challenging, meaningful and relevant introduction to the world of international business.

Angela Rivière is curriculum manager, Diploma Programme Development, The Hague.

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IB (2011) The Learner Profile, Cardiff: IB.

Carlucci American International School of Lisbon

has celebrated the official opening of their new covered gymnasium of 1.400m², more than 10.000m² of exterior sports fields, a snack-bar and a cafeteria, and a Fine Arts Centre with a 450-seat fully equipped theatre.

Frank C Carlucci, US Ambassador to Portugal immediately following the 1974 Revolution, and Allan J Katz, the current US Ambassador to Portugal, were amongst the dignitaries who participated in the ceremonial ribbon cutting.

“Let us not forget why we are doing this,” said Blannie Curtis, CAISL Director, in the inauguration ceremony, “Our goal is to provide students with the best facilities for their educations and their academic, athletic, artistic, and personal growth. The students have always been, and remain, at the heart of all that we do.”
To start or not to start

Michaele Seeger and Mike Miller consider the role of the international school development officer.

Part One: schools need to consider future alternate streams of revenue and to plan for change

What are the universal indicators that signal it's time for an international school to create its first development office and to hire its first professionally-trained development staff to introduce this relationship-building and resource acquisition program to a (many-times) sceptical international community?

The simple answer is that there aren't any. Each school is unique and will determine its own indicators based on its mission and vision, its current operating budget and fiscal health, as well as its long-term financial and admissions projections.

In international schools, in particular, attention must be paid to the school's demographics and culture, use of volunteers, as well as the laws and culture of the host country and their impact on this important effort. Schools, Heads and boards contemplating the establishment of a comprehensive development program in their institutions should consider answering some of the following basic questions before proceeding: Is this true for your school?

Tuition income alone meets all of the school's annual costs and provides the institution with a balanced budget.

The school's faculty/staff are paid as much as they should be, their benefit package is not lacking in anything and each has all of the professional development funds necessary to stay current with cutting-edge or global educational issues.

The school has all of the equipment it needs at every level and program within the school and the facilities are of exemplary quality and quantity; nothing else is needed.

The school has sufficient aid to assist talented/qualified, yet needy new admissions applicants, as well as current students whose families have been impacted by this current global financial crisis.

The school has sufficient funds to add new programs or to enhance existing programs that directly benefit its students and fulfil the school’s mission/vision.

The school has all of the financial resources it will ever need now and in the future.

The school has stayed connected to its global constituency, communicates regularly with all of them and keeps them informed concerning the school's fiscal health, current and future plans, and progress (a process of transparency).

At one time tuition revenues took care of current operations for (not-for-profit) international schools. Most European schools were nearly 100% tuition dependent, but were able to balance the budget and incur little or no indebtedness. Schools were in a period of growth with student populations increasing annually. Many schools have now reached the stage where there is full enrolment, in fact, waiting lists. That, coupled with board decisions related to optimum student size, campus facilities and local government restrictions regarding land use, changes the income strategies of a school’s future operating budgets.

While tuition revenues took care of the current school year, many boards and administrations did not plan for the future (eg a sudden decrease in enrolment), any increase in the cost of providing that education (faculty salaries, rising costs of equipment: books, technology, science equipment, etc), expansion of educational, athletic or other co-curricular programs, emergencies, a more diverse or larger student enrolment or even increased competition in the marketplace.

Corporations, closely associated with the schools, supported necessary capital expenditures because their ability to attract quality employees was dependent upon the availability of a rigorous educational program compatible to the educational program their employee’s children transferred from or might be going to.

In this day and age, and in the present economic climate, with changes in ex-pat packages, downsizing or the outright collapse of some corporations, schools need to consider future alternate streams of revenue and to plan for change. The fact is, quality education is expensive, and schools have limited options for resources (see chart opposite).

Heads of school and trustees must, therefore, maximize opportunities for acquiring income sources other than tuition, but in a planned and realistic manner and one that is appropriate for their institution. In this regard each
school is unique, thus the need for the establishment of a development office and program suitable for a particular school. Only you will know when the time is right for your school!

It is important before boards and administrations of (not-for-profit) international schools enter into establishing a development program that they have an understanding of what the term ‘development’ means for their school. There are many definitions for the term ‘development’, a word that means different things all over the world. In the European business world, it has a tendency to be narrowly defined as ‘marketing’. In the professional field of advancement there are a number of definitions that might ring true for your school:

A process function that includes four very distinct, but interdependent, activities: planning; communications/marketing; constituency relations (alumni, parents – both current and past; faculty – both current and past; local and host country governments; corporations etc); fundraising.

Helping schools generate resources (money, people, etc) to enhance their mission and to reach their vision.

A professional function whose tasks establish expectation:

To obtain greater acceptance for the institution from its major constituencies.

To assist in providing more students of the quantity and quality that the school desires.

To secure additional funds:

a. annually to enhance the operating budget.

b. for capital purposes – bricks and mortar as well as programmatic.

c. from special events for special projects.

d. for endowments – if allowed by host countries – to secure the future.

Where does development fit into your school’s organizational structure and vision? You will not be surprised that you might be already addressing a number of these functions, but they’re not brought together through trained professional leadership with a well developed plan.

Part Two will appear in the next issue and will discuss the need for, and function of, a strategic plan.

Michaele Seeger is director of community relations at Zurich International School, Switzerland. Mike Miller was director of external affairs at the American International School of London and chair of the ECIS Development Committee. He is currently a senior consultant and partner with MLW Consultants Inc.

Reference
Effective Marketing, Communications and Development. Edited by Adèle Hodgson and David Willows. John Catt Educational Ltd.
Celebrating 50 years

On 10th and 11th February, the French American International School, San Francisco celebrated its 50th anniversary. Alumni, students, parents, faculty and former school leaders congregated from near and far to toast this momentous occasion.

In the words of Head of School Jane Camblin, “Those two action-packed days were conceived both as a celebration of our school’s enduring core values, as alive and vibrant today as they were in 1962, and as a true homage to the audacity, perseverance and imagination of our founders, who remarkably overcame great odds with few resources to establish a small bilingual school of 23 students all those years ago.”

Alumni read from their published works and held a reunion; families went on a treasure hunt that followed the school’s movement across three campuses in San Francisco’s Hayes Valley; and the Résidence de France hosted a reception for French American’s former Head of School, Bernard Ivaldi, and founder Jeannette Rouger, who both flew in from Paris.

At the weekend’s signature events – our i-SPEAK presentations – students and professionals alike championed the school’s founding principles of academic rigor, cross-cultural communication, diversity and critical thinking. No longer an eccentric experiment in bilingualism, French American International School has withstood the test of time.

With access to new technologies unimaginable 50 years ago, and with exciting, innovative teaching methodologies at our disposition, French American and its International high School are at the forefront of 21st century education.
So far it’s been quite a year for the international schools market: the 6000th international school opened its doors and the international school community saw its 3 millionth student enrolled.

“This is quite a change from what the market looked like in 1978 when I first became involved,” said Nicholas Brummitt, Managing Director of the International School Consultancy Group, during his presentation at the ECIS conference in Vienna earlier this year. “At that time, there were no more than 1000 schools, most catering for expatriate children and most were not-for-profit.”

According to data supplied by ISC Research (part of the International School Consultancy Group), a typical international school* today bears little resemblance to an average school of 30 years ago. The demographic breakdown, learning approach and business model have all changed and it is no longer a small market catering for a niche group. The international schools market is now big business and is recognised as such by a broad range of providers, investors and suppliers.

Perhaps the biggest change in the international schools market – other than the overall growth – is the demographic breakdown of the student population. While the market still caters for expatriate families, and that number continues to grow year on year, demand for places has mostly been fuelled by local families.

This is due to an increase in wealth. As income increases, an English-medium, international school education becomes high on the list of priorities for many families. It is now widely accepted that, for students who have attended international schools, there are tremendous opportunities at the world’s top universities; many often competing for the best students.

Not only is this as a result of learning through the English language, but it’s also because of the quality of teaching and learning that international schools provide. This means that nowadays local children fill 80% of international school places; a complete reversal of 30 years ago when 80% were filled by expatriate children.

Another significant change has been the increase in the number of schools run for profit. “In the past, international schools were perceived largely as a non-profit phenomenon. Now most new international schools are for profit and the future will to be dominated by profit-making schools and school groups,” says Nick.

A number of multinational groups of schools now exist and appear to be moving from strength to strength. Most are expanding aggressively either by buying existing schools or expanding existing operations or starting new schools. There are also schools with campuses in several countries. These include an increasing number of UK private schools with international operations such as Harrow in Thailand, China and now Hong Kong; Dulwich in China (and opening several more in Asia over the next few years); Shrewsbury and Bromsgrove in Bangkok; Repton in Dubai; Haileybury in Kazakhstan; Sherborne and the International School of London in Doha; Wellington College in Tianjin; and Brighton College in Abu Dhabi. More UK private schools are considering international operations too.

The curriculums offered are changing too. No longer is the market dominated by a straightforward UK or American curriculum although these are still used (entirely or in part) by almost half of the international school market. It’s the international options that are now becoming a more popular choice by many schools, 43% choosing to use such curricula as the International Baccalaureate, International Primary Curriculum or Cambridge International Programmes.

The market continues to be dominated by Asia (including the Middle East) having 54% of all international schools. The top four countries, UAE, Pakistan, China and India, all have over 300 international schools. Another 27 countries around the world have over 50 international schools and all look set for further growth.

So what about Europe? There are now 1362 international schools in Europe with most schools, by a considerable margin, located in western Europe. Germany, Spain and The Netherlands each have in excess of 100 international schools and 18 European countries have 20 or more. 28% of all international schools in Europe follow an international curriculum, 22% follow the English National Curriculum and 13% a US-oriented curriculum. 38% are bilingual.

Sixty-seven new international schools in Europe were added to ISC systems during 2011; a significant growth compared to Africa (which had 25 new schools in 2011), the Americas (also 25 new schools last year), and just one new international school joining the Oceania region. But this strong growth in Europe is dwarfed by the 283 new international schools that ISC identified in Asia during 2011.

“Overall, this increase in schools worldwide indicates a 5.5% growth in the international school market and a very healthy 10.9% increase in the overall number of students,” says Nick. “Demand for places at international schools the world over has never been higher and all the evidence suggests that schools in many countries are increasing...
capacity as fast as they can to accommodate the demand.”

ECIS member schools operate 389 international school campuses, deliver learning to 246,479 students, employ 30,661 full-time teaching staff and generate annual fee income of £2.43 billion (US$3.86 billion or €2.94 billion). ECIS member schools make up 6.5% of the global international schools market, teaching 8.3% of all international school students, employing 10.9% of the full-time teaching staff and producing 13.1% of the global fee income.

The future looks bright. These days ISC Research is approached continuously for demographic studies and market reports. In some countries growth is being driven from the highest level and several governments have realised the value of the economic contribution made by a well-established and high-spending international school community.

One example is Malaysia, which aspires to be the educational hub for its region. By easing restrictions and such regulations as taxation, and by providing land and buildings in development zones, the Malaysian government has attracted the likes of Epsom College, which opens as part of the Kuala Lumpur Education City project in September 2012, and Marlborough College Malaysia, which is being developed as part of a long-term plan to establish EduCity, a world class education hub in Iskandar Malaysia. More schools look set to follow.

