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Autumn
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Volume 15 Issue 2



Focus on
International-mindedness

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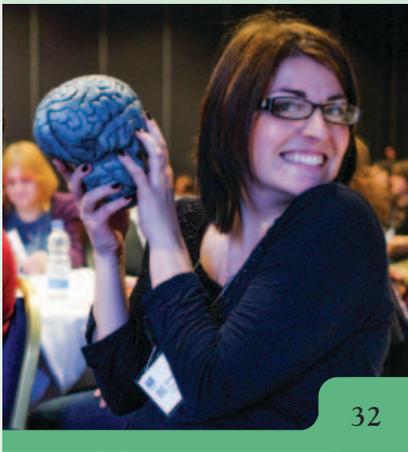
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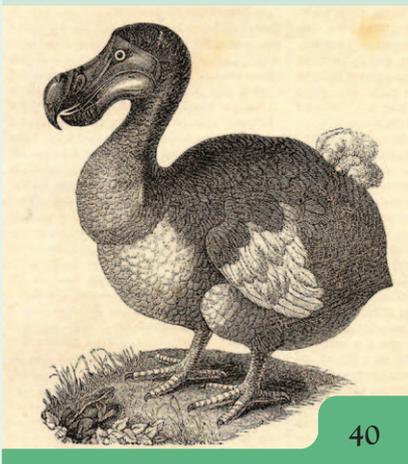
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of education in
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The ECIS Mission Statement

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

comment

Coming together in Doha: the AIE Biennial Conference, October 2012

Every two years the Alliance for International Education (AIE) joins the fast moving merry-go-round of international education conferences held throughout the world, usually in one of the conference high seasons from September to November. This year has been no exception and the AIE has recently concluded its latest meeting, held in Doha, Qatar, following a kind invitation from the International School of London Qatar.

It was entirely appropriate that the meeting was being held in a region that has rapidly established a reputation as being one of the foremost educationally developing areas of the world, thus providing a background against which to explore topics relevant to the overall theme of the AIE conference – ‘Educational Futures: Innovations and Aspirations’. It was also apposite that the setting for the conference was in a school (a context in which the majority of AIE conferences to date have been held), which served as a constant reminder throughout our days together to all present of the fundamental reason why we do meet together.

In common with many other workshops, seminars and conferences held by numerous organisations under the international education banner, the AIE event aims to provide a variety of opportunities for those attending to update on recent developments and to satisfy the need for participants to learn about new ideas in the field.

However, throughout the series of AIE conferences held over the past ten years, since its inaugural event in Geneva in 2002, the emphasis in conference design – and implementation – has consistently been upon maximising the opportunities for each of those attending to take an active part throughout the three days of the conference period by sharing the valuable knowledge and experience that each person brings to the event.

It has done so by making the core activity at its meetings the programme of parallel strand sessions designed to involve every individual in debating issues arising from presentations by strand participants, the topics of each strand being structurally related in educational terms to the overall theme of the conference. The topics which formed this year’s strand programme are listed in the accompanying panel.

Essential to the success of the strand activity were a number of dominant features. First, invitations were made ahead of the conference for proposals from potential presenters of issues related to the strand topics; those proposals were peer-reviewed and allocated to specific strands by a strand coordinator. Secondly, each of these sessions was guided by an experienced strand leader, responsible for ensuring that each of the presentations was made succinctly so that the maximum time for discussion of the issues raised was provided in order to encourage group participation.

Thirdly, the strand leaders were responsible for preparing, with their groups, a concise summary of the discussions, together with an account of the developmental process that had taken place within the groups and the outcomes to which it had led. The ‘product’ from each of the strand groups was then displayed, towards the end of the conference, in the open exhibition area with each strand leader and group members promoting and explaining to all those touring the poster displays the nature of the debates and conclusions formed in each strand.

It is intended that the summaries of the presentations, and the displays from the Gallery Walk, will be placed on the AIE website in the near future so that those who were not present in Doha could have access to the range of topics discussed and issues that were raised.

The central strand activity was complemented by a number of programme events which also supported the overall theme for the conference. These included keynote addresses by distinguished speakers from Qatar and from the international education sphere, together with a stimulating plenary session given by students from several Qatar schools (based

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This 'Gallery Walk' was an innovation for the AIE conference and it proved to be a hugely effective way in which information about the parallel strand discussions could be widely disseminated for all participants.

upon a student conference held in advance of the AIE meeting); a visit to Education City in Qatar; and a host of musical and social events, including a most enjoyable Gala Dinner sponsored by our hosts.

In encouraging such a high level of interaction across a diverse group of participants in this way, the conference aimed to make a significant contribution to the fulfilment of its Statement of Purpose:

The AIE brings together all those who are committed to advancing international and intercultural understanding through education. It promotes collaborative ventures that enhance the learning of relevant concepts skills and values.

There is reason to believe that the conference succeeded, judging from the 'buzz factor' that was evident through the three days! A further test will be the development of the partnerships that were established during the event and the commitment given by those present to join in the search for new ways of promoting international and intercultural understanding by working together.

*Jeff Thompson is Chair of the Board of Trustees,
Alliance for International Education.*

AIE Conference Parallel Strand Topics

Assessing Intercultural Competence	Local and Global Citizenship
Curriculum: Specific Focus	Leadership and Management
Curriculum: General	Pedagogy
Aspects of Teaching and Learning	Regional and Global Developments
Language and Culture	Technology

ECIS and International School (*is*) magazine

Since it first appeared in September 1998, *is* magazine has been the official magazine for ECIS members. In its 15 years of publication it has grown from strength to strength and reflected the many changes within ECIS and international schools generally. However, after the Summer 2013 issue, its formal role as the ECIS members' magazine will end.

The decision, taken jointly by ECIS and John Catt Educational Ltd (JCEL), the publishers, is entirely amicable but recognises two realities. One is a need for ECIS to have dedicated channels for the increasing amount of information it needs to communicate to members. The other is the need for *is* magazine to cater for the ever-growing and diverse needs of the expanding international school sector.

International School (is) magazine will continue to be published by JCEL. Dr Caroline Ellwood will continue as editor. The magazine will continue to carry news from ECIS, and ECIS members will continue to receive it.

ECIS and JCEL are proud of their long association, not just through *is* magazine but the ECIS *Directory of Schools*, the *Effective* series of books, and the *International Schools Journal*. It has been enjoyable, beneficial and rewarding and we both look forward to continuing it.

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International-mindedness

Ian Hill explores the emergence of the term ‘internationally minded’

To my knowledge the term ‘internationally minded’ was first used in connection with UNESCO’s creation of the Conference of Principals of International Schools in 1949.

UNESCO was interested in the mutual appreciation of various cultures and, at the instigation of Kees Boeke, a Dutch educator, convened a meeting at its Paris headquarters attended by 15 schools. Boeke was Director of the Werkplaats International Children’s Community in Bilthoven (Holland); he had been in touch with educators interested in international education.

Four of the most distinguished participants at that meeting were Kurt Hahn of Gordonstoun School, Scotland (who later founded the United World College movement where the IB is taught almost exclusively); Madame Hatinguais (an important French influence in the development of the IB) of the International Centre of Pedagogical Studies at Sèvres; Mr Roquette of the International School of Geneva (where the first IB curricula were conceived); and the Prince of Hannover from Salem School, Germany (previously directed by Kurt Hahn).

Other schools in Holland (Quakerschool, Eerde-Ommen), England (Dartington Hall and Badminton School), Switzerland (Pestalozzi Children’s Village), Scotland, Germany (Odenwaldschule), France (Collège Cévénol), Sweden (Viggbyholmskolan) and the USA (Riverdale Country School) were represented. Amongst the four observers was C H Dobinson, Reader in Education at Oxford’s Department of Educational Studies.

The next meeting of this group did not occur until 1951. Twenty schools attended the second meeting, including a school from Hong Kong and one from Jordan. At that meeting, it was decided to change the name to the Conference of Internationally Minded Schools (CIMS) to more accurately reflect the constituency of the group.

It was recognised that a number of the schools present at the first meeting were not created for a globally mobile population of students but that these national schools were interested in an education with an international perspective.

The meaning of ‘internationally minded’ at that time is clear from the criteria for membership of the association: it was open to schools that ‘consciously aim at furthering world peace and international understanding through education’ (report of the Second Conference of Principals of International Schools and Schools Specially Interested in Developing International Understanding

1951). The newly titled CIMS wished to promote student exchange, coordination of curricula across the globe and a common pre-university diploma.

The International Schools Association (ISA) was also founded in 1951 with a remit to assist international schools which were springing up around the world to address the educational needs of a globally mobile population of children whose parents were employed by the UN and its agencies, embassies and multinational companies. The CIMS continued to meet annually at UNESCO House in Paris until its amalgamation with the International Schools Association in 1969 (ISA Seventeenth Assembly Minutes 1968) and it ceased to exist as a separate entity.

Since the existence of the CIMS for 18 years, the term ‘internationally minded’ crept into the literature but it became more in vogue from the beginning of the 2000s. Gellar included it in the *International Schools Journal (ISJ)* in 1996, referring to an article by Jeff Thompson and Mary Haydn (1996) who also used it. During the 2000s it started to appear in the titles of articles about international education, one example being an article published in the *ISJ* entitled ‘Internationally Minded Schools’ (Hill 2000).

This paper posits that we should stop inferring that international education only takes place in international schools. In the 1960s Desmond Cole-Baker was director of the English language section of the International School of Geneva and a major force in the development of the IB Diploma Programme.

When asked to define international education, Cole-Baker (1989) replied: “In a true international school it is a question of environment; in a national school it is a frame of mind.” Nurturing intercultural understanding and an appreciation of global issues were part of the frame of mind of an internationally-minded school.

In the early 2000s, ‘international-mindedness’ emerged as a privileged IB term with a formal institutional definition: ‘An openness to and curiosity about the world and people of other cultures, and a striving towards a profound level of understanding of the complexity and diversity of human interactions. The IB describes attributes of international-mindedness in its learner profile’ (available on www.ibo.org).

A number of educators wrote about how to develop international-mindedness (equated with ‘internationalism’) in schools. The ISA produced *Internationalism in Schools – a Self-Study Guide* in the early 2000s. Another example is the work by Ellwood



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and Davis (2009), *International-mindedness: a professional development handbook for international schools*. Other writers have prepared instruments for measuring the phenomenon.

Baker & Kanan's (2005 p338) paper on international-mindedness in Qatar outlines three main components of an instrument for measuring the phenomenon: awareness of other cultures; cultural tolerance; and universal affiliation. Duckworth *et al* (2005 p280) posits a definition borrowed from Hett (1993 p9): internationally-minded people are those who 'possess an ecological world view, believe in the unity of humankind and the interdependence of humanity, support universal human rights, have loyalties that extend beyond national borders, and are futurists'.

Then we have Duckworth *et al* (2005, pp295-97 'perceptions of international-mindedness – the global-mindedness scale (GMS)'. In this paper the author equates global-mindedness with international-mindedness. Other articles in which the term appears, either in the title or in the text, are to be found in the *JRIE*, the *ISJ* and *International School* magazine from the early 2000s to date.

I conclude with my own definition, developed through interaction with others in the field over time:

Education for international-mindedness is the study of issues which have application beyond national borders and to which competencies such as critical thinking and collaboration are applied in order to shape

attitudes leading to action which will be conducive to intercultural understanding, peaceful co-existence and global sustainable development for the future of the human race.

Dr Ian Hill was, until recently, deputy director general of the IB.

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Mary honoured

At the ECIS November Conference in Nice, Dr Mary Hayden, acting Head of the Department of Education at the University of Bath, received the ECIS Promotion of International Education Award from Dr Ed Greene, Director of the International School of Amsterdam and chair of the ECIS Board of Trustees.

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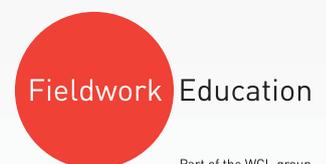
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Part of the WCL group



International-mindedness: Martin Skelton examines definitions and issues

Much of this short article will discuss why international-mindedness is so problematic, so let me declare my commitment to it as an idea (and hopefully as an attitude and as behaviours.)

I am fortunate to be a Trustee of the Alliance for International Education and, just before writing this article, returned from its 2012 conference in Doha that could only be described as stimulating and informing. I have also been closely involved in the development of both the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC), both of which put the development of international-mindedness at the heart of what they stand for.

What follows are my own views about some of the issues we have to struggle with when we talk about international-mindedness. But, as the singer Ewan MacColl, once said 'It's the struggle that makes it worthwhile.'

What does internationally minded mean? By definition, international-mindedness is a 'good thing'. It would be a brave soul in 2013 who said that they don't think we should be internationally minded or that children and students shouldn't experience its development in school and in their lives.

However, if we are going to talk about something – let alone build a curriculum around it or devote considerable amounts of teacher and student time to it – it would help if we began to share some notion of what it means. In the case of international-mindedness, I'm not sure we do. It often seems to be a huge depository for everyone's pet themes such as peace studies, the environment, globalization, the economy and more.

Even the word 'international' has multiple meanings in just the names of different international schools, from a clearly national school outside of its 'home' location, to a school that only accepts students who come from countries outside of its 'host' country.

The result of all this is that we are left with discussions that cross each other but risk not touching each other and practices that overlap but have no centre. Is there a solution? I have been helped hugely by one sentence from Howard Gardner, who said that the whole purpose of human development is 'a decline in egocentricity'.