As for numbers, by 2021 ISC Research predicts there will be 10,254 international schools teaching over 5,830,000 students, employing in excess of 554,000 teaching staff and generating fee income of £31.8 billion (US$47.4 billion).

Nicholas Brummitt, Managing Director of ISC, presented these findings to the ECIS conference in Vienna in April 2012. Anne Keeling is one of the team at ISC Research.

*ISC Research defines an international school as one that delivers a curriculum to any combination of infant, primary or secondary students, wholly or partly in English outside an English-speaking country. There are, of course, exceptions; for example American schools in the UK, British schools in America, but also schools in countries such as India, Pakistan and several in Africa where English is one of the official languages; schools in these countries are only included if they offer an international curriculum.

ACS Cobham to host ECIS Tech Conference 2013

We are delighted to announce that ACS International Schools will be hosting the next ECIS Tech Conference at their Cobham campus, west London, from 14th to 16th March, 2013.

The theme will be Learning to love the iGeneration – is education ready to embrace the irresistible IT vision of tomorrow’s classroom.

In developing the theme the ACS team felt it was important to provoke and engage delegates into thinking beyond the accepted. In return, attendees will find an event where powerful keynote speakers, collaborative breakout sessions, and hands-on experiences collide to further the integration of IT in education.

“We want to provide an arena to inspire future thinking,” says Steven Cliff, Head of IT at the ACS group of schools. “We chose our theme carefully, and only after considerable deliberation with colleagues from across our four schools. For us, the ECIS Tech Conference provides an invaluable opportunity for delegates to share ideas freely, while building valuable partnerships with colleagues from across Europe and further afield.”

Registration for this prestigious event opens this September, with early bird discounts available until the end of October. Please visit the ECIS website to register and take advantage of the significant savings on offer.
School-university liaison

A university perspective: Mary Hayden describes her experiences as ‘visiting scholar’ at Yokohama International School

The relationship between schools and universities varies according to context. International schools no doubt feel at times that the relationship is love-hate in nature, as they support their IB Diploma, A level, AP and other students in applying for places and negotiating the labyrinthine requirements of different university departments and admissions personnel worldwide.

The situation is further complicated by the shifting sands of government policies, changing fee levels, categorisations (in some contexts) of ‘home’ and ‘overseas’ students, and indicators of excellence including league tables and accolades awarded by influential bodies such as, in the UK, newspapers such as the Times and Sunday Times.

Universities, meanwhile, try to keep abreast of developments not only in government policy and existing programmes but also in new programmes (such as the Cambridge Pre-U). At the same time they strive to provide the best possible support for students who arrive at their doors from myriad national, cultural and linguistic contexts, and to ensure that those students’ experiences meet their expectations and prepare them for the next stages of life in the 21st century.

The school/university relationship is a symbiotic one, whether in the context of undergraduate studies in general or of postgraduate courses offered by university education departments for experienced teachers who wish to inform their practice while working towards the award of a Masters or Doctorate qualification.

From the perspective of those employed in a university education department, the benefits of working with such teachers and administrators include insights into new developments in schools and the opportunity to learn from classroom and administration experts based in a range of schools worldwide.

Seven workshops arising from my own research and postgraduate teaching experience were offered at different times to teachers, administrators and parents, on topics including the changing nature of international schools, why school-based research is worth doing, ‘third culture kids’ in international schools, how to get published, and the meaning and relevance of culture and culture shock models in the international school context.

Continued overleaf
In the shadow of the Great Buddha

Mary Hayden (below, right): ‘The opportunity to spend (albeit a short) time in an innovative and exciting school, interacting with teachers, students and parents, was one I very much appreciated; it was a privilege to spend this time at YIS.’
John Plommer gives his impressions of Indian education

Although I have visited India several times in recent years, I had not been to New Delhi since 1972. The visit to my first school was a bit like a durbar. I was greeted by the Principal with a ‘floral welcome’ along with his speech telling everyone how wonderful I was, followed by the school choir dedicating our workshop to the Goddess Saraswati, who is the patron of knowledge and music. The food at lunch, served in the principal’s inner sanctum as a state occasion, was abundant and spectacularly delicious. The closing consisted of a speech by a visiting dignitary, followed by a presentation to me of a large polychrome plaster idol of a man with an elephant’s head. “This is Ganesha, the god of wisdom.” There were several good-humoured side-comments: “Have fun getting that into your luggage.” “Now you can always say that the lord is with you.” Then the choir returned to end it all with the national anthem.

In the second school, in a small city of Uttar Pradesh about 200 kilometres from Delhi, I gave my own introduction and conducted the workshop on Differentiation and Inclusion without fanfare. What really impressed me was that my host, after having set up the very modern and upscale school in his father’s name a few years ago, was now embarked in establishing another school for the employees of his factories. The children of his workers would thus receive a free or heavily subsidised quality education.

On the train returning from Moradabad I was glued to the window. The people, heaps of rubbish, cows, squalor, massive factories, Mughal monuments and the whole mass of images that constantly confront the traveller were evident.

Back in Delhi, I took a walk one evening through a posh neighbourhood near my hotel and felt obliged to balance my photo collection by taking a few snaps of the generally rather boring bourgeois banlieu – though punctuated by a colourful Sikh wedding complete with spear-bearers and brass band.

Past the temple it could have been anywhere where one finds townhouses, mansions and condos, except for the odd reminder that this was India, such as the tailor with his ancient Singer sewing machine at the side of the road between the parked cars; the peddlers passing by...
The visit to my first school was a bit like a durbar. I was greeted by the Principal with a ‘floral welcome’ along with his speech telling everyone how wonderful I was, followed by the school choir dedicating our workshop to the Goddess Saraswati, who is the patron of knowledge and music.

with their carts heaped with fruit, underwear, crockery – you name it; and the occasional pariah dog.

The eve of my Bengaluru (Bangalore) workshop I was whisked to a gated community for a delightful dinner party, hosted by some friends and colleagues of the school principal. Inside the compound all was tidy and clean, with beautiful gardens. In the school the next morning I faced a huge crowd of teachers, which I thought would change the tone from intimate workshop to lecture without much chance to interact and get to know the participants.

In fact, this was one of my warmest audiences, and I made special effort to engage all the teachers, including the crafts and sports teachers, who often feel a bit marginalised in such workshops – and they responded by asking me to join them for a basketball match during the break! I was very flattered, but I declined – not wishing to make an utter fool of myself!

One thing that really struck me about Indian schools was the openness of teachers to innovation and varieties of teaching methods and learning styles. Also, many teachers were extremely knowledgeable about pedagogical theory and practice. My presentation started with Maslow and proceeded to Bloom, both of whom were well known to my audiences.

Fortunately the workshops really were workshops with lots of hands-on activities, so that often they turned into job-alike sessions. After working on inclusive question formulation and appropriate responses to thinking questions, we moved into six strategies for inclusion in mainstream classrooms. These were modular programmes, centres approach within the open classroom, portfolio approach, varied groupings, varied resource materials and case method.

While all the schools I visited were private, they varied enormously in terms of physical plant and socio-economic level of the client population. I discovered that private schools are not permitted to make a profit in India, but there is clearly no limit on fees or any attempt to create even standards in regard to class size, learning environments or equipment and supplies.

Some of the schools I visited were well-established in clean, simple, and humble (though often huge) edifices and others very new and quite sumptuous. Class sizes varied from 15 in one school to over 50 in others. Fees varied from affordable to high by any standard. All schools, however, seemed to have quite adequate (sometimes more than adequate) computer facilities, confirming the international stereotype of ‘wired India’. Also, poring through the central government curriculum documents, they struck me as comprehensive, modern and generally enlightened.

There were very few non-Indians working in these schools, including those schools with an ‘international’ appellation, and even those offering the IB. However it was very common, and particularly in south Indian schools, to find teachers representing all the myriad languages of the sub-continent.

What this meant, on a practical level, was that teachers in New Delhi and Uttar Pradesh, though all fluent in English, were usually keen to break into Hindi, whilst the teachers in Bengaluru and Hyderabad almost invariably spoke English to each other and to all their students. English may be the global language of communication, and is more widely spoken than ever in India in that context, but it is clearly generally seen for what it is on the practical level, while Hindi makes continuing progress as the lingua franca overall.

Certainly my experience with these well-informed and enthusiastic educators has changed my perspectives a great deal and I am now a firm advocate of seeing more Indian teachers in schools worldwide, and more non-Indians working in Indian schools.

John Plommer is a consultant specialising in curriculum development, the IB programmes and cultural education. He is a director of Plommer Watson Associates Limited, consultants in international education. He works out of the UK and Victoria, British Columbia.
What is it you do for the school again?

Michaelene Stack considers her role as director of development for the International School of Geneva

So who are all these directors of advancement, director of development and communications we keep seeing in our international schools? Are we sure we need them? It seems it is no longer good enough to recruit and retain high quality teachers committed to the education of our children: we now need a director of development too!

So what are these mushrooming development programmes supposed to do for us and why do they seem to be creeping in to international schools all over the globe? Well, here at the International School of Geneva, despite our longevity, pushing 90 years old, our size, over 4,300 students this coming academic year, and with a turnover touching 200 million Swiss francs, we are just getting started in development.

Yes it is true! Our development office only saw the light of day in 2004. I can almost hear the gasps of astonishment from my colleagues with experience of the north American private school or university sectors. (Though I must secretly add that I had a few predecessors who were more than a little good, but that is just between us.)

But if we are committed to advancement at Ecolint, what exactly are we doing and why? CASE, The Campaign for the Advancement and Support of Education to the uninitiated www.case.org, has a beautifully-distilled definition of what advancement can be: a strategic, integrated method of managing relationships to increase understanding and support among an educational institution's key constituents, including alumni and friends, government policy makers, the media, members of the community and philanthropic entities of all types.

So what are you supposed to understand that to mean as you ponder the utility of the new director of development? Here at Ecolint the core disciplines of our development programme are communications, fundraising and alumni relations and we have set ourselves the following objectives:

To communicate about the school with those who have a stake in its success, including community members, business leaders, government officials, the press and others; to secure private financial support from potential donors committed to the mission of the school; and to engage alumni in the life of the institution as volunteers, advocates and supporters.

To these three core activities many schools will add a fourth and vitally important objective in these times of economic and financial uncertainty: to promote or market the institution to prospective students, their parents and others.

All of these things are important in securing the short, medium and long-term future of the academic institutions we value. With our communications and marketing our schools must actively listen, engage in discussion and promote our institutions.

At the risk of upsetting some sensitivities, as competition steps up and we all want the best and better for our children, we need to make sure that our communities – parents, prospective parents, student,
alumni, teachers, staff our host governments, our corporate clients – understand what we stand for and support us in achieving that.

Managing our school’s reputation – we put the student at the centre, we are rigorous, we are innovative and we do not shy away from dealing with areas which could give cause for concern: cyber bullying, drugs misuse – so that you know you can trust us with your child’s education and their wellbeing for no small part of the day is essential.

Having potentially caused a hot flush or two by talking about competition in the international schools sector, I will utter the dreaded word: fundraising. Within Ecolint we work hard to establish a culture of giving, whether through annual gifts, major gifts, planned gifts and corporate and foundation gifts, to draw in the community support that will help our eight schools achieve their goals.

Success requires that we can articulate these goals to our potential donors in meaningful ways, build relations of trust that make those potential donors believe their gift will make a difference and then make sure that it does. Integrity and trust count for rather a lot in fundraising. As the pressure on school fees and financial controls increase, the importance of private financial support in our schools, in my humble view, is not likely to diminish.

Now for one my favourite parts of the development function: alumni relations. Alumni relations programmes at educational institutions build and strengthen relations with students, former students, faculty, friends and others. When they work our alumni programmes give us the strength of a united alumni voice speaking on behalf of our schools, a bastion for our shared history and values and something for the next crop of alumni to aspire to. You also get to meet some quite remarkable individuals.

So when you next meet a director of development, if they are a good one, be kind to them: they are not just the party organisers, the people who take coffee and lunch. They are a professional dedicated to making sure ‘we are striving to do better than our previous best’ in all we offer our students and our school community. And, if they are really good, they probably will have a packet of chocolate biscuits somewhere that they will share!

Michaeline Stack is director of development, International School of Geneva, Switzerland.

Endnotes
1 From the vision statement of the International School of Geneva.

Eleni Anna Papagiannopoulou writes:
In summer 2011, the International Collaboration Project (ICP) was jointly planned by Rome International School (RIS) and Southbank Kensington, in London. Both schools follow the International Baccalaureate Primary Years Programme and strongly believe and hope that the ICP model is adopted by other international schools.

The aims of the project were to enrich international understanding by connecting a group of risk-takers and open-minded communicators from two different geographical locations; and collaborate on a topic while making connections beyond the classroom.

Five enthusiastic learners from Rome’s Grade 6 were selected to join six students in London. Considering the perspectives and experiences of the participants in both groups, this project provided a wonderful opportunity to connect learning to global events while developing personal inquiry, communication, self-management and thinking skills.

In January 2012, the ICP coordinators at the respective schools organised a two-way visit to celebrate the completion of both the groups’ project. The London ICP group delivered their presentation on February 28th, 2012, at Southbank Kensington. The final ICP Rome presentation was held on March 22nd 2012, at RIS.

In the hope of transmitting the collaborative spirit to more international schools and teachers in Italy, RIS successfully presented the ICP to the Rome International Schools Association (RISA) Conference, on March 17th, 2012.
Sharing information across the continents

Kent Blakeney suggests a way to collaborate and asks you to join in

A recurring theme from administrators and teachers alike is that our schools are great but there is not enough collaboration. When meeting at conferences, administrators wanted a blog, portal, Facebook page, or something they could use to ask questions, get answers, and see what other overseas' schools are doing.

Overseas School Research (OSR) was founded on the idea that educators want to collaborate and share. It is a not-for-profit website at www.overseasschoolresearch.com dedicated to facilitating collaboration between overseas administrators and teachers. Educators can go the site and get resources and data in a matter of minutes rather than spending hours developing their own materials.

OSR is not like existing overseas websites, is not attached to any particular syllabus or system, and does not focus on recruitment and anonymous reviews. Its aim is to provide an opportunity to share good ideas across the field.

OSR has three main components: a portal for educators to download and upload) materials that are useful to others; a research component that will collect anonymous data from surveys and other resources and post aggregate data over time; and a section to ask questions and get answers from colleagues. What follows are a few examples of each component.

Over time, educators will download or upload materials they use in their schools that might be of use to others – a form, data, policy statement, survey, etc. For example a teacher in a school in Spain might want to share with other teachers the resources she created for a unit on ancient Greece. A school board in Germany might develop a school climate survey. As long it could be useful to other educators and has been created for an overseas’ school, OSR wants to add it as a resource. As the number of topics increases, administrators and teachers will have an opportunity to choose from several options for each topic.

Although organisations such as ECIS support research through the International Schools Journal and other outlets, there is a wealth of other quantitative, qualitative, and action research occurring both formally and informally in overseas schools. OSR’s model is based on the principal that we can collect and develop research at all levels from different researchers.

For example, a PhD thesis might be summarised and a few resources developed. A teacher who creates a survey in their classroom might want to share what she has done. OSR has the ability and resources to help anyone doing any type of research, help educators create a survey from scratch, improve one that already exists, then collect and analyse data. The hope is that OSR can collect aggregate data from valid and reliable surveys and post the results to the broader community so they can use them as a comparison tool.

Administrators and teachers can post questions to others in a blog created on the site. For example, a middle school principal might ask colleagues around the world how they handle student absences: as people respond, the principal can go to the blog, read the responses and move forward as needed. This conversation will be collected and catalogued for use by other principals in the future.

Rather than having an email or text message for every response, the administrator who asked the question could go directly to the site to look at the responses. Moreover, a weekly RSS feed would send out a summary of the burning issues covered that week as well as a list of new topics and research that were added to the site.

OSR is currently a small, not-for-profit organisation. We hope to expand further through donations and partnerships with overseas schools and organisations. If successful, OSR hopes to have an active board of directors that will oversee the site as well as certify and fund studies through an internal IRB review process.

If you think this is a good idea and want to help, there are several ways to contribute. You could contribute your resources to the site, such as a survey, a form, a policy statement, or a set of guidelines. The level of rigor does not matter, just that you have something that might be helpful to others. Your school can partner with us for free through the website. In exchange for your support, OSR will create a link to your school on the homepage.

Finally, we are looking for members to help maintain and develop the website and consult with others in your area of expertise. The website is located at www.overseasschoolresearch.com. To contact OSR directly, please contact me personally or use the Contact Us page on the website.

Dr Kent Blakeney has been an overseas educator in Nicaragua, Morocco, Nepal and Austria. He and his family will be moving to Madagascar next year where he will teach middle and high school social studies. He can be contacted at keblakeney@hotmail.com
Reflections on the ECIS International Teacher Certificate

Not for the faint-hearted says Helen Fail, a course leader

Let’s start with some statistics: 73 teachers have joined the programme in the past year, attending three day Institutes in Cambridge, Atlanta, Istanbul, Havana and Kuwait. I have just written congratulatory letters to the first three to graduate early, two of whom gained distinctions overall for the certificate. There are now over 120 graduates since the ITC started in 2007.

How would I describe the ITC? It’s a bit like running a marathon that lasts a year! The prospect of it is daunting, the experience can be exhausting and crossing the finishing line is exhilarating. There are benefits and challenges.

The benefits include improved practice in the international school classroom; a new awareness of, and
ability to deal with, students and colleagues in transition; new strategies for helping multilingual learners; increased intercultural communication skills; and a putting on of ‘international-mindedness’ in a practical and dynamic way in the classroom. All this is carried out in a reflective framework that involves integrating theory and practice in a sustained and thoughtful way.

The challenges are sometimes technical: creating and editing videos and recordings to fulfil the demands of the electronic portfolio; and sometimes more context specific. How do you organise an extra-curricular activity to facilitate intercultural learning between your students and the local community if it is too dangerous for your students to leave the school without armed guards?

There is most definitely an increased workload of reading, reflecting, creating a workshop for colleagues on the value of mother-tongue instruction, teaching about a global issue and facilitating collaborative and active learning for the students. It is not a course for the faint-hearted!

The ITC is not the course of choice for those thinking that three days of professional development in an exotic country with a built-in opportunity for networking sounds like a good idea. It is for those teachers who really want to improve their own practice in an international setting, become part of a motivated and enthusiastic group of teachers in a virtual learning environment and who are willing to share their new-found skills, ideas and resources with one another.

It involves reading, thinking, sharing, doing, recording, reflecting, writing, submitting, supporting and rejoicing. For those in charge of the PD budget in their schools, your school will be the major beneficiary. For more detailed information about the course, which is validated and marked externally by Cambridge University International Examinations, please visit the website; www.internationalteachercertificate.com

Dr Helen Fail is the course leader. After a career teaching in international schools, she ran the MA in education for teachers in international schools at Oxford Brookes University before joining ECIS in 2011.
Whose bat? Whose ball?

E T Ranger wonders if you’re allowed to play a valuable part in your organisation

In the cricketing and baseballing countries of the world there is a saying that ‘it’s his bat and his ball, and he can decide what to do with it’. So who owns your bat and ball?

The international schools in these pages may be owned by a board, a company, or a single business person, and we know that can make a big difference. In the schoolyard the games are organised through playground discourse. It’s an early experience of politics. In the same way, in our schools local rules can be negotiated, even if they generally follow traditions of management, like the international rules of a sport’s governing body.

Our influence is partly a matter of scale. Just as politics is different at village or national levels, so a medium-size fish looks and feels bigger in a smaller pond. The biggest scale of all is in national systems. Back home, where we trained, there were traditions, momentum, and inertia that were beyond our powers to move. If we want to innovate, it may be easier to go overseas and find a smaller educational pond.

Or maybe it’s more of an island. There’s no shortage of educational Prosperos who have gone abroad to build their own brave new world, and they can achieve a lot in a small school. Idiosyncrasy can be a virtue or a vice: just look at the remarkable individuals one meets in the international schools! Reader, just think of the ten most eccentric people who you have worked with! How many of them succeeded abroad where they would not at home?

If bad management is the worry, there are more safety mechanisms in a larger international school, and there may be substantial support from companies or diplomatic sources that will fund original ideas as well as traditional ones. Larger schools could also have a number of enterprising individuals, who form an innovating team, working together in all that time that is saved from the minutiae of home-country life.

Reputations within the ECIS community tell us where to look for expertise and originality in specialised fields. There may not be the research budget that a nation can afford, but the opportunity to innovate without an administrative straitjacket is exciting.

We teachers can be terribly moralistic. “And where do you teach?” we ask at international conferences; this can be an unspoken bid for the moral high ground. Is this person an idealist or an opportunist? Architect of the future, or just a hired chalk? At a proprietary school the fees go to feed the teacher’s family, and fund the owner’s life-style. Can we live with profit?

It’s true, there are some villains. One school I know of was slow in paying teachers, but paid for a fine house in the Caribbean. Another was starved of investment while it served as a cash-cow to tide a sister-school over a bad patch. Another had student-spies to check the curriculum was being followed. Teachers may look at the cars the owners drive, and then look at their own!

But there are also many proprietary schools that use their freedom to promote good initiatives, and to establish loyalties that are personal rather than institutional. Innovation and flexibility are features of a good proprietary school.

In our loose-fit world perhaps it is a duty of international schools to accommodate the unusual, even if it wouldn’t play in Peoria. Not all expatriate teachers are Calibans, nor Ariels, and nor are their students, but there is a chance for a more personal treatment of individuals, where we can, when we can. And while we’re at it, let’s listen to their individual needs, too, and not find ourselves moulding them into our model of the earthly paradise. Their futures are their own, and their future may lie in that imperfect place they know as ‘the real world’.

Back to the bat and ball. Can the owner or the board of a private school really dictate what is taught and how? Well, actually, yes. The fact that they usually do not invade classroom life is a measure of the trust that boards and owners have in teachers’ professionalism, plus the public scrutiny of accreditation processes.

Where there is a clash, some questions need to be asked: which party or parties to education get consulted? What do parents think? Is the mission statement being followed? Who thinks so? Is the school accredited? Can it be reformed?