This idea is powerful to me because it involves both an increasing sense of the sharing and creating community with others rather than trying to build community

around ourselves and suggests a continuing process rather than a goal that can be 'achieved'. I find helpful as a metaphor the continuum of the two year-old screaming in the supermarket leading to Nelson Mandela coming out of prison to negotiate immediately with those he had previously fought and who had been his captors. (Neither of these images is meant to assume that two-year olds aren't, when they are not egocentrically screaming, lovely or that Nelson Mandela is flawless.)

What does it mean for different ages? Because my main interest is in how learning happens and how we can help it to happen, I have always been as focused on young children as I have on older students or adults. It's why I was so thrilled to be involved in both the IPC and the IMYC.

Discussions and definitions of international-mindedness in education too often are driven from the perspective of 16-18 year-old school leavers. But international-mindedness begins when children are very young and continues to develop through their schooling. We need to put as much work into defining what a 'declining sense of egocentricism' might look like when children are five, seven, nine and 11 years old; this is where its roots are laid down.

But let's think about those 18 year-olds, too. My second worry is that we talk of our hopes for the development of international-mindedness in 18 year-olds so often in terms of attributes and dispositions that are fully formed. I think this places unrealistic expectations on them and on those who work with them.

Howard Gardner said that the whole purpose of human life was a declining sense of egocentricism, not the whole purpose of schooling.

Schooling is the beginning of the developmental process of our human lives; not its only chance. It's going to take much longer than 18 years to become 'Nelson Mandela'. Thinking about myself, I might need two or three lifetimes at least.

What does brain research tell us? I'm going to miss out more than I can include here but it is important to indicate at least that brain research can be helpful to us. Let's focus on two things research has helped us learn.

First, the brain hard-wires continually revisited experiences. (It doesn't hard-wire good experiences, the brain isn't moral in that way.) This is why the primary age is so crucial in the development of international-mindedness;

the different repetitive experiences – good or bad, helpful or unhelpful – of the young child’s brain lay down are hard-wired responses that are very difficult to unlearn.

Second, the part of the brain that handles most complex thinking – the pre-frontal cortex – hits its development between the ages of 18 and 24. It’s no surprise that so many of us fail to live up to expectations by the age of 18. The part of our brain that has to do all the complex work has only just started to help us.

What does ‘developing international-mindedness’ mean in practice for curricula and schools? It means that curriculum outcomes or international-mindedness must be defined in terms of what most children of different ages can achieve rather than what the gifted few demonstrate to us.

It means that in order to help children develop those outcomes we have to create practices that take into account where those brains are developmentally. A ‘declining sense of egocentrism’ at the age of five might be no more than coming to the realisation that when someone borrows your eraser they are not stealing it and that letting someone borrow your eraser can help make your table a more pleasant place to be. At the age of 16 it might involve students on projects that embed them inside cultures significantly different than their own and providing them with a ‘crisis of engagement’.

It means that other languages are important precisely because they are a way of finding our way respectfully into other cultures and having the opportunity to diminish our egocentricity in a context that would otherwise be very difficult. But learning languages isn’t a guarantee of anything. Depending on our hard-wiring, even the act of learning them can increase our separation from others.

It means that our own behaviours in class and around children and students and with our colleagues, parents and others have to model a declining sense of egocentrism, too. The idea that teachers are some of the most powerful people in children’s lives is not necessarily a good thing.

It means much more, too, more than this article has space for. The good news is that as we continue to refine and agree what we mean by international-mindedness and as we develop our curricula, our practice in classrooms and our mindsets as school leaders and parents there is much that is worth working for. International-mindedness is way too important an idea to deserve anything other than a rigorous, collective struggle.

Martin Skelton, Director of Learning for the WCL Group, was (and is) closely involved in the development of the International Primary and International Middle Curriculums and works with teachers and schools around the world.



The author, second right, at the launch of Taking the IPC Forward, a new book on the development of the International Primary Curriculum. With him, from the left, are Professor Jeff Thompson, who co-edited the book, Malcolm Davis, a contributor, Derek Bingham from the publishers John Catt Educational Ltd, co-editor Dr Mary Hayden, and Andrew Wigford, who was also a contributor.



International-mindedness in Language A English

Sally Neaves shows how poetry and mother tongue can be used to express, critique and challenge values of home cultures

Grade 6 MYP Students at the International School of Phnom Penh have undertaken a unit in poetry in which they delved into and confronted social injustices in their home cultures. The unit was planned to explore the significant concept 'all forms of communication evolve'. The school is currently engaged in a year of focus and reflection on the way we use international-mindedness in the curriculum and in school life.

Drawing from a contemporary poem by the Australian poet Thomas Shapcott, students studied various poetic devices and became aware of how these could be incorporated to raise awareness and express significant hardship. In this case, the activist poem *Considerate Treatment* was used to address the current issue of refugees being turned away from processing on Australian shores, an issue of great concern for their Australian teacher.

Having analysed the techniques of Shapcott, students began to individually brainstorm similarly disturbing issues and values from their own cultures with the aim of using poetry to critique, raise awareness and take action. As the process began, it became apparent that many students found it easier to thrash about such sensitive ideas using their mother tongue.

This seemed to change their perception not only of the task itself but of the degree and quality of critique they were able to express. It freed them up and enabled them to reveal much more depth and emotion about these issues that were so powerfully 'close to home' and clearly relevant in their consciousness.

Consequently the depth of the concepts explored in this process became richer, more powerful and compelling to write about. The ultimate aim was to create a poem



that could do this in a language understood by all in our school community.

With the well-known adage ‘every translation limps’ in mind, students avoided merely using a dictionary or the internet to translate their mind-maps or drafted work from their mother tongue into English. Instead, they were asked to contemplate the deeper meaning and intention of the selected words with more consideration using a Meaning Transfer table tool. The class then collaborated by putting a series of proposed words on one large paper each and having each student use sticky notes to write what that word/phrase meant to them using other words. Eventually the mother tongue poems were re-drafted in English to express the meaning of the original as truly as possible.

Students seemed to significantly broaden their awareness and international-mindedness through this activity, evident in both their choice of contemporary issues and the passionate views they expressed when confronted by them.

Issues included land border disputes, protecting biodiversity, animal welfare, child labour, treatment of asylum seekers, racism, poverty and women’s rights. The use of mother tongue enabled students to explore their home culture’s values in a way that honoured their language ability in the creative process of careful poetry composition and gave rise to passionate, internationally-minded voices about relevant concerns.

Jasmine Pains

by Sunwoo Yoo, Grade 6

Walking in the street
With a bunch of Jasmine
Looming in my head

Too many children in huge cars
With glad faces
Looming in my head

Smiling children grabbing
Their parents’ hand
Looming in my head

My feet
Pain
My heart
Pain

Looming in my head

Poetry analysis for *Jasmine Pains*

When I started to write the poem I wanted to convey a powerful message to the readers. So the readers also could have the powerful feeling I did. It was not easy to write a powerful poem, so I looked carefully at the impoverished children of Phnom Penh to see how their

faces were and their emotions when the people didn't buy the jasmine or brooms from them. I was exploding about the children's situation. So when I got back home I brainstormed my feelings about poor children. They were looming in my head all day long.

I used imagery in the first paragraph, because I wanted to give a powerful image that the readers can relate and connect to. In the street I saw many poor children who sold bunches of jasmine and it inspired me to write the poem about it.

That's why I introduced the child with the jasmine in the first paragraph. For the second and third paragraph I used metaphor and repetition to express my feelings more. For the fourth paragraph I used repetition like 'pain' so readers can sympathize with poor children.

Dokdo

by Juby Choi, Grade 6

You try to change the future
By changing the past
Turn your back from the truth,
But that doesn't hurt yours
You cannot kidnap truth
It will break free
Embarrassing your children

Analysis of *Dokdo*

I wrote this poem because I am very angry about Japan trying to take our island, Dokdo. They changed their geography and history textbook to say Dokdo is Japan's. Since 512 AD, Dokdo has belonged to Korea. Then, in 1905, Japan said the island belongs to them. They are ignoring history. In the future their children will find out the truth someday and they will embarrass for their country.

Three Spoons of Rice

by Ing Chan Chakrya, Grade 6

What are you doing?
You lazy ants!
Now get back to work or we'll send you to hell!
Scared now, huh?
You used to be better than me!
Now look! Things have changed
What have you got to say?
Exhausted?! You're not even trying!
No excuses now get moving
These people say they suffer
We give them lots of food
Three spoons of rice a day. Isn't that enough?
If I hear any more complaints, give them a shot!
You hear that now?!
So shut up and keep working

Analysis of *Three Spoons of Rice*

During the Khmer Rouge time, many people were forced to work but they only get few spoons of rice to eat. They had to work otherwise they would get killed.

The audience of this poem is everyone in Cambodia's new generation. I want others to learn and know more about Pol Pot because we need to know about our own history. This poem is mainly about how Pol Pot's treatment of Cambodian people and how he reacted to them. The style of this poem is activist which suits the theme because it shows the expression of Pol Pot, when he was talking to the people that were working.

The poetic devices of this poem are voice (dominant, implied) and irony. When Pol Pot was speaking, it is the dominant voice. Implied voice is heard when the people are talking to him but it isn't written in the poem. In line 11 "We give them lots of food" is called irony because irony means the opposite is true. Of course during the Khmer Rouge they don't give people enough food but in the poem it says it is.

There is a Stain on My Face

By Sanjukta Rashid, Grade 6

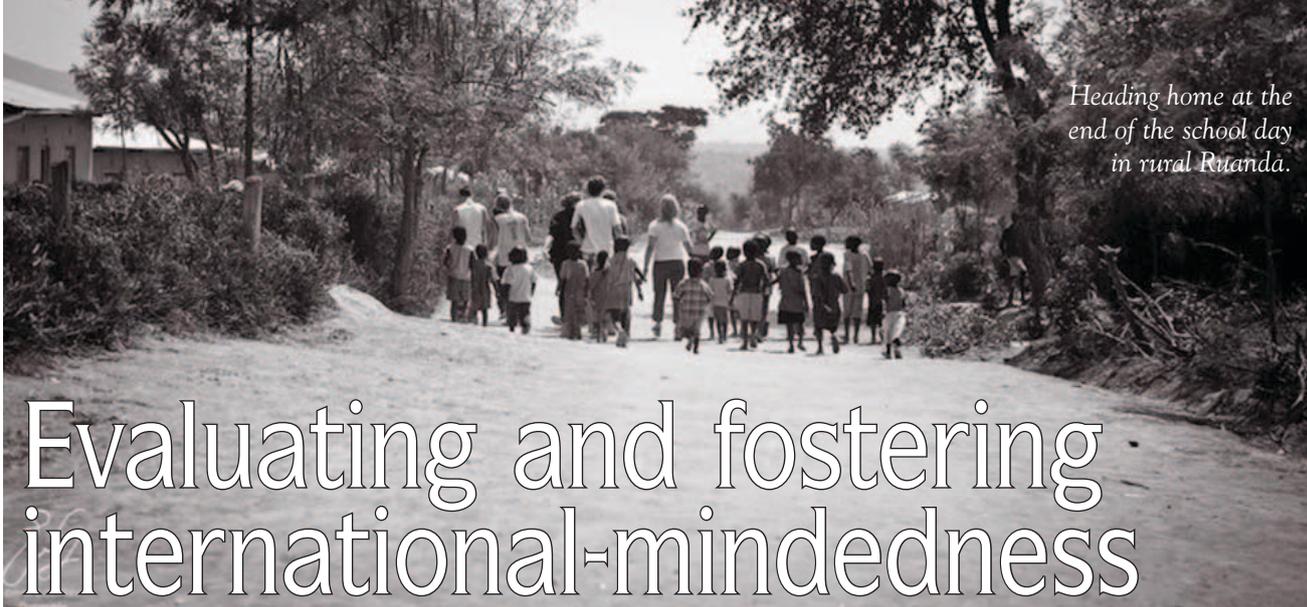
There is a stain on my face
And I just can't erase it
How do I tell them I'm clean as a white shirt from inside?
How do I tell them the dirt wasn't mine?
No use. They might be the one.
Their shovel is the reason I'm stained
Their shovel buries their deeds

Analyzing *There is a Stain on My Face*

This poem is about terrorism and how people react when they see Muslims. The poem starts with me telling them that it's not my fault and I'm not the reason and I also say that their faults are hidden. The type of audience I think is appropriate for this poem might be Muslims as well as for people who always think that all Muslims are the same. I have chosen them because Muslims understand the feeling and the others will learn how we feel.

"Their shovel buries their deeds," is a metaphor, you can't really bury your deeds. Through this I have actually two meanings. One is that I want to show that their bad deeds are hidden somewhere deep in the ground. Another message I wanted to give through this line is that they are digging graves for the people who they killed. This poem is something which I really feel because whenever I go to the airport they act like we're some kind of aliens and I feel really horrible because of that. I feel its something similar to racism because instead of judging them by their personality you judge them by their skin or religion. I like the poem because it tells how we feel when people say negative things to us because of our religion. Another reason is that I feel that it tells how we feel to ourselves and to others as well.

Sally Neaves teaches English at
The International School of Phnom Penh, Cambodia.



Heading home at the end of the school day in rural Rwanda.

Evaluating and fostering international-mindedness

Kate Bailey and Richard Harwood consider international-mindedness and assessment

Interaction between students of different ethnic origin is a delight within our schools.

The development of a sense of international consciousness is a key concept and desirable aim of schools in a wide range of contexts – from schools in national education systems to international schools worldwide.

It is embodied in the approach of the curricular programmes of the IB, while programmes such as the IPC and IMYC similarly place emphasis on instilling these attitudes and skills. Components of examination systems such as CIE's IGCSE and Pre-U courses offer content that is very applicable in these areas.