Once one feels out of sympathy with the dominant values, it is easy to retreat into moralising. I believe that the injuries we feel in our working lives are 10% caused by evil, and 90% by oversight, not the other way round. If there is diversity in any school there will be diversity of philosophies; it is largely a matter of priorities, there cannot be – should not be – uniformity. Maybe you are the one needed to voice your view.

Did you do a due diligence review before you came? There comes a point where we need to ask ourselves: can I play a valuable part in this organisation? If not, there’s always another game going on somewhere else, or you could get your own bat and ball…

See also page 19
Science matters

Rare elements: demand for copper fuels pressure for new mining operations.

Good ideas for the classroom from Richard Harwood

The development of smart phones and the other electronic devices implicit in the modern technological revolution is heavily dependent on the availability of chemical elements many of which occupy the nether, unfamiliar reaches of the Periodic Table.

While, to a chemist, it is fascinating and intriguing to see our utilisation of elements that have previously been considered rather esoteric, our increasing dependence on these resources poses wide-ranging problems of economy, availability and sustainability linked with concomitant ecological and environmental issues.

Which chemical elements are crucial to sustaining the technological progress? Analysis of the components of a smart phone show that 22% of the elements present is copper. Modern electronic technology is heavily dependent on this excellent conductor of electricity, placing demands on its sustainable availability.

Metals such as cobalt and nickel are also important. However, other, rarer metals have also grown to be highly significant. Arguably modern technology, and the miniaturisation involved, is impossible without access to these elements and their exceptional physical properties.

Examples of these metals include neodymium (Nd), tantalum (Ta) and indium (In).

Tantalum has excellent heat and electrical conductivity and as such is significant in the production of very small capacitors for mobile phones and satellite navigation devices.

Neodymium has exceptional magnetic properties and is therefore used to produce the small, very powerful magnets required for computer hard drives, audio speakers and headphones (the earpieces of mobile phones, for instance).

New technologies are supposedly replacing the ‘old’ – we hear daily of the newest features of the latest mobile phone or tablet computer. The death of the printed word is heralded – with education said to be headed down roads that eliminate direct teacher-student interaction.

In the UK the sale of road atlases and maps is significantly down as the majority of new cars are now fitted with satellite navigation systems – and that despite the comic/sad tales of down which garden paths drivers have been led! The technological progress and convenience is spectacular, but which elements are we dependent on?
Curriculum

Indium has very strong electrical conductivity and is used in LCD screens where the minute pixels are switched on and off to provide the display.

The abundance of these materials, including copper, is under pressure and new sources are continually being sought to resource the revolution in electronic devices. Can we control our desire for the ‘latest’ – can companies such as Apple control the release of new models so as to impose less pressure on the availability of rare niche elements?

Currently under environmental impact evaluation is the proposal to exploit the mineral deposits of Alaska’s Bristol Bay.

Mining for copper and other rare metals poses a source of wealth for countries such as Mongolia too and there are massive developments in that country which offer economic progress for the region, but at an environmental and ecological cost. The balance of issues is a difficult one to achieve.

Not rocket science!

Back in November, 2001, at the invitation of the then science committee, Professor Tejinder Virdee gave a series of lectures at the ECIS conference in The Hague on the LHC project at CERN and the search to detect the Higgs boson.

That presentation can be accessed at cms.web.cern.ch/ org/cms-presentations-public and is a useful resource that puts the recent dramatic announcement from the project in context. Professor Virdee has recently been made a Fellow of the Royal Society in the UK (royalsociety.org/ people/tejinder-singh-virdee) and he discusses the work involved at CERN on the Internet at the following sites:

www.bbc.co.uk/programmes/b01dhrmb
www.wellcomecollection.org/whats-on/events/exchanges-at-the-frontier/tejinder-virdee.aspx

The significance and implications of the detection of this particle have, and will continue to be, discussed over future years, particularly in terms of it strengthening our understanding a specific model of the underlying structure of our universe.

Finding ways of structuring such ideas for our students (and indeed ourselves!) is always useful. So the publication of a really clear, and user-friendly, text is always timely, particularly from a somewhat unusual source.

Ben Miller is a noted comedian – of the Armstrong-Miller series in the UK – but he has now published ‘It’s not Rocket Science’ (Sphere, 2012; ISBN 978-1847445018) in which as a physicist he tackles topics such as the Large Hadron Collider, black holes and climate change in an engaging, articulate and insightful way.

Ben Miller was working on his Physics PhD at Cambridge when he teamed up with Alexander Armstrong and became a comedian. He has written previously in the Times ‘Eureka’ series and his treatment of a range of topics here is a definite plus.

Wiring the Abyss!

Sometimes an unpredicted set of coincidences leads one to useful and really interesting projects. Visiting our son in British Columbia recently we went along to the spectacular Buchart Gardens just outside Victoria on Vancouver. Chatting to the sales assistant in their...
gallery – who quickly detected I wasn’t local – we got to talking about Neptune. Not the planet, or indeed the god of the oceans, but the oceanographic project, NEPTUNE (www.neptunecanada.ca/), the world’s first regional cabled ocean observatory that streams data from an 800-kilometre loop of fibre-optic cable under the Pacific Ocean to scientists and students all over the world. We were recommended to mention it by our son who is a fish and environmental biologist. It’s something of a small world, as when passing on the information we found out that while at the University of British Columbia he’d reviewed aspects of the proposal to set up the observatory.

NEPTUNE Canada is located off the west coast of Vancouver Island, British Columbia. The network, which extends across the Juan de Fuca plate, gathers live data from a rich constellation of instruments deployed in a broad spectrum of undersea environments.

Sensory data are transmitted via high-speed fibre optic communications from the seafloor to an innovative data archival system at the University of Victoria. This system provides free internet access to the immense wealth of data, both live and archived, that will be collected throughout the life of the planned 25-year project.

NEPTUNE itself is an acronym – standing for North-East Pacific Time-series Undersea Networked Experiments – and the sensor laid on the ocean floor are designed to study phenomena such as:

- Thermal vents
- Earthquakes and tsunamis
- Marine ecosystems
- Greenhouse gas cycling in the ocean
- Fish stocks
- Minerals and metals
- Pollution, including possible oil spills, and toxic bloom

Although the primary focus is on-going baseline testing and research, there is also an important educational aspect to the project and schools can access components of the website for class study. The site provides for the use of live webcams, an image gallery, videos introducing the project and the different areas of research (www.neptunecanada.ca/news/multimedia-gallery/presentations/index.dot), and the aim is to produce and share lesson plans for K-12 classes.

Altogether this seems an exciting and purposeful project that could yield useful material for class and project study.

Dr Richard Harwood is a scientific and international education consultant based at Whitby, UK.
Enter The Blue Man

Chris Frost describes a remarkable learning provocation at Tokyo International School

Inquiring into How We Express Ourselves is a recurring theme of the primary curriculum in the International Baccalaureate Primary Years Programme (IBPYP). Every year one or more of the units of inquiry in each grade looks at how humans use their creativity to design and to express themselves.

These forms of expression include dance, drama, language, play, art, music, literature and so on. According to educational experts such as Sir Ken Robinson, creativity and design are recognised as an increasingly valuable part of 21st century education. But of course all of this is adult speak and important for curriculum writers, teachers and governing bodies. From the child’s perspective however, the most important part of school is wonderment, enthusiasm, stimulation and fun!

The Grade 3 teachers set up a learning provocation for all the upper primary students currently inquiring into forms of expression. Such inquiry provocations, an integral part of the PYP unit planning process, may come in a range of forms such as questioning techniques, artifacts, multimedia or role play. In this example, the teachers coaxed the children into the gym under the pretense of artistically expressing messages of hope for the victims of the recent earthquake and tsunami.

In itself, this was a powerful experience: children collaborating with enthusiasm and expressing empathy for their peers in the Tohoku region. The students had no idea what was just around the corner! A few inquirers began to notice something was going on. Crowds of expectant middle school students peered over the gym balcony. And there was a rising sense of excitement and ‘the blues’ arrived.

‘The blues’ came in the form of a group of famous entertainers known as The Blue Man Group, founded by Chris Wink, Matt Goldman and Phil Stanton. Known for its creativity, the group blends music, mime and art in an original tantalizing way theatrical shows and concerts featuring popular music, comedy and multimedia; recorded music and scores for film and television; and television appearances for shows such as The Tonight Show. All appearances star a trio of performers called Blue Men, who all wear a blue ‘skin’.

Of course fun, excitement and hands-on engagement are useful learning tools. The key word here however is learning. Is the juice worth the squeeze in terms of learning? And what exactly was the desired understanding in all of this? In the IB PYP; units of inquiry are framed around essential understandings known as central ideas.

The central idea in this unit was ‘A powerful piece of art engages the audience and invites a response’. The unit was designed to deepen the students’ understanding about the importance of audience.

A developed awareness of audience is critical to a visual artist, advertiser, author, musician or poet alike. Indeed all artists are wise to think about their audience. Planning backwards, targeting your audience and the desired physical or emotional response is a life-long skill worth knowing! Indeed this is how you make a difference in the world – a near ubiquitous feature of school mission statements.

The Blue Man provocation was a strategy for the students to reflect on the wider concepts of art and audience and connection. The video was later played back to the children. Who was the audience? How did you feel? How did the Blue Men cater to their audience? What artistic forms did they use? How did you respond? What made you respond that way?

Once questions began to flow, ideas and opinions began to bud. Teachers then used a series of ‘tuning in’ activities to activate students’ own prior knowledge. These involved collaborative learning strategies to tease out the students’ personal experiences of of literature, movies, music, visual art and so on. Each had a focus of how they, the audience, responded.

Later in the unit students investigated the concept of audience during their readers and writers workshop. They also inquired into the importance of audience in dance, poetry, art and music. The fun didn’t stop with the Blue Man. What better way to look at the effect of audience than carrying out a secret flash mob in the playground and recording it? Or organising a beatnik poetry reading and inviting your mum and dad!

The teachers and curriculum team are still reflecting on how to improve this unit and to deepen the students’ desired understanding. There’s room for improvement but, in short, we believe the juice in this case was worth the squeeze. We also have a wonderful piece of artwork to send as a message of support to our friends in Tohoku.

Chris Frost is PYP coordinator at Tokyo International School.
Fit for purpose
Physical education: Stuart Fern considers trends, challenges and solutions

At the recent European Council of International Schools (ECIS) Physical Education (PE) conference in Tunisia there was a noticeable shift in what PE educators were sharing. Instead of traditional sports such as basketball, football, tennis etc dominating the conference schedule, the programme predominantly included movement and fun fitness based activities, in some cases integrated with technology. These ranged from cross fit, dance, martial arts, yoga, general physical preparedness, to the use of iPads in PE, fitness blasts and leadership programs.

This new trend is endemic of a shift in focus in PE programmes around the world. There is a school of thought that traditional programmes based on sports are not providing the majority of students with the positive experiences that encourages them to continue enjoying physical activity when they leave school.

The new shift is looking to balance the more traditional competitive games that have their own benefits but may alienate some students and provide more choice and opportunities for the enjoyment of physical activity.