However the development of these ideas is broader than any single curriculum model. Even for international schools engaged in different national or international curricula the extent to which aspects of international-mindedness are fostered through school activities and ethos is important, and an increasingly key focus of accreditation protocols; the eighth edition of the CIS/NEASC accreditation protocol, for instance.

The assertion of developing international-mindedness is of increasing significance when the current socio-political and economic climate is imposing enormous tensions on societies across the world, and on the individuals within them. Stress fractures and fault lines are appearing, and the focus in places is shifting to an emphasis on individualism and nationalism.

European leaders question progress on the development of multiculturalism in their cities, while other states raise sovereignty issues regarding the nature of the 'unions' in which they are involved – monetary, fiscal or otherwise. Globalisation, particularly in an economic sense, emerged in the 1970s dressed in an aura of inclusivity and an almost religious certainty that this was the beneficial way ahead. However, the progress of globalism has suffered setbacks and the intrinsic philosophy and benefits have been challenged by the stresses of the current tensions of modern living.

Our schools often excel at providing the 'vehicles' to foster intercultural consciousness – international days and celebrations of different cuisines should not be undervalued. Scenes such as that shown here at a rural school in Rwanda are especially heartening in this context. International students from a Swiss boarding school mix freely and enjoy the privilege of sharing the school day with the local children – learning is fostered in all!

Exchange visits and interactions between students and teachers are the type of situation that The British Council is aiming to foster by its Comenius and International School Award (ISA) schemes. Initially introduced to promote international awareness in UK schools the Council is now aiming to broaden the scope for International schools to participate

(www.britishcouncil.org/learning-international-school-award.htm)

This article is aimed at introducing a project currently being developed at the Centre for Evaluation and Monitoring (CEM) at Durham University in the UK. CEM has considerable experience in the fields of diagnostic and computer-adaptive testing and the evaluation of the 'value-added' component of school performance. The purpose of the project is to provide schools with the means to evaluate the development of international-mindedness

- in terms of curriculum provision and school ethos, and
- within the mindset of students as they grow up through the school.

The definition and evaluation of international-mindedness

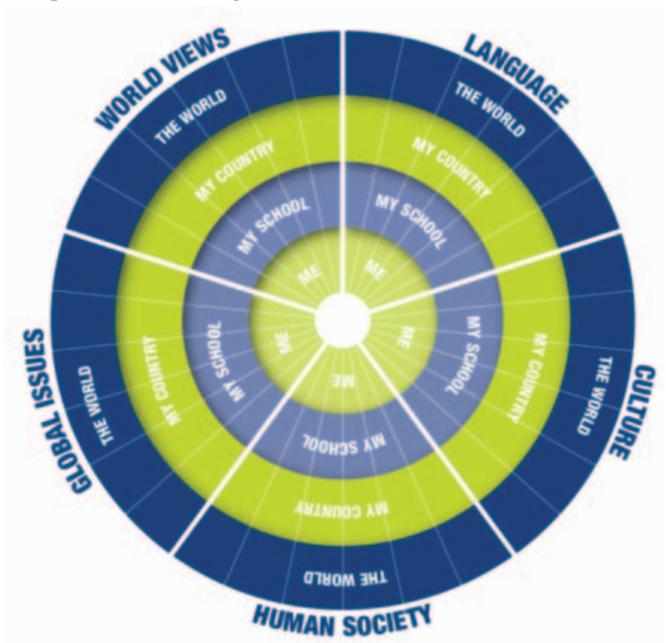
Simply living and studying in a country different to the one in which you were born does not make someone 'internationally-minded'. There has been considerable debate between researchers and practitioners about what

constitutes international-mindedness, and indeed about the term itself.

Originally coined in an article by Ian Hill, it has now essentially become part of general usage. International-mindedness is a phrase used to capture a set of skills, understanding, awareness and actions thought to be necessary for being a good national and international citizen. A working definition that has developed from our discussions with schools and educators is:

International-mindedness (global consciousness) is a person's capacity to transcend the limits of a worldview informed by a single experience of nationality, creed, culture or philosophy and recognise in the richness of diversity a multiplicity of ways of engaging with the world.

On the basis of this definition we have sought to provide a broad conceptual framework for the purposes of monitoring and evaluation; the aim being to lay the foundations for a shared understanding of international-mindedness while allowing flexibility to suit different contexts. The framework, given the working title of 'Me and My World', covers the five areas (or strands) represented in diagrammatic form as shown:



Within each of these areas, the student experience is monitored at four different levels of involvement – me, my school, my country, the world. This two-dimensional view will extend the reach of international-mindedness from being about individual experiences to cover the appreciation of global issues that affect everyone.

Thus the framework progresses outwards from the individual student through their interaction with their school, their locality and country to the broader world. The type of considerations and issues explored in the different strands are summarised in the next paragraphs.

World views

This strand explores the way students think of (and interact with) their peers, the local community, their host

country and the wider world. It encourages awareness of cultural and ethnic diversity, tolerance and acceptance.

- Awareness of different religions worldviews and their impact on society.
- Consideration of different political ideals and systems.
- Awareness of multiculturalism, cosmopolitanism, citizenship and nationality.
- Knowledge of migration and political asylum – impact on home communities.
- Understanding of 'First Nationals' and ethnicity.

Global issues

An awareness of global concerns will encourage students to take responsibility and engender an interest in the future of our world and resources:

- Tension between national interest and globalisation.
- Availability and transfer of resources, natural and man-made.
- Economic aid and trade
- International efforts on global environmental concerns and conflict.
- Sustainability, endangered species and world action.

The diagram below illustrates the types of evidence that can contribute to each particular area of the framework:



Language

Although second languages are not an absolute prerequisite for international-mindedness, awareness and interest in the diversity and importance of languages is needed:

- Development of spoken language skills in English and other languages.

Continued overleaf →

- Development of written language skills in English and other languages.
- Maintenance of mother tongue competence and interest.
- Appreciation of languages of host country and ethnic groups within host country.
- Appreciation of importance of language to thinking and communication.
- History and future of languages across the world.

Culture

This strand collects evidence that students are aware of the heritage of their host country and show an interest in different aspects of the culture. It is important, too, that they maintain an interest in the culture of their own country:

- Appreciation of cultural aspects of own and host country – drama, art, music and literature.
- Study of the architectural heritage of own and host country.
- Comparative awareness of cultural background of different groups in own and host country.
- Participation in cultural activities.
- Participation in cultural visits of a variety of types.

Human society

This area deals with how people interact with each other and the extent to which there is interdependence between people, communities and countries. It also addresses economic, social and industrial infrastructures:

- Historical and geographical background to development of own and host country.
- Awareness of social structures within own and host country.
- Socio-economic development of country – sources and distribution of wealth.
- Impact of resources, wealth and culture on education, women's rights, child labour and child poverty.
- Impact of human society on natural world – sustainability, diversity and endangered species.

This conceptualisation pulls together research literature, international teaching experience and current thinking to provide a five-segment framework to enable schools to capture key features that are thought to be important for living and thinking as an international student.

The overall aim is to provide 'surveys' to be completed by students and the school that will serve to help schools evaluate and monitor their progress and development in this area

at a school level; for self-evaluation, for school improvement and accreditation; and

at the level of the individual student for tutorial and personal social development and progression.

These surveys would be linked to opportunities for self-reflection and tutorial discussion that could include the assembly of portfolios of student work and experience to illustrate student development. Students would be encouraged to collect a range of evidence in support of their understanding of the different areas. This might include video and audio recordings, letters and e-mails, essays, photographs, plays, poems, personal statements and evidence of participation in school and local activities.

Not all evidence submitted needs to be original – cross-referencing from other schoolwork or personal activities would be encouraged. Nor should the relevant student material be restricted to the more ostensibly cultural subjects; participation in science projects that interact with other schools – such as 'Science across the World' – could be relevant, for instance.

To aid development of the surveys and portfolio material we have drawn up a matrix of activities and exercises that could contribute to the development of international-mindedness. The content of the matrix will be adapted to be appropriate for the different age groups within a school, allowing the tailoring of the surveys to the students as they progress through a school. These matrices will be provided for the school to use in developing its level of provision and we hope that schools will feel able to help adapting and extending them to increase their relevance.

Because the concept of international-mindedness is complex and subject to change, this approach to understanding it allows for re-definition that comes organically from the evidence that students and schools submit. The framework that is suggested here can be adapted to suit individual school needs and contexts.

Schools may add new areas to the framework, add different types of evidence and share tasks with other teachers in their school and in other schools throughout the world. This collaboration will give depth to our understanding of international-mindedness while keeping it within a comprehensible framework.

We are actively putting together the first of our surveys and are keen to make contact with schools interested in piloting the materials. We would encourage schools to get in touch with any comments they may have and share any interest in helping set up the surveys.

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Katharine Bailey is director of business development at CEM, Durham University, having previously been international development manager there.

“There was a Bangladeshi, a Pakistani and a bacon sandwich...”

Jennifer Tickle uses comedy to explore aspects of international-mindedness

So began one of my G10 Drama students' final attempts at stand up comedy. I've taught the unit in other international schools, and student-developed material has always been broad, varied and fairly 'teenage' in it's content. The unit question asks students to explore whether culture can transcend barriers or whether it is specific to age and culture. It also asks whether being internationally-minded allows a comedian to reach a broader audience.

This time, however, the journey through discussions on culture, race, religion and the nature of being internationally-minded was accompanied by a backdrop of riots about the film *The Innocence of Muslims*. Research work ground to a halt as YouTube was blocked to prevent the emotional fires being further fuelled*.

School was closed for a day as a precaution against anti-American demonstrations down the road. Students worked online from home, emailing me draft material and reflections on the nature of humour as, outside their apartment windows, tyres burnt and buses were overturned.

There are a number of well-known comedians who bring their international education into their material. Eddie Izzard and Thom Tuck (who actually attended the American International School here in Dhaka) both refer to their expatriate upbringings in their routines.

Thom Tuck says that he thinks his experience as a student at AISD made him 'worldlier', and both these comedians tend to use their experiences as a way of playing on their sense of being an outsider in the world of their home audience. This has usually been the same for my own students when they bring their internationalism into their routines.

Looking around my current drama class, I realized that I was the only Caucasian in the room. Despite the fact that many of them hold passports from Canada, the UK, France and the US, our student base is firmly rooted in the region, with the majority of students being from south and south east Asia.

Students had to engage in research, choosing sketch comedy and stand up comedians who they really liked, analyzing their style and material. It was interesting that

many students chose comedians who focused on race – Russell Peters and Carlos Mencia were favourites.

Mencia's most famous show is called *Not for the easily offended* and students were quite clear that responsibility for offence lay with the audience, not the performer. They decided that they would follow in Mencia's footsteps and tell their audience that if they didn't like their material, they should just leave. This was a brave decision and put to the test one day when I had to leave class for a brief time and my students were left trying out raw material on the head of secondary. They got away with it – just!

Despite political and cultural differences, what the majority of students in my class share is a fairly



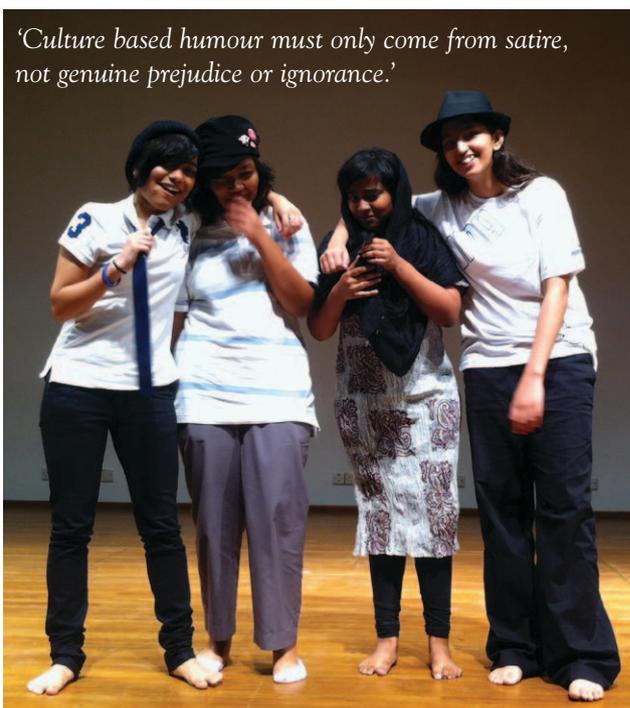
'You are always going to go down better with the audience if you begin by making fun of your own culture.'



'You can make fun at the expense of other cultures/races if you do so with a sense of kindness, and an understanding that no one's culture is better or worse than another's.'

conservative religious upbringing, with the majority of them being practicing Muslims. As the row about the anti-Islamic film grew on our doorstep, and the French cartoons published by Charlie Hebdo raised the bar on levels of intolerance and misunderstanding, I asked my students again if the responsibility for offence lay with audience or performer. All of a sudden, when it was the Prophet being offended rather than the people of India, it seemed a different issue and they were far, far less certain who was at fault.

As a Brit who grew up in the 1970s when comedians were paid to make 'Paki' jokes on TV, I have an inbuilt paranoia about the way comedy can be used to reinforce racist views. The class and I had a long conversation about routines that play on cultural stereotypes in the way that Peters and Mencia do, and the dangerous ground this can lead one into. This discussion led to one student raising his arms in exasperation. "Well", he exclaimed, "it seems to me that you can either be funny, or internationally-minded, but you can't be both."



'Culture based humour must only come from satire, not genuine prejudice or ignorance.'

Students really struggled with that grey borderland between culture-based humour and insensitivity/racism. There were times when they over-stepped the mark. One of the joys of the drama classrooms is that this is a safe place to make mistakes, and instead of being penalized for their callowness, students were given the opportunity to explore their lack of understanding and reach a new awareness of how their thoughts and assumptions about different races show some of their own deepest-rooted cultural biases.