As well as non-competitive sports, alternative activities once based outside of the sports hall are becoming more attractive, thanks to popular culture. These include skateboarding and BMX biking. Some schools have already embraced these activities as a hook to entice kids into the positive feelings exercise can create. One unconventional activity that has made a huge progress in recent years is parkour, or free running.

Originating in Paris, where free runners use the city's urban landscape as obstacles to run around, duck under and jump over, centres have been set up in Los Angeles, New York and London with community and school development officers establishing programmes. Its expressive nature and aerobic base, combined with controlled gymnastic landings and movements, are often replacing more traditional static gymnastics lessons.

The information technology revolution continues to play an increasing role in all subjects in school, and PE is no different. Many ECIS PE teachers are pioneering new apps through trial and error and using social networking to share their experiences. Students are using apps to film and evaluate performances and heart rate monitors are now being used to tell how hard students are working.

The least fit or un-athletic students often work harder than the stereotypical fitter and more co-ordinated ones and, through the use of the heart rate monitors, accurate

‘The new shift is looking to balance the more traditional competitive games that have their own benefits but may alienate some students and provide more choice and opportunities for the enjoyment of physical activity.’
subjective data is available so credit and praise is given where it is due.

Nintendo Wiis and games such as Dance Revolution on the X box are providing solutions to lack of space. Although not necessarily the longterm answer for a quality PE programme, such developments show how the IT industry is becoming more visible within the subject. More recently Nike and Garmin have released watches that measure daily activity levels that can then be downloaded and shared through social network sites.

Their idea is for users to set goals and record useful data that can then be used as a motivator when working out. This technology, when linked with students’ reflections on feelings during exercise, and students likes and dislikes about different activities, is another innovative way for young people to become interested in being physically fit and one that I feel will take off.

With most countries’ health departments recommending a minimum of 60 minutes exercise a day to lead a healthy life, it is the constant struggle for the PE teacher to encourage administrators to provide adequate time for student activity within school. With pressures on grades and other subjects vying for the same time slots, PE is often portrayed as unimportant or irrelevant. PE teachers often produce excellent programmes only for them to be ignored because it is not what Principals or colleges are looking for. A shift in teaching and learning needs to take place so that there is consideration of a whole child’s development.

What do Principals and decision-makers want to see from PE for it to warrant more resources both during and after school? Can it be proved that physical education and activity improve student behaviour and performance? These are relevant questions. A recent study carried out by Amika Singh PhD in in the January 2012 issue of Archives of Pediatrics & Adolescent Medicine reviewed the data between physical activity and academic performance. Fourteen studies were reviewed and he reported a significant positive relationship between the two. And on 9th June, 2012, Eric Sondheimer reported in the Los Angeles Times a recent study by a Los Angeles school district whose results indicated that there was a positive statistical relationship between grades and the participation in athletic teams.

In London, the Marion Richardson School allocated more time and resources to PE ten years ago and attributes improved behaviour and success in the classroom to this new emphasis. Although some of this is anecdotal it is something most PE educators believe and a handful of leading brain scientist already know. However, until an in-depth study with controlled testing conditions and objective measure of physical activity proves this without doubt, the status quo will continue.

One of the most important factors for policy makers is the obesity epidemic facing most of the western world. A recent study, published in the January 2012 issue of the Journal of Health Economics, stated that the USA spends 20% of its healthcare budget on treating obesity. USA and European policy makers need to reassess this reactive methodology and pump resources into programmes at source to help change a cultural trend that is burdening countries’ health programmes and decreasing life expectancy.

In summary, PE is in a transitional period where new movement and fun fitness based activities are being embedded along side traditional sports, providing young people with more choice. IT is becoming more useful, accessible, cheaper and user-friendly, providing a hook for students who may otherwise be uninterested in PE.

Physical activity and good habits of health and wellbeing need to be built into the fabric of a school, a health club environment with opportunities for both faculty and staff. If teachers from all disciplines delivered the same message through cross-curricular experiences, coaching roles, taking part in and running clubs, a high school would have over 100 role models, not just a handful of PE teachers banging the drum.

Funding should be provided to solve proactively the problem of obesity ‘up river’ rather than reacting to and treating the problem when it is often more expensive and less effective.

It is my belief that a study by leading scientists will soon provide governments and administrators with unequivocal proof that well-articulated PE programmes with enough resources can be responsible for reducing obesity, improve moods and behaviour, and ultimately provide evidence that exercise may improve children’s thinking due to increased blood flow to the brain. If this is achieved then the only question is who will have the courage to put it in to practice.

Stuart Fern holds a Masters in Sports and Exercise Science and currently works at the American School in London where he teaches predominantly lower school PE. He is on the ECIS PE Committee.
Who's afraid of Theory of Knowledge?

It's good to ToK: Haley Byrne tackles some myths and explores the many joys

If, at the start of the academic year, you find you are able to clear the staff room with your mere presence, and everyone is too busy for a meeting, you could be the social pariah known as the ToK teacher.

I have witnessed teachers offering to do more cover and duties than contribute to a ToK lesson! What is their fear? Perhaps it is the misunderstood perceived mystic veil of uncertainty and potential questioning of their foundations of knowledge that leads them to view ToK with such trepidation. The science and maths departments recoil in horror that they could be asked to consider the reliability of what they teach. One highly experienced and outstanding teacher, let's call her Pamela to protect the innocent, offered shakily, “I'll do anything but please don't ask me to do ToK”.

So what is the problem with ToK? Quite simply, there isn't a problem with ToK. The issue lies with the confidence of subject-specific staff and their inbuilt self- and peer-perpetuating fears. They huddle together and feed off each other's uncertainty. The irony here is that teachers do ToK every day in their subjects without realizing it.

In essence, ToK is merely questioning how we know what we know with any certainty. When I am faced in September with a new cohort of ToK students they all want to know What is it? How can I get my three IB points? What method/model do I use to get it?

Interestingly, at the end of ToK, they don't seek answers to these questions but they do understand why they asked them in the first place. This was illustrated most recently when a former IB graduate of mine said “thank you for opening my mind”. My work had been done.

So going back to the main issue, what is ToK? Let's consider science or math lessons. When a student asks you to explain a theory or formula or concept you give an answer based on reason, logic, experience, perception and understanding.

In humanities, reliability and certainty are sought in a number of ways and interpretation plays a major role. Languages are interpreted and translated to the nearest likeness of the native language of the students; and in the arts emotion and intuition will play a major role in understanding. ToK will simply ask: how did we acquire the knowledge of those subjects and what degree of certainty can we have about them?

Students, often for the very first time in 15 years of organised education, are encouraged to question beyond what they know. They question each other, their teachers and the world. The wealth of knowledge that the students bring to the classroom is vast. They are experienced knowers and your job is to guide them to an appreciation of what knowledge they have, how they understand it and to the realisation that they will continue to embrace more knowledge throughout their lives.

You are not expected to know everything as students of, say, IB higher physics, who will know more in that area than you do. (Unless of course you are their teacher.) You are a guide – you can use THEIR knowledge. You are a facilitator in the truest sense of the word.

Being the ToK teacher is a privilege as you get to see the wondrous moments of students realising that they do not have to accept all of what they know: the moment they see that they can question something they have held to be so certain like the scientific method with its emphasis on reliability and replication. Many of my students in early ToK days throw this ‘knowable certainty’ into debates of superiority of ‘truths’. However once the question of the Big Bang theory has been discussed, and the realisation that replicating it might prove somewhat problematic, the ‘absolutism’ of science begins to open up new questions...

Debates over what constitutes art and beauty, or how to define ‘human rights’, lead to intense discussions and analysis; each student brings unique insight and understanding. They all have differing perspectives and the influence of their IB subjects plays a major role in their interpretation of knowledge.

So don't be afraid of ToK: embrace it, listen for the questions from your students; they will be your guide. Anything that steps beyond the boundaries of certainty in your subject, or requires a more emotive or intuitive response, is a ToK issue and you need to raise it as such. It is all right to say “I'm not sure how to respond … as there is no certain answer, but we could consider why this is a questionable issue.” You will have then stepped onto the ToK path.

One of my greatest ToK moments was when Pamela, the highly successful teacher who originally baulked at ToK, later came to me and said “I've just had a fabulous lesson, we did that ToK stuff, so is that all you need me to
A BIT OF BUZZ FROM 2011

ECIS 2011 in Lisbon was fantastico; a chance to see old friends, make new ones, collaborate with professionals the world over, and hear inspirational talks and workshops that positively change our practice while offering us new perspectives. 

@libraryjet via twitter
do now?” I asked her what they had done and she replied “Well we set up a business and I got them to consider for homework whether for-profit businesses by definition can be ethical.”

I assured her that this was a great start and she probably wouldn’t have to do anymore. She smiled and walked away smugly to the staffroom obviously pleased that the ToK box had been ticked off. A couple of days later she came to me quite concerned: in a hushed voice she said: “You know the homework about ToK I set my business class? Well, its escalated. They are questioning everything to do with the business set up and the principles of finance. One student even suggested that the foundations of a market free economy are unprincipled…”

ToK does not fit into a box and, once started, should not be stopped.

Hayley Byrne is deputy leader of learning for TOK and ATL, and subject lead for psychology, at The British School of Houston, USA.

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Watch your language
Mark Winterbottom discusses its importance when teaching science

When teaching science, it is very easy for teachers to focus lesson planning on organising practical work for students. However, it’s the learning that happens during such work that is important, and that learning is almost always mediated through language.

Language is the tool by which teachers can explain ideas to students and through which students can express and test their own understanding. It facilitates the discussion of ideas between teachers and learners that is at the heart of learning.

Such discussion is essential because it allows learners to talk ideas into existence, a perspective that broadly fits under a social constructivist approach to learning. Such construction of knowledge is not just mediated through talk, reading and writing. It can also form the stimulus and the framework for building knowledge by learners.

Because language is so important, it forms a major part of the Global Learner professional development courses that Cambridge International Examinations host across the Middle East, North Africa and South Asia throughout the year. The aim of these courses is to work with teachers to communicate the attributes of effective teaching and learning and ultimately encourage learner-centred education.

Of course, if learners should build ideas through language, then teachers should too. Global Learner seminars in science are therefore based on teachers testing and developing their own pedagogical knowledge through discussion. They can then go away and apply their learning in the classroom.

Continued overleaf
DREAMERS OR DOERS? BOCCONIANS.

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A key tenet of the Cambridge IGCSE science syllabuses is to enable students to acquire understanding and knowledge of key concepts, principles and applications within biology, chemistry and physics to build their confidence in a technological world.

Within the Global Learner courses, we explore the worthiness of using different writing exercises, such as constructing concept maps, writing poems, and distilling paragraphs of text into flow charts. We discuss how such elements can help students to structure their thinking, promote discussion, overcome misconceptions and ultimately build scientific ideas effectively, independently and confidently.

However, a focus on language can only be effective if students are also enabled to overcome the jargon and technical language of science, and within the seminars we also examine how to erode such a barrier to learning. Making science accessible, and demystifying it from behind a wall of terminology, is essential to supporting students’ learning appropriately.

During the seminars we also look at working with text. Teachers examine how asking students to read and complete directed activities related to the written word can support the development of understanding.

For example, we explore a number of such approaches, including matching exercises, CLOZE activities, ordering passages of text to make sense and completing part-sentences. These are all approaches which can work to spark curiosity, interest and enjoyment in the classroom. Ultimately, the discussion and thinking behind such activities helps students to work out ideas for themselves.

The final role for language which we explore is the use of metaphor. Metaphor almost gives students a mental model of a scientific process. Such models, however, have strengths and limitations which can introduce misconceptions. By examining some commonly used metaphors, teachers have the opportunity to explore the usefulness of this technique before applying it in the classroom.

It is often easy to forget that the tool for enabling students’ learning is language, and that explicitly planning how to use language in lessons is essential for success. We never stop acquiring knowledge and the Global Learner Events are a testament to continued professional development.

Mark Winterbottom is a lecturer in science education at the University of Cambridge.
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The return of the craft

Ana Maria Cruz gives practical tips on teaching sewing to elementary school children

'Home made' has become a trend all over the world, including the internet. Anything and everything from sewing to baking seem to grow exponentially on websites, blogs and digital marketplaces and, after attending the National Art Education Association (NAEA) 2012 Convention, I've also learned that it provides a range of skills as well as transdisciplinary teaching/learning opportunities in the classroom.

On Sew What? Exploring Sewing and Textiles With K-8, Alison Babusci (a presenter at the NAEA Convention) mentioned how sewing not only helps in the development of fine motor skills and promotes the resurgence of a craft, but also spans human cultures and traditions, allowing classroom teachers to create meaningful links with social studies as well as literacy.

Through storytelling, for instance, students can talk about their creations, or be required to illustrate a story using needles and threads as an alternative to pencil and paper. They can also talk to their parents, grandparents and classmates about clothes and how different cultures use particular textiles and/or embroidery designs during special occasions, which, for those of us working at international schools, constitutes an opportunity to promote cross-cultural understanding.

Through quilting, students can strengthen their math skills (both arithmetic and geometry are essential to this craft), and even if you are on a tight budget, or don't have sewing supplies, paper can easily substitute for fabric. The website www.quilt.com provides an array of block patterns with instructions on how to piece a project together.

If you are like me, and are a bit apprehensive of handing sharp metal needles over to students, using plastic versions of these and burlap can be a good place to start.

Weaving is another way to review the Principle of Design Pattern, and websites such as www.wonderhowto.com/how-to/video/how-to-weave-on-a-cardboard-loom-239221/ are a great resource for those with no previous experience or who want to get started without spending large amounts of money on wooden looms.

Some interesting artists to look at are Wendy Osher, Sonia Delaunay and Louise Burgeoise, as well as the Heilbrunn Timeline of Art History www.metmuseum.org/toah/ (created for the Metropolitan Museum of Art in NYC) which provides essays and imagery from all over the world. Furthermore, countless websites and blogs can provide you with ideas as well as tutorials for you and your students.

Finally, I would like to quote a site called www.so-you-can.org, which is a non-profit organisation that teaches urban youth throughout New York and New Jersey how to sew, and is one of many initiatives around the world involved in the resurgence of sewing as a craft: ‘Sewing and garment construction aids in the development of [...] eye-hand coordination, spacial relations, and visualization. Life skills such as patience, focus, process thinking, problem solving, organizational development and compartmentalization are also developed.’

Ana Maria Cruz is UE art teacher at the American International School of Budapest, Hungary, and an ECIS Art Committee member.
Maths & Science SMART

The Maths and Science SMART series:

• Covers comprehensively the learning outcomes in the latest 2011 Cambridge Primary curriculum framework; and is most suited for pupils progressing to take higher CIE qualifications, such as the IGCSE.
• Adopts the well-renowned Singapore Mathematics approach which emphasises problem-solving and the teaching of concepts from the Concrete to the Pictorial to the Abstract.
• Equips learners with the relevant competencies spelled out in the 21st Century Skills framework. These skills are essential for learners to function well and succeed in the fast-changing 21st Century.
• Utilises engaging visuals and language that is simple and easy-to-read, as well as real-world examples and activities to enable pupils to discover, understand and appreciate the relevance of the subject.
• Adopts the Inquiry Approach to the teaching and learning of Science, with emphasis given to developing pupils’ inquiry and process skills, as well as critical thinking.
• Uses engaging visuals and presentation formats with well-crafted activities to arouse pupils’ curiosity about the world around them. This motivates pupils to learn, enabling them to better grasp key scientific concepts.
• Builds exam confidence in pupils and prepares them well for the Cambridge Primary Checkpoint tests, and other international examinations.

The Maths and Science SMART series comprises the following components:

• Textbooks
• Workbooks
• Teacher’s Guides
• Online resources

ELT Titles

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Best Friends
This motivating six-level primary course creates confident young language learners of English. Addressing the varied learning styles and changing interests of primary school students, Best Friends provides an innovative mix of original stories, factual content, and classical literature to develop literacy and information fluency.

Elfin
Elfin is a six-level English series for primary students. Its integrated skills approach provides students with the functions, structures, and vocabulary they need for everyday communication, to talk about their environment, and to learn and work with cross-curricular materials.

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Revolution, reaction, reform
Start planning now for National History Day, says Ryan Campbell

What do toilets, 20th-century China, Toussaint L’Ouverture and the Berlin Airlift have in common? All were entries at the first ever South Asian History Day finals, held at the British International School in Jakarta on 29th February. This year’s theme was Revolution, Reaction, and Reform in History and, even in its inaugural year in south Asia, the event attracted teams from as far afield as Brunei and Singapore.

Every year National History Day frames students’ research within a historical theme chosen for the broad application to world, national or state history and its relevance to ancient history or to the more recent past.

The intentional selection of the theme is to provide an opportunity for students to push past the antiquated view of history as mere facts and dates and drill down into historical content to develop perspective and understanding. It can be the humanities’ response to the popularity of The Science Fair.

All in all, over 100 competitors gathered together to take part in the Jakarta round of the competition and celebrate the spirit of historical enquiry. History Day gave the trainee historians a unique opportunity to share, defend, and illustrate their discoveries connecting to this year’s theme. With involvement from eight international schools across Indonesia and the wider region, the volunteer judges committed their time and enthusiasm to reviewing as well as critiquing student research.

This formative element to the competition ensures that all students who participate in History Day reap enormous benefit in developing their academic skills, even if they do not go on to qualify for the finals. Indeed, feedback is such an essential part of the History Day experience that students who do go on to qualify for the finals, at the University of Maryland, are expected to use the judges’ comments to further fine tune as well as refine their work.

The research-driven competition follows a uniquely inclusive format that allows students to present their work in a variety of ways. Categories range from websites, dramatic performances, documentary films and exhibits to the more traditional research paper division, making the History Day competition a truly cross-disciplinary endeavor and a perfect addition to any world class international school curriculum.

Beginning as an American competition, History Day has spread internationally and now over 700,000 students compete globally for the chance to present their work at the world final.

The competition expanded to international schools four years ago, thanks to the efforts of Concordia International School in Shanghai. This year it was held in South-East Asia for the first time under the auspices of the British International School Jakarta.

The day began with an inspirational keynote speech from Dr Peter Carey MBE of Oxford University, head of the Cambodia Trust and one of the world’s foremost experts on the British in Java. Dr Carey outlined his personal odyssey into the highest levels of historical study from Oxford to Java and the fascinating twists and turns on the way. He concluded by exhorting the budding historians to follow the path of historical truth and honour. From there it was on to the viewing and discussion of the students’ work.

The exhibit and documentary categories in particular produced some outstanding entries based on a weird and wonderful variety of topics. These included a display on tank warfare, complete with turret, to a detailed investigation into the effects of the White Revolution on India. In both the junior and senior divisions the combination of historical research and student-led learning on display was both inspiring and academically rigorous.

The programme is a perfect fit for extracurricular enrichment activities or even as part of a gifted and talented programme. Yet participation in the History Day programme is most enhancing when the attributes it develops of research, referencing, writing, and utilising technology creatively are integrated into the full curriculum, either in terms of normal history classes or as part of cross curricular studies.

Looking to personalise learning? Perhaps best of all, the competition takes history from the textbook and into the minds of the entrants. History Day students develop this passion for the subject by researching a topic of their own choosing. They then choose to enter either as an individual or as part of a group. The extended length of the project, as well as the fact that the judges will review their work, makes a History Day entry more than just the usual assignment for the participating students.

Each year, throughout the world, hundreds of thousands of students take part in the NHD program, which is fast becoming the World Cup of secondary historical studies. Students from local and international schools are encouraged to participate and the theme for next year’s competition is Turning Points in History: People, Ideas, Events.

For more information on National History Day please visit www.nhd.org. International schools that would like to participate should contact Ryan Campbell if based in South East Asia at ryan_campbell@his.or.id and Mark Johnson at Mark.Johnson@cis.com.cn if based in North Asia.

Ryan Campbell is National History Day coordinator British International School Jakarta.
“I want to study in an international university that focuses on me and develops my entrepreneurial skills in order to make my projects a reality.”

Johan Weissman, NEXT Chief Architect
Becoming better global citizens

Coordinators from around the world describe their experiences of the International Global Citizen’s Award to Boyd Roberts

More than a thousand young people around the world have received the International Global Citizen’s (IGC) Award – a voluntary and non-competitive programme promoting and recognising development of students as global citizens. Participants commit, over a period of at least six months, to understand more about other cultures and outlooks; review their ‘personal global footprint’; work alongside others; and record their engagement and reflect on their development as global citizens.

Twenty-five centres in 16 countries have offered the programme since it was piloted in 2007. Using a flexible, common international framework, schools and participants make the programme their own. While some existing activities can form part of the award, for all participants – and centres – there will be something new and different. Participants look at their lives as global citizens where they are, here and now, so no travel is required.

Peter Muir introduced the programme at Bali International School and now at Discovery College, Hong Kong. “Teachers often aim to develop an understanding in their students of various local and global problems in the hope that students will act to address them. The IGC Award challenges students by actually requiring them to take action.

“The learning that students get out of this is very powerful. Students are convincing their parents to buy environmentally friendly products, and find themselves in line at the cafeteria trying to persuade their peers not to buy bottled water. They actually develop a real sense of caring about these issues,” he says.

At the British International School Budapest, Caroline Mawdsely says “We have found the IGC Award a great route out into the community for our students; engaging in simple projects has introduced our teenagers, who think nothing of travelling across time zones, to

IGC Award participants raise funds and awareness at their IGCA fair at Singapore International School, Hong Kong, secondary section.
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experiences that are completely new and challenging for them even though they are round the corner.” This includes running a breakfast club for local children who would otherwise go to school on empty stomachs.

Like some other centres, Singapore International School, Mumbai, has incorporated and amended various existing activities and work to form part of the IGC Award for its students. Model United Nations, the study of world literature texts and preparation of an international day focusing on culture have all been embraced in the Award framework.

Award coordinator Jasmine Madhani comments that the Award has helped students “in developing tolerance and appreciation towards other cultures and this is especially desirable in today’s world as the world is increasingly interdependent.”

At Amman Baccalaureate School the IGC Award is integrated with the IB CAS programme and the El Hassan Youth Award, Jordan’s version of the Duke of Edinburgh’s Award. Each programme is distinctive and Abdel Razzaq Najjar, who introduced the Award, says that together they promote “development of the student’s character so that he/she becomes beneficial to society and the globe.”