One boy told a Jewish joke and I challenged his right to do so. In his workbook he reflected on the fact that Bangladeshis can't get visas for Israel, but don't need them for Palestine, and that 'someone Jewish telling this joke would be OK but coming from me it just sounds racist. It made me realize that comedy is about more than just telling jokes – this feud is huge and it affects all of us. I don't want to make it worse.'

Another boy raised his hand in the middle of rehearsing a group sketch to ask "Miss, how do black people dress?" After a lengthy discussion about black history, it became

'You can probably only tell jokes about cultures/races that are either your own or a part of your audience demographic.'



very clear to me that the majority of my students were working on complete stereotypes, with Barack Obama and Will Smith plus a handful of rap artists as their only exposure to anyone of African heritage.

Over time, research into professional comedians, into written material on the art of comedy and practical research in class led students to develop a basic set of ground rules for humour within an international context:

You are always going to go down better with the audience if you begin by making fun of your own culture.

You can make fun at the expense of other cultures/races if you do so with a sense of kindness, and an understanding that no one's culture is better or worse than another's.

You can probably only tell jokes about cultures/races that are either your own or a part of your audience demographic.

Culture based humour must only come from satire, not genuine prejudice or ignorance.

Teaching this unit in the context of ISD has made me aware of some of the very sophisticated understandings that my students have about their own, and neighbouring cultures. It has also allowed me to identify gaps in their understanding that need addressing. Next year I will be looking for partnerships with schools in Africa and Israel, to see if we can find a way of building some bridges, and growing our intercultural understanding further, through comedy. In the words of Australian comedian Tim Minchin "We don't eat pork, and you don't eat pork, so let's all not eat pork together..."

Jen Tickle teaches drama at the International School of Dhaka, Bangladesh.

*YouTube remains out of action in Bangladesh to this day.

The Who I Am Club

Chadwick Williams discusses how a program embracing cultural identity and mother tongues developed attitudes to international-mindedness

“It’s not only about where you come from and the languages you speak, it’s about being part of a community,” said Milica, a grade 12 art student, on being asked to provide a message to others about the importance of embracing one’s mother tongue and cultural identity. “I was born in the Netherlands, my parents are from Serbia, and I grew up in Vienna.”

Milica was one of almost 50 students who took part in a pilot program by Who I Am, a non-profit organization founded in 2009 at The International School of Vienna, Austria.

Who I Am helps schools create a social infrastructure that emphasizes international-mindedness in the context of language and culture through a multimedia art program designed to be led by a small cohort of students in the form of a Who I Am ‘Club’.

These students are given a leadership role, while also receiving credit for community service, to use the arts to encourage the school to become more culturally inclusive, emphasizing the importance of mother tongue, multi-literacies, and multiple perspectives.

In the documentary film conducted by Who I Am, Milica was not alone in her thinking. Other participating students, parents, and PTA members also voiced similar perspectives that support Who I Am’s philosophy for a stronger presence of the arts in international schools.

An invaluable tool, the arts promote international-mindedness within a school when used in the context of linguistic and cultural expression. It can strengthen student’s identity by building self acceptance, promote the value of and further develop multi-literacies, and help students make connections. Meaningful interactions between teachers and students and among students in the context of mother tongue and cultural identity are one of the most valuable tools for motivating students, engaging them academically, and connecting them to student life (Cummins 2001, 2006; Gallagher, 2008).

First, honouring one’s individual and cultural identity within a greater group can greatly boost students’ self esteem, increasing motivation, resulting in students being more academically engaged. This was achieved by encouraging the minority linguistic and cultural groups in the school to make a display highlighting, for example, aspects of their culture and language.

This was not only empowering for these small communities but it began a cultural exchange among the school community. In another activity, students

of 13 were challenged to reflect and transform who they were by expressing themselves in any medium. One student made a collage of video clips of her home country to symbolize the fond memories as a part of her cultural identity. Students’ individual or group projects of expression were displayed and celebrated by the school to mark the United Nations International Mother Language Day.

Who I Am’s documentary also further supported research investigating the importance of how a child’s mother tongue and linguistic identity play an important role in literacy development and school life. Who I Am recognizes that mother tongues, whether in oral or written form, are equally valuable and encourages students to use them as a tool to connect their linguistic communities to curriculum and school life.

In another activity from the Who I Am’s program, students discussed school life, events, or read a story they wrote in their mother tongue and broadcasted it via weekly podcasts so that their communities could tune in. Meanwhile grade 11 and 12 students provided literacy support to the primary children in their mother tongue.

Research (Ferdman, 1990) shows that honoring cultural pluralism within a group context, or for that matter in an educational system, will actually increase students’ engagement as well as maximize their literacy to a curriculum that has no links to their cultural background. Furthermore, a qualitative research study demonstrated that the cohort of students involved in the club took a more active role in school life.

Teachers and parents observed the same group of students exhibiting stronger self-esteem, increased participation and motivation in the classroom. Students themselves commented on how much more they realized the importance of their mother tongue, their cultural heritage, and how they as individuals could make an important contribution to their school community.

A large number of parents had children who were either involved in the program or represented a linguistic community that was highlighted in one of Who I Am’s activities. As a result, the PTA membership shifted from a majority of native English speakers to a majority of non-native English speaking parents. Furthermore, the role of the PTA became more focused on how to support children’s mother tongue and cultural identity. The number of initiatives and multicultural events supporting mother tongue literacy and intercultural awareness increased



threefold during the Who I Am's piloted two year program.

So what's the big deal? Why is international-mindedness in a school context so important? Why do we need to develop arts programs to help facilitate this? The reality is that over the years the traditional international school ethos has changed due to globalization. Many curricula in international schools stem from the values of the English speaking world – white, native English speaking, middle class, monolingual, and monocultural. Often there is an imbalance between *what* we teach and *who* we are teaching.

International schools have had to evolve alongside the individual needs of a growing linguistically and culturally pluralistic school community. The school's culture has had to become more linguistically and culturally inclusive, so that students don't become unmotivated and disengaged in a curriculum that has no link to their cultural heritage or linguistic identity. (Cummins 2001, Ferdman 1990, Suarez-Orozco, 2007).

Who I Am believes that better-funded visual and performing art programs in international schools help engage diverse linguistic and cultural groups by honouring their individuality. The arts are a particularly good medium because they recognize that identity is not fossilized, but a dynamic and unique entity. It is particularly when students are free to express perspectives of themselves as individuals within a group that a safe context is created.

Take, for instance, the presence of the oral dialects in folk music to the written form of that same language in a composition. The artistic medium opens the door between language, culture, and the expression of it. The United Nations realizes that with 'the death of each language also dies the culture, ideas, and creativity within it' (Rymer 2012, UNESCO 2012).

Hence, mono-lingualism and mono-culturalism can be one dimensional, limiting creative thinking. Artistic mediums engage students in the expression and

interpretation of who they are and how they perceive reality at any given time. It is in this context that international-mindedness can be easily achieved because each individual is making a unique contribution to a group. Such meaningful interactions empower students to have equal access and representation within the greater school system.

Chadwick Williams is the founder of Who I Am and is currently setting up clubs as a consultant in international schools around the globe. He teaches ESL part time at the Bilingual Prevocational School in Vienna, Austria, and chairs the ECIS ESL and Mother Tongue Committee.

Who I Am is currently piloting the same program in a completely different context: an inner city Vienna public school, The Bilingual Prevocational School of Vienna, whose students come from struggling families and an immigrant background. As a way of promoting multi-literacies, Who I Am is building one of the first mother tongue libraries in a Vienna State School, comprising 100 titles in 20 different languages to compliment the linguistic needs within the student population. Who I Am invites international schools to get involved in the project. To learn more about visit the website www.WhoIAM.at

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MYP: the next chapter

These are the biggest changes made to any IB programme in 44 years. It is an exciting period of evolution and one in which the needs of students are of paramount importance, says Malcolm Nicolson

The International Baccalaureate's Middle Years Programme (MYP) is evolving to provide, for first teaching in 2014, a more clearly defined pathway for students towards successful completion of their further IB studies and prepare them to become successful, lifelong learners.

Holistic learning, intercultural awareness and communication remain fundamental to the MYP while the new structure also enables schools better to comply with the requirements of national/state systems, and deliver a high quality programme of challenging education and rigorous assessment.

The result is an innovative, concept-based and appropriately assessed programme for 11-16 year olds, delivered as part of the IB continuum of education. With its emphasis on Approaches To Learning, 'MYP: the next chapter' is designed to provide opportunities for children in developing the attributes of the IB learner profile. The option for students to choose to take six from the eight subject groups in the final two years has opened up possibilities for specialisation in the arts, languages, science or in vocational courses.

Piloting

This new conceptual framework and approach to global contexts is being widely tested. All eight subject guides and the new Personal Project guide are being piloted in 136 schools in 47 countries. The results will be evaluated and analysed in March 2013.

Assessment

MYP students will be assessed on how they use their knowledge to address challenging questions in unfamiliar situations using conceptual understanding. Students will use their knowledge, developed through global contexts, using content which is relevant and local to their school, to answer questions. The assessment design in particular draws from the central importance of concept-based learning – 'a three-dimensional curriculum design model that frames the factual and skill content of subject areas with interdisciplinary and disciplinary concepts, generalisations and principles'.

Learning experiences will be developed to explore conceptual learning across multiple subject areas; make connections between learning gained in different subject areas; and use familiar learning skills with unfamiliar content and contexts. Content in the MYP is developed in each school in order to support students developing an understanding of the IB prescribed concepts. The MYP provides a number of disciplinary and interdisciplinary prescribed concepts, the understanding of which can be demonstrated and assessed.

New technology

In the 21st century, students' normal learning behaviour is to work on-screen and the new assessment reflects this approach. Students' work will be electronically delivered and marked. For example, stimulus material can include video, animation and audio material. Students can draw flow maps and manipulate graphs.

The optional e-assessments are designed from the outset as rich media assessments, making full and appropriate use of on-screen environments. Paper versions are neither possible nor provided. Through the provision of examples of the e-assessment tasks teachers will have valuable resource material to develop their own on-screen assessments.

The personal project samples for moderation will be uploaded to the IB and be electronically checked using plagiarism detection software. Students will not know whether their project will be sampled.

Educators in many countries are aware of the negative backwash effects assessment can have on the teaching and learning process. The proposed assessment model is largely externally set and assessed, focuses on concepts through subject knowledge which precludes teaching to the test and includes an inter-disciplinary task that draws together the students' subject work and requires them actively to reflect on it. The e-assessments set challenging questions on unfamiliar source material.

Teachers can best prepare their students for the tasks by designing a curriculum that addresses conceptual understanding through locally relevant contexts. The assessments are designed to encourage teachers



to strengthen their concept-based teaching and to emphasise interdisciplinary work – important elements of the MYP.

The optional summative e-assessments have an interdisciplinary component, which is assessed against criteria reflecting the fundamental concepts of the MYP. Students are asked to demonstrate conceptual understanding, as well as the development of intercultural awareness, communication skills and ability to integrate knowledge and skills across disciplinary areas.

Over-assessment

Some MYP teachers and parents fear that frequent and time-consuming assessments place undesirable pressures on their children. MYP students taking the compulsory personal project and optional e-assessments will be aged 15-16. The amount and demands of the assessment should be proportionate to the student age and to the requirements of the qualification. The assessment model is designed to maximise teaching time, minimise the overall costs and keep the assessment burden on students within reason.

The Personal Project

This is an important part of the student experience in the MYP. Its value is reinforced in two ways:

1. All schools with a fifth year of the MYP will now moderate their Personal Projects. The IB will ensure consistency of grading of Personal Projects in all MYP schools with a fifth year.
2. All students finishing their MYP at the third or fourth year of the programme (often middle schools) will complete a Collaborative Project which has been designed to align with the PYP Exhibition and the MYP Personal Project.

Transition to MYP: the next chapter

The transition for schools to the revised MYP will be gradual. Since the revision will build upon the current strengths of the programme, many requirements will remain identical. Existing MYP schools, workshop leaders and teachers will be guided, step by step, throughout the process.

New elements, such as key and related concepts, will be introduced into professional development from end 2012 onwards. Continued participation in professional development will ensure that schools starting to implement changes and preparing for 2014 are given the support they need. Once the new requirements are published in 2014, schools will be allowed a period of transition before full implementation becomes mandatory.

Malcolm Nicolson is Head of MYP Development at The International Baccalaureate.

The writer's life

Hedley Willsea responds to Anne Akay's article



I read with interest Anne Akay's article (*is* magazine, vol 14, issue 3) and it made me think of my own classes and, in general, how we as teachers constantly seek to instil and maintain a sense of genuine enjoyment among students who can often feel threatened by the process of assessment.

Here at The Anglo-American School of Moscow, we are lucky enough to receive visiting authors on a regular basis and it is encouraging to see students respond to this privilege with genuine enthusiasm. In the high school I run a creative writing class as an elective and it is available to all students, from grades 9 up to and including grade 12.

Students can choose from a variety of elective classes which last for approximately four months and I like to place the emphasis on fun and experimentation. Upon reflection I think this has been successfully achieved over the last two years; indeed one student decided to print a collection of Creative Writing T-shirts for the entire class.

I've created a total of six units which range from descriptive writing based on Harry Potter to the critiquing of each other's work. Often we start off with a quick writing activity, such as beginning a short story and then rotating to continue somebody else's, or holding a competition to see who can write the most imaginative and bizarre beginning based on an apparently ordinary photograph.