Joanna Phan introduced the Award in Grade 6 at Singapore International School, Hong Kong, partly by extending the social studies programme. So, for example, a Chinese language immersion trip to Taiwan gave greater attention to awareness of other cultures – including email correspondence with students from Taiwanese schools before the visit. In the secondary section, Rachel Grantham worked with participants on an IGFCA fair to promote causes and concerns.

Christ the King Sixth Form College, UK, integrates the IGC Award and academic work in languages within an international graduate programme for students aged 16-18. Rebecca Crean reports that “students have been looking at a variety of issues including media representation of a range of countries; the environment and its impact on trade and living conditions; and many other topical, internationally-focused issues.

They have been going to a partner secondary school to mentor lower school students in languages. “Reflection has been undertaken by creating blogs, interviewing each other and giving feedback to their mentor. The Award has provided our students with the opportunity to develop their international awareness and receive recognition for their work” says Rebecca. The Award’s flexibility means that “each student can focus on areas of personal interest and can tie their Award work in with their academic subjects”.

At Collège Champittet, Switzerland, participants devised an exhibition on cultures of other countries. “They were requested to make one face-to-face interview with someone from that country” reports Matthew Roberts. “This was perhaps the most fruitful element of this unit, with some great interviews being made and filmed by the students, to share at the exhibition.”

An IGC Award challenge to reduce the school’s ecological footprint “has been a real turning point for our students, who are now more accustomed to working independently and collaboratively with their peers. The solutions were highly creative and sometime innovative.”

At Academia Británica Cuscatleca, El Salvador, Walter Arevalo, Carmen Villalta, and director of studies Judith Shorrocks “are absolutely delighted with the way the IGC Award has taken off in our school. It is not the Award itself that is the prize. Students are proud to be involved and really enjoy the opportunities to lead and make a difference.

“They focus on a desire to change students and parents in their awareness of the world around them and the impact that they can have by thinking globally and acting locally.” With older students mentoring younger participants “our current model now really does allow for authentic leadership opportunities amongst our older students”.

A common programme and aims, but implemented very differently in different contexts. People around the world – mentors and participants – working to effect change on the ground. Would you like to join us? For further information about the International Global Citizen’s Award, which can be introduced at any time of the year, visit www.globalcitizensaward.org For queries, or if interested in introducing the Award, please contact boyd@globalcitizensaward.org.

Boyd Roberts, former Head of two international schools and author of Educating for global citizenship, initiated and oversees the International Global Citizen’s Award.
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the measure of potential
The teacher as facilitator
Eoin Lenihan reviews the Khan Academy model

The Khan Academy (khanacademy.org), featured on TED talks (March 2011) and in Time Magazine (July 2012), is an online resource that provides in excess of 3200, mainly YouTube, videos in all traditional subjects. The videos introduce a key concept but allow the student to interact with the material by completing practice exercises (at the moment this option only exists for math) and giving detailed data reports that allow the student and teacher to assess, in detail, the student’s level of achievement in the task before moving on.

The basic concept, developed by Salman Khan to tutor his cousin by distance learning, is used by many school practitioners globally who have long taken it on themselves to create off-campus interactive forums to connect with and extend student learning, via blogging, Facebook profiles and, as in this case, self-made YouTube videos.

By accessing the video at home, the student arrives in class with a strong conceptual footing in the unit and, working alone, is able to progress on a topic at his own speed, thus facilitating student differentiation. What makes the Khan Academy novel is that students can complete self-evaluations and all stakeholders have access to this performance data.

What this means is that the teacher, armed with individual student performance data from the concept attempted the night before, is now free to focus class time on those students that have demonstrated difficulty in attaining understanding of the core concept and extending those that demonstrate outstanding comprehension.

The Khan model could be easily extended to allow for time effective formative and summative assessment when used in conjunction with simple interactive whiteboard add-on technology like the Promethean ActivExpression tool (www.youtube.com/watch?v=Heb2HOPPw-4).

This allows the teacher to input both multiple choice and long answer questions into an interactive smartboard quiz that is simultaneously and privately operated by each student while compiling comprehensive data collection and on-the-spot corrections, thus freeing up both classroom and planning periods of concept acquisition and grading.

The model presented by the Khan Academy proposes a flipped classroom where students take responsibility for the acquisition of key concepts at home and then in class essentially complete extension tasks and gauge understanding while freeing up teacher time for in-depth student assistance.

Eoin Lenihan is currently reading for a PhD in Education at the University of Augsburg, Germany. He will explore the usefulness of adopting the Khan Academy in support of a ‘theatre for action’ model in the MYP in a coming edition International Schools Journal.

PROFESSIONAL DEVELOPMENT CALENDAR OF EVENTS

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

<table>
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<tr>
<td>29 Sep - 1 Oct</td>
<td>International Teachers Certificate Institute- Istanbul, Turkey</td>
<td><a href="mailto:helenfail@ecis.org">helenfail@ecis.org</a></td>
</tr>
<tr>
<td>5 - 7 Oct</td>
<td>Sustainable International School Governance Diploma: Module 1 – London, UK</td>
<td><a href="mailto:sisg@ecis.org">sisg@ecis.org</a></td>
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<tr>
<td>21 - 25 Nov</td>
<td>ECIS Annual Conference – Nice, France, see Comment on page 3</td>
<td><a href="mailto:ecis@ecis.org">ecis@ecis.org</a></td>
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<tr>
<td>27 Feb – 3 Mar</td>
<td>International Leadership &amp; Management Programme Residential – London, UK</td>
<td><a href="mailto:clare@greatlearning.com">clare@greatlearning.com</a></td>
</tr>
<tr>
<td>4 - 6 Apr</td>
<td>ECIS Leadership Conference – Berlin, Germany</td>
<td><a href="mailto:ecis@ecis.org">ecis@ecis.org</a></td>
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</table>
INSPRING LIFELONG LEARNING

MISSION STATEMENT

The British International School Istanbul provides a caring international environment, fostering cultural diversity. Individual students achieve their full academic potential, inspired to become lifelong learners and responsible citizens of the global community.

The British International School Istanbul has a worldwide reputation for the education it provides. It is a leading private international School in Turkey, offering a modified English National Curriculum, IGCSE and the International Baccalaureate Diploma Programme. We are an academic school and we send our graduates to universities throughout the world, predominantly to the UK and USA.

Our ethos is welcoming and embracing. We inspire student enthusiasm, confidence, and independence and we welcome new students throughout the year. We seek to instil in all of our students an awareness and esteem of different cultures, beliefs, skills, values and personalities. As world citizens we celebrate both our shared humanity and cultural diversity. We are a co-educational community that includes students from over 55 nationalities, between the ages of 2½ to 18 years. We place a high emphasis upon the acquisition of languages and offer German, Spanish, French and Turkish. In addition to our foreign languages we also offer excellent support for English as a Second Language; students who join us with very limited English quickly reach the stage where they are fully able to access our curriculum.

We are non-selective and are fortunate to be able to offer full-time Special Needs Support throughout both the Primary and Secondary departments. We have an excellent creative arts programme and offer Music, Theatre and Visual Arts in the IB Diploma Programme. We also have a very strong PE Department boasting school teams in several sports. In addition we offer an extensive range of extra-curricular activities both after school and timetabled. Our PTA is an active body which plays a major role in the development of our school.

BISI is a happy, caring community with Parents, Students, Staff and Leadership teams all working together to make our school great. We have a City Campus for Pre School and Primary and a purpose built campus at Zekeriyaköy for Pre School, Primary and Secondary, just four miles from the Black Sea and close to the beautiful Belgrade Forest.

Wouldn’t you like to join the BISI Community?
# CELEBRATIONS 2012

The United Nations General Assembly declared 2012 as the ‘International Year of Sustainable Energy for All’

## September

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<tr>
<td>8th</td>
<td>International Literacy Day</td>
<td>UN</td>
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<tr>
<td>11th</td>
<td>Ethiopian New Year’s Day</td>
<td>Rastafari</td>
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<tr>
<td>18th</td>
<td>Rosh Hashanah Jewish New Year</td>
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<td>21st</td>
<td>International Day of Peace</td>
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<tr>
<td>22nd</td>
<td>Autumn Equinox</td>
<td>Pagan</td>
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<tr>
<td>23rd</td>
<td>Shibun No Hi Harmony and balance</td>
<td>Japanese</td>
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<tr>
<td>26th</td>
<td>Yom Kippur Day of Atonement</td>
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<td>27th</td>
<td>World Maritime Day</td>
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## October

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<tr>
<td>1st</td>
<td>Sukkot Harvest Festival</td>
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<td>2nd</td>
<td>International Day of Non-violence</td>
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<td>5th</td>
<td>World ‘Teachers’ Day</td>
<td>International</td>
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<td>9th</td>
<td>Chong Yang Grave tending and festival</td>
<td>Chinese</td>
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<tr>
<td>16th</td>
<td>Navatatri Triumph of good over evil</td>
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<tr>
<td>16th</td>
<td>World Food Day</td>
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<tr>
<td>20th</td>
<td>Anniversary of birth of the Bab</td>
<td>Baha’i</td>
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<tr>
<td>20th</td>
<td>International Children’s Day</td>
<td>UN</td>
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<tr>
<td>22nd</td>
<td>Parvarana last day of the Rains Retreat</td>
<td>Buddhist</td>
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<tr>
<td>26th</td>
<td>Eid al Adha The end of Hajj</td>
<td>Muslim</td>
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<tr>
<td>31st</td>
<td>Samhain/Halloween festival of life and death</td>
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## November

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<tr>
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<tr>
<td>1st</td>
<td>All Saints Day</td>
<td>Christian</td>
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<td>2nd</td>
<td>Anniversary of Crowning of Haile Selassie</td>
<td>Rastafari</td>
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<td>11th</td>
<td>Remembrance Sunday remembers war dead</td>
<td>National</td>
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<td>13th</td>
<td>Divali Festival of Lights</td>
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<tr>
<td>15th</td>
<td>Shichi-go-san children’s future festival</td>
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<td>15th</td>
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<td>30th</td>
<td>St. Andrew’s Day Patron Saint of Scotland</td>
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## December

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<th>Date</th>
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<tr>
<td>2nd</td>
<td>Advent Start of the Christian Year</td>
<td>Christian</td>
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<tr>
<td>9th</td>
<td>Hanukkah Rededication of the Temple</td>
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<tr>
<td>9th</td>
<td>Hanukkah Festival of Lights</td>
<td>Jewish</td>
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<tr>
<td>10th</td>
<td>Human Rights Day</td>
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<td>21st</td>
<td>Yule, winter solstice</td>
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<td>25th</td>
<td>Christmas Day birth of Jesus Christ</td>
<td>Christian</td>
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<tr>
<td>26th</td>
<td>Zartush-t- no-diso death of Prophet Zarathustra</td>
<td>Zoroastrian</td>
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<tr>
<td>31st</td>
<td>Omisoka New Year festival of cleansing</td>
<td>Japanese</td>
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<tr>
<td>31st</td>
<td>New Year’s Eve, Scotland and international</td>
<td>National</td>
</tr>
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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 4 AU, UK A selection of special days and festivals. For further information on UN days visit the UN’s Conference and Events site on Google.
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I accidentally found Susan Cain on TED and was highly amused but also provoked by her illuminating and very funny talk on what it means to be an introvert in an extrovert world and made to think again about aspects of my teaching.