While the units cover a variety of forms and techniques, they are open-ended and students are encouraged to create their own, which is intended to give them ownership of the course. During the final lesson I encourage reflection by instructing each student to complete a questionnaire, which I find gives me an invaluable insight into how the work is being perceived.

Each unit culminates in a graded task, to which at least two lessons are allocated. An end-of-course summative assessment is given in which students have to respond to a chosen prompt. However, by this time each student is familiar with 'on-the-spot' writing and the prompts allow for variety of forms and styles.

When first planning the course, I was careful to consider the fact that in addition to ability, the age-range within the class is varied so I constructed a rubric with clear yet wide-scoping descriptors to account for this.

My aim with the course has been three-fold. First, while there is ultimately an academic requirement I want students to see that the actual drafting process in any piece of writing can be both fun and a form of self-exploration. Second, the units are designed to complement the skills students are developing in their regular English classes and, in accordance with the IB Learner Profile, the spirit of inquiry, investigation and risk-taking runs throughout the course as a whole.

Finally, I want my students to pursue their interest in writing beyond the classroom and this message is reinforced in the final unit, which is a self-publishing project. A few years ago I uploaded a story I'd written onto a self-publishing website and formatted it as a book. I had it printed, and gave it to my friends and family as Christmas presents.

I now use www.lulu.com in class and we begin the unit by exploring the world of publishers and literary agents. Students write a letter to either a publisher or a literary agent. They collect and format their work and then they upload it to the site. Each student creates an account and I check the privacy settings. The website charges for the printing of a completed book and this option is made available with parental consent.

From a personal perspective, I think there is no substitute for leading by example and, as I tell my students, I'm "putting my money where my mouth is". I do this by making my own writing freely available to the class and I participate in several of the in-class exercises. Hopefully I too continue to be an inquirer and a risk-taker.

*Hedley Willsea teaches English at
The Anglo-American School of Moscow.*

The need for knowledge

Prior knowledge improves reading comprehension and facilitates new learning. Chris Benson asks if it is time for the explicit teaching of knowledge to return to the classroom?

After 15 years of teaching (six years in the UK and nine years overseas), I have been exposed to a fairly extensive list of panaceas for improving learning, and the chances are that you too are already fully conversant with this ever-changing list of acronyms and terms largely centred around the word 'learning'. And yet, one word that I rarely hear mentioned is 'knowledge'.

On the few occasions it is used there are typically negative connotations attached, as though the 'sage on the stage' merely wishes to fill young minds with facts (in a return to the days of Dickens's Mr Gradgrind) that will be of little relevance to the child growing up in the 21st century.

Advocates of 21st century skills tend to favour student-centred methods based around problem-solving and project-based learning, an approach that dominates current thinking and has won almost unanimous support amongst teachers. And yet, little thought appears to be given to the importance of prior knowledge despite extensive research clearly emphasising that for learning to occur, new information must be integrated with what the learner already knows.

All too often I have seen primary school age students thrown into demanding research projects with the aim of constructing new knowledge and understanding. But what exactly are they supposed to build on if there is no clearly-defined and solid knowledge base?

We have all done brainstorming sessions and had students fill out charts, detailing what they know and what they want to know and, at the end, outlining what they've learned, but what I am getting at is a far more direct approach to the teaching of knowledge. It is one that entails us looking, first, at the higher order skills we want our students to learn, and then unpacking exactly what prior knowledge they'll require to pursue this.

This is not about correcting each child's initial misconceptions; this is an extremely time-consuming process that interrupts the momentum of learning. I am advocating a direct approach (as unfashionable as it may be) that ensures that all students are brought up to speed – the essential first step that is often ignored in a quest to engage the learner in learning that is 'fun'.

I have always found that my students have loved acquiring new knowledge. They like to know things. And yet I've often found myself feeling guilty when pursuing such an approach, as though it is almost patronising to attempt to

do so. I love listening to knowledgeable people. I find myself gravitating towards them in the hope of learning more. Just try having an interesting and meaningful discussion where subject knowledge is sparse. It will do little for your enquiry skills and you'll solve few problems in the process!

A class of children cannot move forward as a group until they've all acquired the necessary prior knowledge to enable them to take the next step and yet much group-based project work is allowed to begin with just one or two students possessing this, with the others tagging along. Some are ready for such an approach, (and should not be held back whilst waiting for the others to catch up) but the majority are not.

This is an approach that I have found to be particularly prevalent in international schools, and we pat ourselves on the back believing that we're creating a generation of independent enquirers, well-equipped for an ever changing world. What I see is a great inequality of background knowledge and the majority of students spending weeks, and sometimes even whole terms, to acquire an at best superficial understanding of what their teachers had hoped they'd learn.

Had they started from more solid foundations, things could have been very different, freeing up their minds to acquire new skills, knowledge and understanding, without being bogged down with the information overload that encountering too much new knowledge in one go inevitably brings about.

As a teacher, I long for my students to become critical thinkers with enquiring minds and strong problem-solving skills. These skills are not the sole preserve of 21st century learners; they have always been essential skills for an educated mind, but if they are to be spread more evenly amongst our students, the knowledge gap needs bridging. We are teaching a generation with the greatest access to information ever known in history, but if they're to fully utilise this we must allow teachers to define and impart the knowledge needed for this learning process to thrive.

I have often heard it argued that knowledge is easily learned and forgotten. But without it, developing and applying the higher order skills that we want our students to possess becomes a long and frustrating process for all concerned.

Chris Benson is head of curriculum and assessment at The International School of Monaco.



Passion for podcasting

Leah Treesh says podcasting is a big deal and anyone can get started

Those who have only heard of or toyed with the idea of podcasting either with or for students have likely asked themselves why. Why podcast? Is podcasting a passing fad or a growing beneficial trend? This is important to consider, since anyone who has spent any length of time in the educational realm has taken a ride on the proverbial pendulum swing.

Podcasting is one tool in the educator's toolbox that is worth using and learning how to use in a way to experience maximum benefit. Fortunately, since it is such a valuable activity, it is not as daunting to those who do not consider themselves tech-savvy as it initially appears. Technology has simply advanced to the point that one need not be a techie to use, benefit from and create using technological tools. Before looking at practical tips on how to get started and effectively integrate podcasting with and for students, let's address the overarching why.

The term *podcasting* actually denotes a delivery method rather than digital asset (sound recording, video, etc). So podcasting in education essentially means creating and setting up digital learning materials so that they are delivered digitally, directly to students (via RSS feed to their inbox, iTunes or web browser etc). If you are interested in learning more about how this works, Common Craft has an excellent short video explaining podcasting in layman's terms. You can find it at www.commoncraft.com/video/podcasting.

Since podcasts are delivered to students digitally. They can consume (listen to/watch) them anywhere they choose, at whatever time is convenient, on a device of their choice. Zoe may study for a math exam by watching a short clip on the bus on her iPod, pausing, rewinding and fast-forwarding as necessary. Max may have his smart phone next to his easel at home, using a video from his art teacher modeling a style of brush stroke.

Zoe and Max are obviously benefiting from being able to readily access and consume learning resources where and when convenient, but what about their teachers? Do they also see a personal payout for their efforts? They now have a bank of resources on which they can build and utilize as long as they remain relevant.

Perhaps they have even created the resources as a team in order to share the load while illuminating practices and ensuring consistency between classrooms. Some teachers are also using podcasts to 'flip' instruction, at least partially, so that students watch mini-lessons

at home freeing teachers to use more lesson time individually helping students with their work, leading to natural differentiation.

The above scenario is not only win-win but it is win-win-win if the podcasts were published publicly such as with ECIS iTunes U. Now, teachers and students can utilize podcasts from other schools, podcasts which are part of an ever growing international library of resources relevant in the international learning community, an ever growing centralized library.

Agreeing that podcasting does provide a means for students to learn using tools of their time and to experience more independence and control over their learning is one thing. Getting started is another and can seem overwhelming at first. However, it need not be. Here are some tips to help you get started:

Begin by borrowing

Instead of creating your own podcasts at first, use what others have created to get in the flow of using digital assets with your students. Explore ECIS iTunes U and iTunes U in general for courses and topics similar to yours and assign podcasts for listening/viewing to support your instruction or provide additional support to those who may need it.

You will also become familiar with styles of podcasting and can begin to form an idea of how you would like to proceed. Through the process, you will also learn what already exists in the ECIS iTunes U library and can focus if desired on creating something based on what does not yet exist.

Choose the best tool for the task

You do not need to learn how to use complicated applications in order to begin podcasting. Many tools available allow you to create materials which can be podcast. A PowerPoint or Keynote with (or even without) voice narration can become podcast, for example. One can capture a computer screen with newer versions of Quicktime. Many computers allow you to record video directly and you can even record while using visual aides of your choice. These examples represent only a fraction of what is possible. Once you decide the content and style of desired podcasts, choose one application with which you feel comfortable or can relatively easily learn and stick with it. At least at first.

Start slowly

Podcasting is not just an activity and tool. It also represents a shift in pedagogical practice. The shift is a positive and progressive one but a change nonetheless. There is no shame in beginning with a realistic goal such as creating a small handful of podcasts the first semester of implementation and building from there as your comfort level increases and your teaching techniques adjust.

Replace something

Integrating contemporary tools and practices should not add to your work load – at least once the necessary learning curve is addressed. The integration should involve a more up-to-date way of doing something rather than an extra thing to do. For example, one may create a podcast in lieu of another type of take home activity.

Stick with short podcasts

Just as students don't want to listen to you lecture for an hour, they don't want to watch you lecture for an hour on a video. Podcasts are most effective, especially in the K-12 sector, when they contain one concept and remain concise.

It is easier to select a single topic from a list of podcasts than it is to locate it by rewinding and fast-forwarding through a long episode. A good rule of thumb is to aim for an average of three minute long episodes.

Tag team

Not only is it helpful for a department or team to build a bank of podcasts together, so is creating podcasts with a colleague. Students will find the interaction interesting and enjoy the humor that often results. It also lightens the burden from one individual and provides motivation for tackling the work involved.

If you are interested in learning more about podcasting, participation in or utilization of ECIS iTunes U, please contact Leah Treesh (Leah.Treesh@Ito1LT.com) for more information.

Note: It is important to mention that podcasting is just one option for participating in ECIS iTunes U. Teachers may have comprehensive courses with the above mentioned benefits, which may but does not have to include podcasts. To learn more about what this entails, please visit: www.apple.com/education/itunes-u/.

Leah Treesh is ECIS iTunes U consultant and learning technologies integration consultant. She teaches learning technologies at Munich International School, Germany.

News from ECIS

The ESL & Mother Tongue Conference

The ESL & Mother Tongue Conference last March marked the end of their tenure for three of the committee members: Pascale Hertay, Lyndi Readdean and Kim Oppenheim, the chair, who had been involved with the committee in various capacities for the last 16 years.

They will all be greatly missed but we trust they will still be available to provide advice and support with future endeavours, as we hope will Dr Patricia Mertin, the Düsseldorf conference's on-site coordinator, who has also had a long-standing and very active involvement with the committee.

We are delighted to welcome back Eithne Gallagher as committee chair, along with two new members: Eugenia Papadaki, Head of the Bilingual School of Monza; and Chadwick Williams from Vienna International School. Salman Amjad from the Saudi Aramco Schools joins as an ex-officio member.

Eithne is recognized as an authority in the field of ESL in international education. She has worked with the ESL & Mother-Tongue Committee for many years and is a regular presenter at international school conferences.

She has delivered workshops and lectures for teachers and administrators across Europe and her writings on ESL & Mother-Tongue issues have been published in several educational journals, magazines and books.

Her most recent writing is a chapter entitled 'Young Children have Stories to Share' in *Welcoming Linguistic Diversity in Early Childhood Classrooms: Learning from International Schools*, published by Multilingual Matters. Eithne is also the author of *Equal Rights to the Curriculum: Many Languages, One Message*, published by Multilingual Matters in 2008. She currently teaches ESL in the Elementary section of Marymount International School Rome.

Work on the next ESL & Mother Tongue Conference, to be held in Amsterdam in 2014, is already underway. Information will be uploaded on iSkoodle as it becomes available: <http://moodle.ecis.org>

We look forward to seeing many of you there.

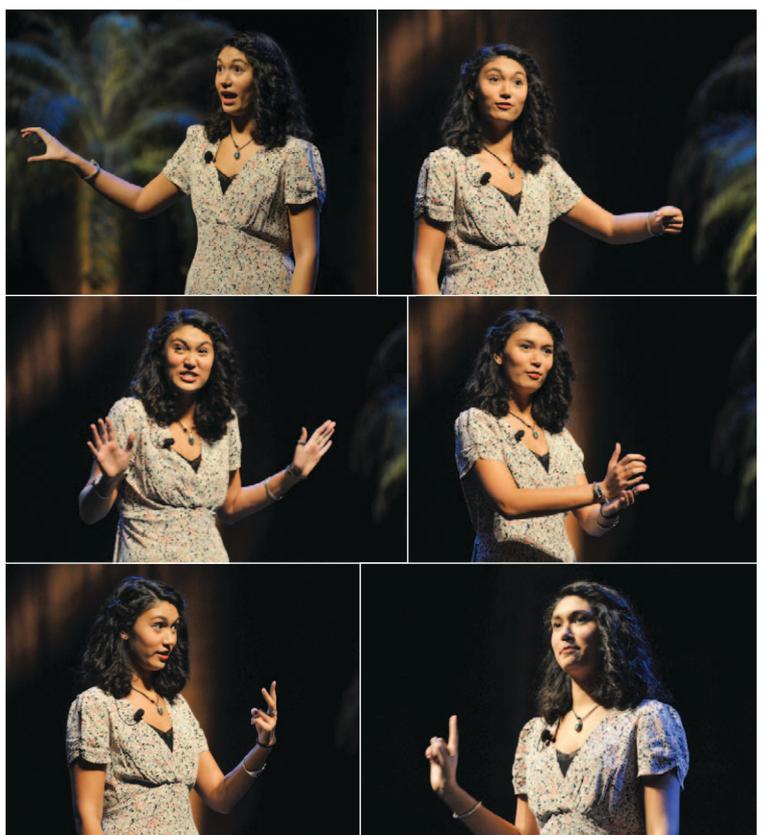
Frances Bekhechi is an ESL & Mother Tongue Committee member.



Forming the Future

The ECIS November Conference at Nice

A memorable Gray Mattern Memorial Address was given by Sarah Kay, the spoken word poet.

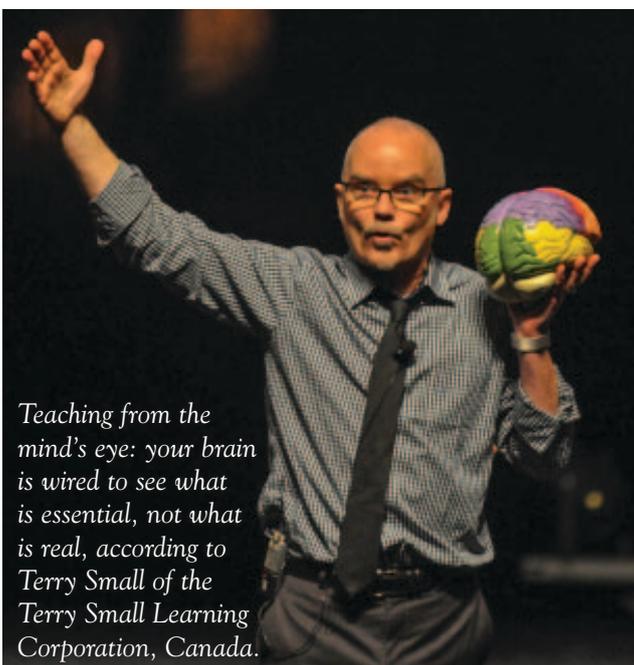


A new approach from the key-note speakers: five experts outline their subjects, with time to follow-up later

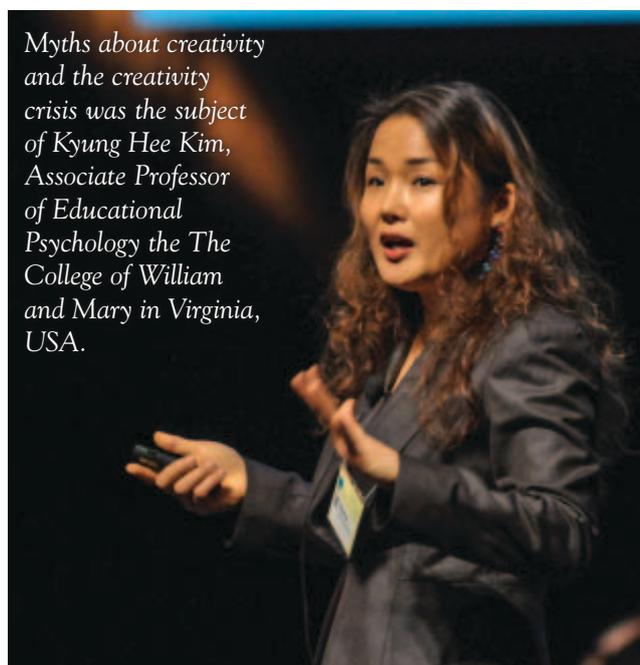
Identity texts: fostering identities of competence in international schools, was discussed by James Cummins, Professor and Canada Research Chair at the University of Toronto, Canada.



Clayton Lewis, left, Head of Washington International School, Washington DC, USA, and Mark Schulte, national education director at the Pulitzer Center on Crisis Reporting in Washington, spoke about harnessing global journalism to teach essential competencies and to empower students.



Teaching from the mind's eye: your brain is wired to see what is essential, not what is real, according to Terry Small of the Terry Small Learning Corporation, Canada.



Myths about creativity and the creativity crisis was the subject of Kyung Hee Kim, Associate Professor of Educational Psychology the The College of William and Mary in Virginia, USA.

Time to listen, learn



lecture, and discuss...



Among the award winners



TieCare International Outreach Grant: Chrissie Sorenson, Treasurer, ECIS Board of Trustees with, far left, Elizabeth Cleere, French American International School, San Francisco; and with Marsha Huitt, Franconian International School.



Dr Peter Sicking, Peter Ustinov Foundation presents the Peter Ustinov Outreach Grant to Elizabeth Cleere from French American International School, San Francisco.



ECIS Committee Chair Awards: Dr Edward Greene, ECIS Board Chair and Chad Fairey, ECIS Professional Learning and Action Research Committee; Shannon Miller, ECIS Journalism/Yearbook; John Mikton, IT Committee; Eric Saline, ECIS Art Committee; Richard Pearce, ECIS Cross Culture Committee; Ian Collins, Humanities and Social Studies Committee.



ITC graduates, mentor and host school: left, Chris Bowman, Vice Chair, ECIS Board of Trustees and Jane Blackledge, Multinational School Riyadh; Steven Zeff, Futuraskolan International School of Stockholm; Rosie Louland, English Speaking Board (International) Ltd, Mentor for Jan Slama; Herrad Welp, representative of ITC Host School, Atlanta International School.



ITC graduates all: from left to right are Walid Zaky (King Fahad Academy), Alena Casey (Southbank International School), Maria Rebenko (Anglo-American School of Moscow), Helen Fail (ITC course leader, ECIS), Ixhell Tolentino (Casablanca American School), Selene Sujey Grajeda Valencia (International School of Paris), Corinne Rosenberg (intercultural trainer for the ITC), Antoinette Avorgbedor (International School of Ahafo) and Patricia Hannah (Arthurs Hill Federation Moorside).

ECIS Interest Area host Schools:



Haifa Najjar, ECIS Board Trustee and Cathy Makropoulos, American Community School of Athens; Tine Vandewege, United World College Maastricht; Philippe Caron-Audet, American Cooperative School of Tunis.



Chris Perakis, Chair, ECIS Special Needs/Learning Support Committee and Director, of Learning Enhancement Programs and SNF, Cathy Makropoulos and Peggy Pelonis, American Community School of Athens, which hosted the ECIS Leadership Conference in Early Childhood.



Jean Vahey, Executive Director, ECIS and John Mikton, Chair, ECIS IT Committee and Director of Technology.



Jean Vahey and Jonathon Young, St John's International School, Belgium, recipient of the ECIS Fellowship Grant.

Bonfire of the dictionaries

E T Ranger ruminates on meaning

Do you have a dictionary on your shelf? Burn it.

Of course it's handy at times, to help with a tricky crossword, or trying to make sense of French philosophy, or to press flowers. But I will argue that both defining and translating dictionaries are dangerous, deceptive, intrinsically reactionary, devices of mind control. Johnson got it wrong when he defined lexicographer as 'a harmless drudge'. The dictionary, even worse than the internet, aims to seize power over us.

The other day I was looking over an article when I came across some familiar words; 'a working definition of "xxx-xxxx" remains elusive.' What is a definition? It is someone's attempt to put into words what they think a certain word represents for them. And if the definition is 'elusive', this really means that various people are tendering various candidates.

It may not be that the phrase is meaningless (though in this case I have my suspicions), but just that people use it differently. And if they do, is it because they are talking about different things, they have met this phenomenon in different situations, or that they interpret it another way, with different associations?

Associations are interesting. They are momentary mistakes the mind makes, when one word reminds us of another. They can be bizarre. Do you have these momentary flashes? That Christmas Island really ought not to be tropical, that a caravan crossing the Sinai Peninsula ought to have stickers on showing where it has camped, or that public nuisances are open to everyone?

I think that we – all right, I – sometimes reach for the dictionary to defend an established or even archaic usage. If I have always used 'impact' as a noun, it just feels uncomfortable to hear it being used as a verb. I won't go on about poor old 'parameters', so mangled by non-scientists that one just wishes they would go back to writing 'limits'.

But usages do change, and among the great range of Englishes there are already countless mutations and divergences, of spelling, meaning, and associations. Just think of 'rain'. We all know that it is made of water and comes downwards, but the significance it has in Manchester, in Singapore, or in eastern Africa is enormous.

Going back to French philosophers, and others who use language as gatekeepers to the garden of their refined minds, we know we shall not be bothered by the ignorant if we set the tone early on. A few recondite terms in the title establish that – in the words of the Victorian librettist, W S Gilbert – 'if this young man expresses himself in terms too deep for me, why what a very singularly deep young man this deep young man must be.'

'I will argue that both defining and translating dictionaries are dangerous, deceptive, intrinsically reactionary, devices of mind control. Johnson got it wrong...'

But to be fair, brand new concepts do need new terms, and within a school of thought it saves a lot of time to use those technical terms, once established. It's still harder for a translating dictionary, or worse still, its electronic surrogate, which has to contain two whole languages, not one. There is no room for subtlety. One word is placed opposite another one. A literal meaning sits opposite a metaphorical use. But how can 'fingerfood' have an equivalent in a society where all food is eaten that way?

Do you know the *Shorter Oxford English Dictionary*? I assume there is a *Longer Oxford English Dictionary*, but standing at one end the furthestmost volumes would be shrouded in mist, even on a clear day. It will have derivations, varieties of applications, earliest uses, and popular examples of usage. And in the end, as Humpty Dumpty said to Alice, it is up to us to use them as we please. But we cannot assume that all others use them as we do, in the same language or in translation. And being human is about getting close enough to another person to understand, as best we can, what they mean.

After all, let's think how the words got into use. We spoke them before we wrote them. Dictionaries are folklore; they are collected from certain sources and rely on the authority of those people. We can choose to agree or disagree; they depend upon our approval. They are the result of a popularity poll amongst the compiler's sources, not the product of divine judgement, nor even of a democratically-elected body.

Maybe this makes us look more kindly at Wikipedia, with its public admission of its provisional status. It gives us somewhere to start; it doesn't claim to be absolute; and it is open to review from new opinions. That's a great virtue. Oh, and the contested phrase 'xxx-xxxx' that I read about the other day? It was 'international-mindedness'.

It's not about the technology

Andrew Derry puts the choice:
transforming pedagogy or a \$500 pencil?

Despite the many economical, political and infrastructural challenges experienced in Zimbabwe, Harare International School (HIS) is rolling out a one-to-one iPad program. However, as the Director is quick to point out, it's not about the technology!

HIS sits in a beautiful, leafy campus in the northern suburbs of Harare. As with many US Embassy schools,

it is surrounded by a huge wall that serves as both a geographical and a philosophical barrier to the real world outside the gates.

Zimbabwe is a beautiful country inhabited by open-minded and friendly people, but it is not without its challenges. Electricity and internet access are scarce and unreliable at best. Fair and peaceful elections remain a hope for the coming year. Despite this, and with guidance from the American International School of Lusaka, HIS has managed to develop a stable, high-speed wifi network in all corners of the campus that provides the basis for the roll-out of its one-to-one iPad scheme.

The planning for this started with securing reliable electricity through backup generators, UPS systems and solar solutions. Following this, agreements with several regional internet suppliers, both underground and satellite, brought three separate high-speed links to the school – in Zimbabwe, one redundant line is simply not enough. Once this was all in place, HIS teachers piloted several iPad programs with their classes. These turned out to be so successful that the first phase of a one-to-one iPad program was rolled out in August.

Despite all the effort that has gone in to this, even the HIS tech-team will be quick to tell you: it's not about the technology! Our understanding of educational pedagogy and how the brain actually functions is greater now than ever. In addition, our world has changed significantly over the past decade and it will continue to do so at an exponential rate. As such, schools have a duty to question how they best prepare students for success and to challenge the educational *status quo* at a very fundamental level. Transformative schools cannot simply re-sharpen the pencil; they need to throw it away and start again.

While modern technology is vital at HIS, we remember that its most important role is as a tool that allows us to change pedagogy. Without this understanding, technology is used too often simply to replace things in a traditional classroom. At HIS, teachers are thinking at a more fundamental level so that technology can be used by great teachers to help enhance and transform what happens around the school.

One area that is working very well is 'flipping the classroom'. Traditional lectures and information giving is now 'flipped' so that it is done at home. iPads allow this to be done quite simply, even in places where home internet is unreliable (like Zimbabwe). This frees up more time in the classroom for more collaborative work and activities that engage students in higher-order thinking.





The most valuable and worthwhile investment has been in the form of professional development and coaching for the faculty. Several extensive on-site workshops for teachers on technology use have been held. There has been a clear focus on collaborative and inquiry-based learning and in addition, there has been a paradigm shift in the way the technology team operates. The number of IT labs the tech team has been asked to support has been reduced from three to one so that they can focus on in-class support.

Of course, when we make such fundamental changes to the way the school works, we have a duty to monitor the success and gather data to help us to adapt future developments accordingly. HIS is working in collaboration with other schools in the AISA region to develop a dashboard of benchmark data. This data includes quantitative information such as ISA, MAP, SAT and IB results along with more qualitative information such as classroom motivation, homework and student engagement.

It doesn't matter what color the board at the front of the room is; it doesn't even matter if it's interactive or

not. If it still sits at the front of the room and a teacher uses it to project information, then we have changed very little. Indeed, HIS has decided not to invest in any more interactive white boards. Instead, students will be encouraged to collaborate wirelessly, through a combination of iPads, Apple TV and a projector.