This led me to her book where, in much more detail, she discusses how, when a culture prizes being social and outgoing above all else, it can be difficult, even shameful, to be an introvert. She goes further and argues passionately that introverts bring extraordinary talents and abilities to the world, and should be encouraged and celebrated.

Indeed introverts are great: they focus on what really matters. They are people like Ghandi and Mother Theresa and Rosa Parks, as opposed to self-serving Wall Street CEOs.

In an interview for Scientific America last January, Susan Cain explained: “In our society, the ideal self is bold, gregarious, and comfortable in the spotlight. We like to think that we value individuality, but mostly we admire the type of individual who’s comfortable ‘putting himself out there’.”

Our schools, workplaces, and religious institutions are designed for extroverts. Introverts are to extroverts what American women were to men in the 1950s – second-class citizens with gigantic amounts of untapped talent.

In the book she travels the country – from a Tony Robbins seminar (Unleash the Power Within) to Harvard Business School to Rick Warren’s powerful mega-institution, Saddleback Church, in order both to experience and analyse what she sees as the bias against introversion.

Her thesis is that America has been transformed from a ‘culture of character’ to a ‘culture of personality’ and this has not been a gain.

Cain devotes a whole chapter to attacking the over-emphasis that is now put on collaboration, on brainstorming and group work.

A point teachers might take to heart: do we ever cater for those students who would rather work alone? Her comments on open plan offices could also be applied to our open plan classrooms and the social rituals of ‘group hugs’.

Teachers might also consider the reaction of Jon Ronson (Guardian Review 22.3.12):

I finished Quiet a month ago and I can’t get it out of my head. It is in many ways an important book – so persuasive and timely and heartfelt it should inevitably effect change in schools and offices. It’s also a genius idea to write a book that tells introverts – a vast proportion of the reading public – how awesome and undervalued we are. I’m thrilled to discover that some of the personality traits I had found shameful are actually indicators that I’m amazing.

Whether you are an introvert or an extrovert, if you are a teacher you should read this book!

Caroline Ellwood
Advance Your Teaching Career

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This elegant and powerful collection of essays about Islam and Islamic education, by respected academics and international educators, is designed to enlarge the understanding and enhance the practice of teachers, educational reformers and policy-makers.

The book’s foreword by HRH Prince El Hassan bin Talal of Jordan ends with a quote from the Qur’an, which includes the following:

O mankind! We have created you male and female, and have made you nations and tribes, that you might get to know one another...

Editor Caroline Ellwood has her own strongly-held personal belief in the need for a better understanding of Islam and offers the reader a deeper knowledge of Islamic history and faith, its views on education and its perceptions of Western culture.

In chapter 6, Carole Hillebrand identifies two major themes, Confrontation and Co-existence, which underpins her riveting investigation into teaching about the Crusades from a Muslim perspective. Many of the book’s contributors engage with these themes as well and address them with intellectual honesty and cultural sensitivity.

By tackling the major issues of our shared histories, our simultaneous cultural developments and our interrelated identities, this book offers new perspectives on the way the world has evolved and is currently constructing itself. It does not shirk from the inter-cultural tensions and clashes likely to exist in setting up a school or reforming the curriculum.

The contributors illuminate the challenges ahead for educators, whether they are in the Arab world or involved in teaching about Islam in schools elsewhere.

As Ellwood states in her insightful and finely balanced introduction, her chief purpose is to support the many teachers across the world that have to cover units in their curriculum that include reference to Islam or have Muslim students in their classes.

This makes the book relevant for nearly every state school in Europe as well as any or every international school. This book deserves to be in every staff library and not just collecting dust. It needs to be read and will trigger useful discussion.

Samia Al Farra reminds us that Islam has ‘a history of promoting great interaction between cultures in the quest for knowledge’. (p31) She suggests that there are many commonalities among Arab heritage, Islam and
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internationalism which could be used as ‘a basis for mutual understanding and dialogue’. (p42)

Caroline Ellwood’s own absorbing chapter on Literature (chapter 11) suggests that reading novels from Muslim countries will extend any teacher’s knowledge of the Islamic world. Using fiction as a teaching resource enables students to discover such commonalities while at the same time learning about specific cultural values and traditions.

Educating the global citizens of the future about Islamic culture and the Arab heritage of 400 million people worldwide needs to be seen as an essential part of a modern and internationally-minded curriculum. According to Al Farra, in chapter 1, educators need to show ‘a genuine commitment to cherishing simultaneous difference and equality’ (p42) and there are, in this book, several powerful examples of schools which have demonstrated such commitment.

In chapter 2, the ground-breaking work of the United World College in Mostar is described by Mary Hayden and Jeff Thompson. The UWCiM helped to reconcile and integrate three different ethnic groups in Bosnia Herzegovina through mixed teaching groups and mixed residential accommodation. This cultural interaction, also developed through their CAS in the IB Diploma, has helped to break down ‘attitudinal borders within its own community’. (p57)

In chapter 8, Sumaya Alysuuf outlines the challenges of setting up a Muslim school in London (the King Fahad Academy) where it is clear that the mother tongue is ‘one of the most powerful tools used to preserve and convey culture and cultural values’. (p111)

Kathy Bartlett (chapter 9) celebrates the integrated madrasa pre-school project which has started to transform lives in poor communities in Kenya. Bartlett outlines the tension identified by her Aga Khan Foundation colleague Bi Swafiya. How can schools best provide both religious and secular education for Muslim children while preserving their values? The success of the AKF programme has depended on giving local communities, especially the women, control over the process.

Engaging stakeholders as partners and understanding the cultural norms are two of Norm Dean’s seven preconditions for success when setting up or running an international school in an Islamic setting. (chapter 5) Dean offers sound advice on key areas, from segregation of genders to textbooks and libraries. He stresses the need for teacher induction and professional development which deepens teachers’ understanding of Islamic faith and culture.

His preconditions would be applicable to any cultural group or system but are particularly important in the Arab world where ‘Western ideals, values and secularism can clash with the very fabric of the society seeking to improve educational opportunities for its youth’. (p87)

The tensions within the Arab world, between tradition and reform, are discussed by Lawrence Burke (chapter 4) who examines the role of international schools in the Arab world. His chapter concludes with a note of hope founded upon recent moves by international organisations, such as the World Bank (2011) to support curriculum reform in the region.

Chapters 3 and 10 invite us to consider more closely our relationship to subjects such as environmental science, physics and mathematics. Basil Mustafa points out that Islam has, from its origins, offered a conceptual framework for respecting the harmony and balance of our natural world, for ecological stewardship and environmental protection. Mustafa refers to contemporary scholars who seek to educate their fellow Muslims in the values that define Islamic environmental ethics but warns the pace of change, globally, may mean that raising environmental awareness in Muslim societies has become ‘an imperative task’. (p64)

Facing the challenges of the 21st century demands a greater emphasis on science. Richard Harwood’s comprehensive chapter (10) on Islamic science and mathematics traces the influence of Islam through, for example, the teachings of Al-Khawarizimi (Latinised as Algorithmus), the father of algebra. The role of the House of Wisdom in Baghdad in the 8th century AD and the developments in medicine in Muslim Cordoba in the 10th and 12th centuries remind us of the connectivity between cultures and also between religion and discovery.

In chapter 7, the link between questioning and awareness are made as we are introduced to Mohammed as a teacher. Professor Abdel Haleem shares illustrations from Hadith literature which illustrate the ‘powerful and far-reaching effect of the Prophet Mohammed’s career as a teacher’. (p107) Using skills and qualities as subtitles, we are given a deeper appreciation of the way that Mohammed spread his message and taught those who followed him.

In the book’s final chapter, Malcolm Davis tackles with great sensitivity the tensions that exist within Islam, where he identifies two key strands of controversy. He says that a balanced rational perspective can only be encouraged by exploring these.

This collection of essays sheds light on those tensions but also offers great hope for the future and encouragement to share our understanding of how much we humans have in common. (p163) They offer a compelling combination of experience, wisdom, spirituality and insight which will support intercultural understanding and international-mindedness.

Jackie Holderness taught in international, European and state schools and has published several books for children and teachers. At Oxford Brookes University she led the MA in Education of Teachers in International schools programme. She currently works for Achievement for All, an independent charity that raises Aspiration, Access and Achievement for children with SEND and other vulnerable and disadvantaged learners.
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The Really Useful ASD Transition Pack

Alis Hawkins and Jan Newport
Speechmark 2012

This well organised and informative resource, which comes with a CD ROM, is an informative and practical guide. For anybody in doubt about what Autism Spectrum Disorder is and involves, clear indicators and characteristics are described with helpful hints for diagnosis, including the warning that ‘no two children with an ASD are the same’.

With this in mind, the authors stress the importance of keeping records and clear user-friendly forms are provided for the teacher to use. These include medical information, a parent information sheet, classroom record and provision record to be passed on to the next teacher. In every case the rationale behind the format of the record is explained.

There are five case studies, which illuminate the theme and demonstrate how the forms can be used and what should be recorded.

Both authors have had many years of experience in the field: Alis Hawkins is an independent speech and language therapist and Jan Newport is a practising teacher.

The main impression of this resource is practicality. From the format to the glossary, suggested further reading and ‘discussion points’ on how to manage children in the ASD spectrum, it is indeed Really Useful.

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Piu (an extract)

The Piano lay cold, rigid, rigor mortis crept along its limbs and outer extremities. But into the silence, hesitant yet forceful, the others recall from end to beginning the siren's song, its sweet message:

The memories of the notes belch forth, attacking the silence, singing the song of the performance for no one.

Emma Biwaki
Grade 12 (2011-2012) Hiroshima International School


The Dragon’s Power

Swish ! Swoosh ! TZOOM !
It’s coming, Sneaking around with eyes as red as coals of fire, Claws as sharp as powerful swords ready to battle, ShakaShaka, Whoosh! Hiding from bush to bush, tree to tree and cloud to cloud, A chameleon under cover with every move it makes, A body as stealthy and strong as a secret agent rhino, Peep, peep, peep, peep, VMOOM ! A gigantic ball of fire bursts just like a canon ball, Fiieww, it’s in sight, Looking as angry as a bull. RUN FOR YOUR LIFE !!!

Nowa O’Connell
Grade 6 (2011-2012) Hiroshima International School

The Ox

I watched a small ox start to pace, Ploughing the groove with his mind determined. At first he seemed to be eager to make A waterway through the long arid field. But soon he started to slow his pace, Lingering his steps slowly and steadily, And starting to doze, his face calm, As the sunlight was flowing on it softly. After a while, after a huge flow of time, He woke up and tried to free his mind, Blinking his eyes hard – he still felt dizzy. Was this due payment for some vicious crime A former life had led to? I don’t know, Except I thought I recognised myself.

Juhyo Kim
Grade 9 (2011-2012) Hiroshima International School

Written in response to Kevin Halligan’s The Cockroach From Songs of Ourselves, The University of Cambridge International Examinations Anthology of Poetry in English.
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