The teachers have relinquished control of the board at the front of the room to the students; just as it should be. Our students are digital natives and there is little point in teachers, who for the most part are digital immigrants, keeping control of the technology.

At HIS, teachers are being asked to examine their own practices and discover new ways to fully prepare their students with the skills they will need to meet the challenges of the 21st century. Schools have a duty to prepare students for the reality of today's world and beyond. To settle for anything less would be letting students down. The bottom line is that if technology is not used as a tool to change the pedagogy in the classroom, an iPad is nothing more than a \$500 pencil!

Andrew Derry is Director of Harare International School.

Science matters

Good ideas for the classroom from Richard Harwood

Gene therapy receives approval for trials

A therapeutic treatment that aims to correct errors in a person's genetic code has recently been approved for commercial use in Europe for the first time. The European Commission has given 'Glybera' authorization for it to be sold throughout the EU. Glybera is a gene therapy that is used to treat lipoprotein lipase deficiency, a rare disease that leaves people unable to properly digest fats. It means that fat builds up in the blood leading to abdominal pain and life-threatening inflammation of the pancreas. Currently the only way to manage the condition is for the patient to be placed on a very low-fat diet.

The therapy, developed by the biomedical company UniQure, uses a virus to infect muscle cells with a copy of the functional gene for the missing enzyme. The authorisation of this therapy marks a significant step forward for an approach to the use of modern genetic engineering techniques that has seemed to promise much but faltered on a series of setbacks.

Just a few years ago revolutionary new treatments and cures were heralded as just around the corner. But when, in 1999, the 18 year-old Jesse Gelsinger died in the USA during a clinical trial for a revolutionary new gene therapy technique that bubble of expectation burst (www.bbc.co.uk/science/horizon/2003/trialerror.shtml).

The mantle of medical hyperbole – and the funding – moved on to other, as yet untarnished advances, including stem cell research. China was the first country to officially sanction a gene therapy in 2004 but, in Europe and the US, gene therapies are used only in

research labs. Several hopeful novel exemplars have been reported in recent years, particularly in relation to the repair of genetic sight problems, alpha-antitrypsin deficiency and Parkinson's disease.

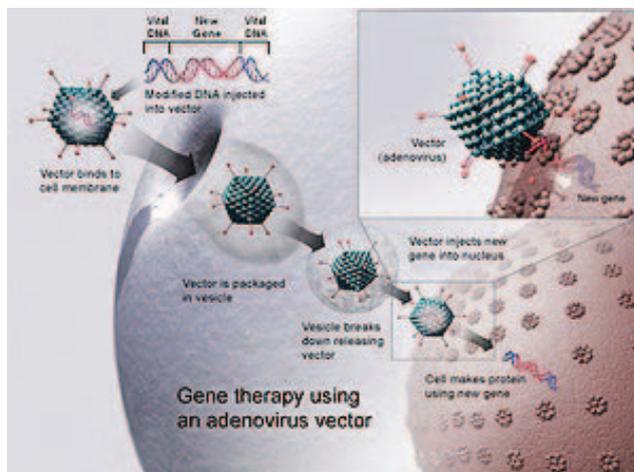
The research on antitrypsin deficiency may well be significant in giving a new sense of direction to research in that it marries the use of genetically engineered material and stem cells to tackle the inherited problem. After several years of setback it would appear that gene therapy is re-surfacing as an approach of vital significance.

Return of the dodo (?)

In September, a list of the world's 100 most critically endangered species was published by the Zoological Society of London (www.zsl.org/conservation/) in conjunction with the International Union for Conservation of Nature (IUCN).

They represent the species most likely to become extinct in the near future and include the spoon-billed sandpiper and Tarzan's chameleon. The title of the full colourful report, which can be downloaded from the Society's website, poses the question 'Priceless or Worthless?', a title which points up the issue of the extent to which humans should aim to prevent such extinctions, and indeed the level of culpability that should be borne by human activities in relation to the plight of these species.

The following are just two examples of species under threat. The spoon-billed sandpiper is one of the world's most rare and unusual birds. It is a wading bird, barely



Schematic view of the use of a virus in gene therapy (NIH, USA).



The spoon-billed sandpiper breeds in Russia and migrates to Bangladesh and Myanmar.

An artistic representation of the Dodo.

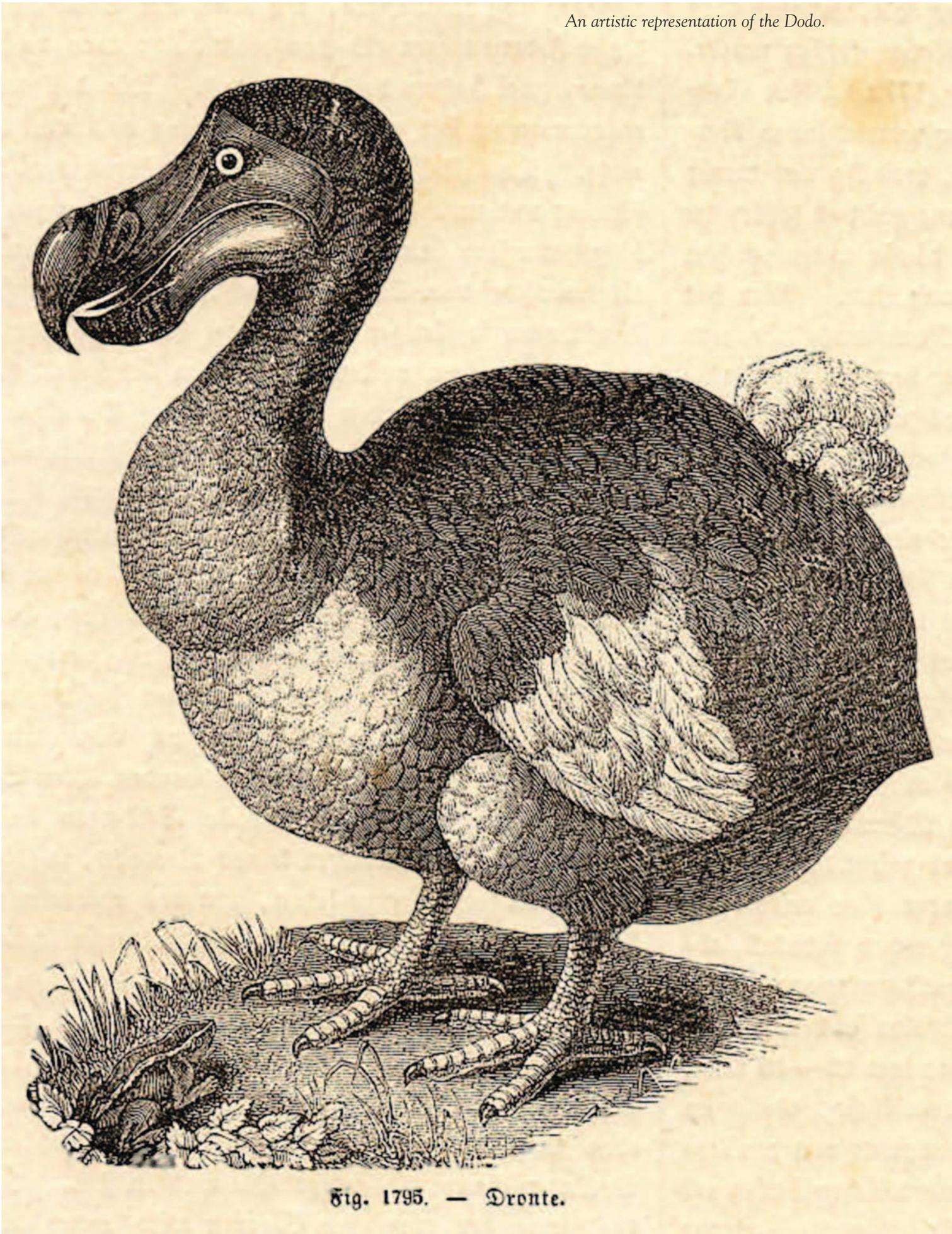


Fig. 1795. — Dronthe.

larger than a sparrow, born with a spoon-shaped bill. No other bird hatches with such an adaptation. Spoon-billed sandpipers now number around 100 pairs worldwide.

The population of nene geese, a favourite of Sir Peter Scott, the founder of the Wildfowl & Wetlands Trust (WWT), fell even lower before his pioneering breeding programme at Slimbridge in the UK saved the species from extinction.

WWT and other groups are now attempting to do the same for the spoon-billed sandpiper. With none ever kept in captivity before, there was no safety net in case of extinction in the wild. But now WWT experts, as part of an international team, have managed to secure eggs from the few remaining nests at the spoon-billed sandpiper's remote breeding grounds and have taken the first step to creating a conservation breeding programme for the bird.

Last summer the team brought back 13 young birds, which are now fully grown and thriving in specially designed quarters at Slimbridge. This summer, the team returned to the Russia tundra to boost numbers for the breeding programme. This programme illustrates the type of effort that can be made to enhance the prospects of survival for particular species (www.wwt.org.uk/conservation/saving-wildlife/science-and-action/globally-threatened-species/spoon-billed-sandpiper).

Named in the hope that it would be a clarion call for conservation (Tarzan!), the arresting Tarzan's chameleon was discovered in a small, and shrinking, patch of rain forest close to the village formerly known as Tarzanville (now Ambodimeloka) in eastern Madagascar. Madagascar has rich chameleon diversity with a large number of strikingly beautiful species occurring throughout its remaining forests.

The bright green and yellow Tarzan's chameleon is a spectacular species, with the yellow stripes displayed by agitated males being particularly eye-catching! Slash-and-burn agriculture has led to a great deal of habitat destruction that threatens the survival of this recently discovered species. Currently only known in three small rainforest fragments, covering an area less than 10 km², the species faces an uncertain future.

The ZSL/IUCN report challenges us to confront our moral and ethical beliefs concerning the value of



Tarzan's chameleon
(from Eastern Madagascar).

nature. The future of many species is going to depend on reconciling the needs of people and nature, and ensuring economic development and conservation do not undermine each other. Do we as a society believe that all species have a right to exist on the planet? Or are we sliding into a situation where we accept that human-caused mass extinction is acceptable.

The premise that 'all species have an equal right to exist' has provoked reaction and discussion. Dr Sarah Chan, deputy director of the Institute of Science, Ethics and Innovation at Manchester University in the UK, has challenged the statement that all species should be preserved:

when we say that all species have an equal right to exist, do we mean just all of the species that currently exist? What about the species that have already gone extinct? I don't see any good reason to limit ourselves only to this precise moment in time in terms of the species that we should be concerned about. But that being the case, if we think that all species have an equal right to exist, we have an equal obligation to resurrect extinct species, to bring back the dinosaurs and the dodos.

There is discussion to be had here on the threat to the Earth's 'natural capital', the balance between natural threats to certain species and wanton intrusion by humans, and attempts to conserve a sustainable level of speciation. There is even place in such discussion for genetic reconstruction projects such as The Quagga Project in South Africa (www.quaggaproject.org/). Edward O. Wilson's two seminal books – *The Diversity of Life* and *The Future of Life* – have not lost their relevance to these issues that face us.

Science in School

A journal worth consulting

Once, in an earlier existence, I used to be involved as a member of the founding editorial board of this EU-sponsored on-line journal. Now at a distance I find I can still strongly recommend it to you as a source of novel ideas and articles across the sciences that seek to bring the concerns of research scientists and teachers into closer interaction.

Articles in the current edition (www.scienceinschool.org) range from fusion experiments, recreating the Pharaoh's indigo dye, to bread-making as an example of teaching science in primary school. There are also links in the journal to teaching resources from the European Space Agency, the ELLS Learning Labs for biology and from mindsetonline.co.uk for smart materials.

*Dr Richard Harwood is a scientific and international education consultant based in Witby, UK.
rickharwood@btinternet.com*

A standards based curriculum

Sue Williams describes a development in American international schools

Primary Years Programme, International Primary Curriculum, Cambridge Primary Programme or Primary Inquirer Curriculum System: all are fine systems for international schools. But what if your school is an American international school and has a mission and vision to offer and provide a top rate American education to your students and these frameworks don't quite align to your mission?

To answer this question and to be sure to align to American curriculum, many American schools overseas have developed a standards based curriculum for all disciplines within their schools.

The beauty of standards based curriculum design is it allows for the creativity and art of teaching. As long as the standards are followed, teachers can use their knowledge and creativity to develop units, assessments and activities to help the students along in their development of knowledge, skills and understanding.

Another way to look at standards based curriculum is conceptual design. Standards assist us in developing the concepts that need to be understood by our students. It's not all about facts, but delving deeper into concepts, so that the content may differ, but the concept remains the same.

Furthermore, much of teaching primary students is about observing them and their needs and interests. One year, students might be interested in the snails they find on the playground and the teacher can adapt the unit, based on the concept of living things, to include the

observation of snails. The following year, students may become enthralled over spiders and their webs. Again, the teacher can teach the same unit, but use spiders and their webs to teach to the same concepts about living things.

Or, perhaps, while studying the concept of weather, primary children living in a temperate climate might learn about the changes of the leaves on the trees and the weather in the fall. However, young children in more tropical climates, while studying weather, might learn about the changes leading up to the rainy season.

In addition, primary teachers in American schools incorporate play and create integrated units. In this way, students learn math, science, social studies and language arts within a single unit of study. Using such structures as readers' and writers' workshop, primary teachers can develop units based on American standards that include literacy and science, literacy and math or literacy and social studies concepts.

Much work has been done by primary teachers across the world in developing American based curriculum within their schools. It is hard work and a continual process, but at the same time, through constant review, curriculum stays up to date, best practice comes into play and teachers stay current on pedagogy.

Sue Williams is director of curriculum and professional development at the American School of Warsaw and is chair of the ECIS Curriculum and Assessment Committee.

Learning to love the iGeneration: Is education ready to embrace the irresistible IT vision of tomorrow's classroom?

Don't forget the ECIS Tech Conference, from 14th to 16th March at ACS Cobham Campus, London.

Among the keynote speakers are Chandran Nair, CEO and founder of the Global Institute For Tomorrow; Dr Leah and Dougie Marks, co-researchers, who will bring findings from their ground-breaking research into how mobile devices can enhance student cognitive, emotional and behavioural engagement; Fraser Speirs, head of computing and IT at Cedars School of Excellence; Abdul Chohan, chemistry teacher and a director of ESSA Academy, the first school to give iPod touch devices to students in the UK; Apple Distinguished Educator and Google Apps for Education Certified trainer Jeff Utecht; Neil Emery, an Apple Education Mentor and Educational Consultant at Trilby; and Ian Betteridge, IT journalist.

For more information and registration contact www.acs-schools.com/ecistech2013

Out of the ashes

Jason Roach describes how The American Cooperative School of Tunis rises, phoenix-like, from disaster

When I read about international schools working to recover from disasters I'm often struck by the determination to rebuild, the spirit of community and resilience and the solidarity between the international school and its host community. Inspiring stories, but always about somewhere distant. Friday, 14th September, changed that sense of remove for me and everyone in the American Cooperative School of Tunis community.

The day was the end of our third week. We'd broken in new schedules, opened newly-renovated classrooms, initiated a new house system in middle school and installed a load of new technology. We were enjoying the added freedoms available since the Jasmine Revolution led the way in the Arab Spring. ACST has been a fixture in Tunis since 1959, and we were optimistic that the emerging democratic government and institutions would make for smoother and more transparent operations for us and open new possibilities for interaction with our host country.

However protests at the United States Embassy just across the highway from our school earlier in the week had us on alert, so when we got word about possible large demonstrations on the Friday, the decision was quickly

made to send the students home early and encourage staff to leave campus as well.

We accomplished this safely, and it wasn't until most of us were at home later in the afternoon that we began to track reports of the Embassy attack and then the shift of focus to our campus. By evening we knew that the school had been comprehensively looted and at least partially burned. Instructed to stay away from campus on Saturday while police, security and insurance reports were filed, many of us visited on Sunday to assess the damage before gathering together on Monday to plan for the work ahead.

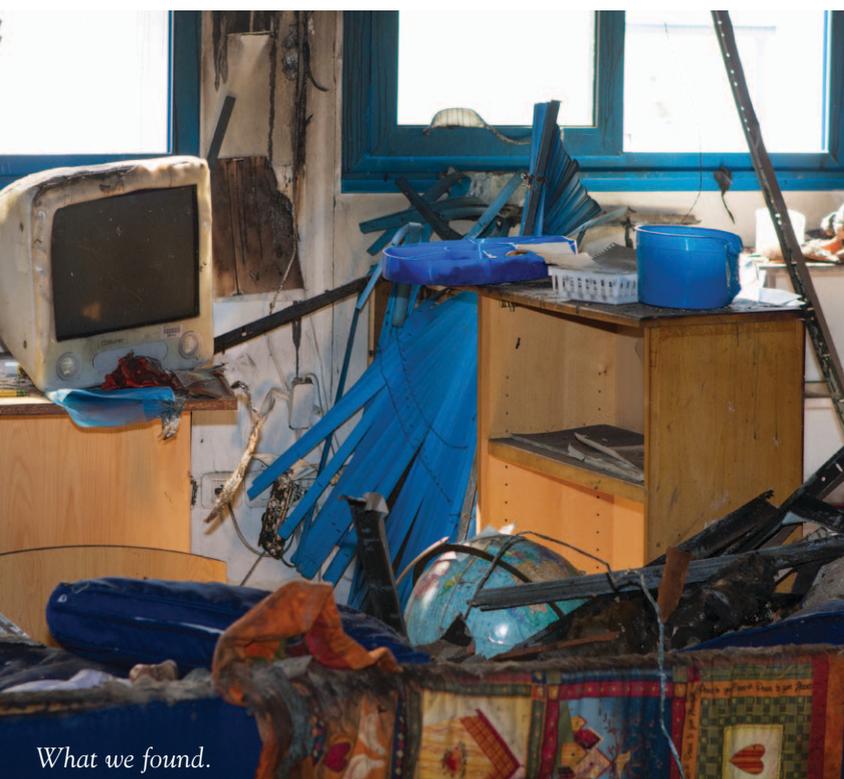
It was a tough week. We missed the students and the great September buzz we'd built. Our feelings were all over the map – anger and defiance, anxiety and uncertainty, sadness and disbelief – but by week's end we'd started to get the necessary security reassurances, were posting lessons via Moodle and other means and, most importantly, had been joined on campus by most of our high school students.

Seeing our oldest students moving desks, stocking shelves, cleaning elementary supplies and preparing temporary spaces for the return of our youngest ones helped bring home to the entire staff how important our work and our school is to the community. In a deeply unsettling and uncertain time we relied on each other, staff and students together, while we also worked to sort through our own feelings of confusion and grief.

Solvie Lee, our 2012 valedictorian, was in Tunisia during these events and on campus during the recovery. She captured the mixed feelings most of us felt:

I'd walked into school feeling inspired, proud, and feeling a great compassion towards everybody. But even those powerfully optimistic emotions couldn't block out the resentment I felt, the deepest sorrow, at digging up mutilated name tags and singed cards that read, 'Welcome to our School!', torn-off children's book covers, and of course, the omnipresent shards of glass and general rubble.

I couldn't even fathom what it must feel like to purposefully cause such destruction to a place where innocent children went to learn. Despite the dauntingly extensive damage to repair, we worked efficiently, and for the most part, quietly... It had been painful to see our school attacked with such hate-filled destruction, but things were already getting back to normal. The sand had been cleared of debris, the salvaged furniture



What we found.



'More helpful than anything has been having the students back: our high school students returned after only six days away, our youngest a week later. Seeing them all together in our reopening assemblies, watching the laughter, occasional confusion and good humour as they found their temporary classroom spaces, munched on bag lunches and got back on the (happily untouched!) football pitch is exactly what our community needed.'

and school materials cleaned, inventory taken stock of; the recovery process went fast, and there was a general sense of optimism in the air.'

As you can imagine, all of us – students, staff, parents and many of our school neighbours – are still experiencing a good deal of shock and sadness at the events of the 14th. Many of us, particularly our Tunisian colleagues, have worked here for years. Nevertheless, mixed in with the sadness is a sense of optimism.

The Tunisian government has expressed its commitment both to our security and to our tenure on our land parcel. Many Tunisian organisations and individuals have contributed to our reopening, donating portable classrooms, buses, laptops and funds and sending heartfelt letters of regret and support. Former colleagues and entire schools have written to express their support and tell us of their plans to work on our behalf.

More helpful than anything has been having the students back: our high school students returned after only six days away, our youngest a week later. Seeing them all together in our reopening assemblies, watching the laughter, occasional confusion and good humour as they found their temporary classroom spaces, munched on bag lunches and got back on the (happily untouched!) football pitch is exactly what our community needed.

We have been the ACST Falcons for many, many years and our ever-evolving Falcon logos and mascots are still dotted all around walls and banners on campus. At least for now, though, ACST feels more like a phoenix, determinedly reborn from the ashes. Three weeks after

the events we continue to celebrate new victories almost every day: reopening the cafeteria for lunch; restarting sports practices; reinstalling phone lines ... all feel worth celebrating. Nearly all of our computers, projectors, cameras and other A/V equipment were stolen or destroyed, so we find ourselves teaching and learning in new and old ways. At the same time we place emergency orders and make repairs.

This has been an amazingly challenging time professionally and personally, but boy are we learning a lot about ourselves, our craft and about resilience.

ACST has been genuinely touched by the flood of messages we've received in support of our reopening and rebuilding and by the many offers of support, small and large. We've established several ways for individuals and organizations around the world to help us.

If you or your school wish to help us by contributing funds you may check our homepage at www.acst.net for options, which include a Follett TitleWish campaign (credit cards only) for funds to rebuild the print collection of our razed elementary library, donations via Children's Plus (checks or wire transfers), also for our library and a PayPal option for general funds.

The entire ACST community is grateful for the support we've already received and for that pledged for this school year. The ongoing expressions of support make the world feel a smaller and kinder place. Our thanks to you all.

Jason Roach is secondary school librarian at The American Co-operative School of Tunis.

“ The Cambridge emphasis on understanding is an excellent basis for further study. ”

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The role of the international school development officer

Part two: Michael Seeger and Mike Miller examine the importance of planning

The strategic plan of a school is the basis for any development and fundraising efforts. It is also this plan that will attract donors to invest in the school's future. The development office has to ensure that the school will have the necessary financial means to realise the plan.

To achieve this, a so-called Development Plan is devised. The most important element in a development plan is the creation of the 'Case', which is similar to an investment prospectus. It is important that the case is formulated very precisely and that the three important questions of what, why and when are being answered for the donor. One needs to describe the school and its mission. Critical elements of the case are:

1. the focus of the fundraising initiatives; and
2. the impact these initiatives will have on the education of the students and student learning in general. Donors need to be shown why they should invest in the school's programs and what the return will be.

The financial crisis of 2008 has also affected fundraising in our schools. It is now more crucial than ever that we create strong fundraising teams that are donor-focused. Every donor will have his or her own reason why they would want to support a school. It is crucial that we understand their reasoning. We then have to find ways of connecting the donor's interests with the school's mission. Only by successfully connecting these dots is strong fundraising possible.

In schools, prospective donors are most likely to be current or past parents, members of the board of trustees, current or past staff members, alumni and corporations. These groups represent those most closely connected to the school and they all have personal experiences of the school. In the past such a personal connection, engagement with the institution as well as anecdotal evidence was sufficient for someone to support a school.

Today's donors need to be assured that their donation makes an impact in the area of their child's education, which they are passionate about. They require raw data and facts about the finances of the institution as well as the projects they are being asked to support. We have to convince them that their money will be used efficiently and effectively.

This can only be done if the school is open and transparent in its finances as well as accountable for the ways in which donations are being used. Donors want to ensure that their donation is making a difference, decide where their money goes and how it is being used. Financial transparency is a key component. It is recommended that one seeks numerous means to educate the school's various constituencies – parents, students, staff, alumni – on the school's finances. The school's website should have a section where the annual report can be found as well as the figures and facts for any campaign. At the beginning of each school year, the Head should outline the school's finances in a newsletter as well as separately informing the parents about finances at the new parent welcome sessions.

International schools are also facing new competition. Technology and globalization allow our prospective donors to access information from around the world. They may choose to support a non-profit far away that they would not have heard of in previous years. For this reason it is important that the development office creates a communication plan that demonstrates the importance as well as the impact that can be made by supporting the school. Donors must be convinced that supporting their child's school is aligned with their own mission, and more valuable than supporting another non-profit of their choice.

We also have to be aware that different generations have different non-profit values. The development office must be able to segment donors according to their mission and values and then design tailored programs for the different target groups. These segments can only be created if the development office has strong research capabilities and is able to use the data in every part of the development cycle.

Researching the donor groups as well as major individual prospects will help to answer the questions about what cultivation and solicitation strategies should be applied and how to implement them. It is important not to forget to be donor-focused and for this reason the strategies have to ensure that we find ways in which to involve and engage the donors. In the solicitation phase one needs to be aware of the correct timing, the interest of the donor as well as their philanthropic habit.

Development is everybody's responsibility and it is a common misconception that the development officer is

"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



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the only person in the school responsible. A successful development program is the result of having an effective development team in place. This team consists of a member of the board of trustees, the Head of the school, the development director as well as trained volunteers.

Any development effort has to start at the top. The board and the Head of the school have to visibly endorse the effort. The Head has to articulate the vision of the school and emphasize the strategic importance fundraising has in the plan. S/he leads the development effort and is actively involved by cultivating as well as soliciting major gift prospects. The Head supervises the director of development and evaluates the program. When a school does capital fundraising, the Head should spend about 30% of their time on fundraising.

As has been shown in the 2012 CASE benchmarking study for international schools, almost 50% of support for European schools comes from corporations. The board is critical in establishing and maintaining relationships with the key companies. In their own company the board member should be an advocate for the school by hosting corporate breakfasts and by being actively involved in soliciting financial support.

Another important task of board members is to open doors to potential donors as well as identifying and assisting in the cultivation and stewardship of donors. One would also expect the board to lead by example in the fundraising effort by making the school one of its philanthropic priorities and therefore support the program through a personal donation.

The third team member, the director of development, is responsible for planning and implementing the development program. As we have seen, data management and prospect research are key to the success of the program and it is the responsibility of the director of development to analyze, maintain and provide this data. S/he has to look after prospect cultivation by engaging them in school activities.

Publications, communication, public relations as well as constituency activities are also a major part of the responsibilities of the development director. The recruitment of a development professional should be handled in the same manner as the recruitment of any senior management position for your institution. The attention given to this recruitment effort will go a long way in raising awareness within your community, as well as opening doors for establishing a firm foundation and acceptance for this important new function within your school.

There should be a strong partnership, highlighted by an open and trusted relationship, among the board, the Head and the development director. Remember, development is a long-term investment.

Michael 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. He is currently a senior consultant and partner with MLW Consultants Inc.

Obituary

Carrie Levenson-Wahl

Carrie Levenson-Wahl was director of external affairs at the International School of Paris and a leader among her colleagues in international schools. She continually championed leadership involvement in advancement and served on the ECIS Advancement Committee for eight years.

Carrie shared her talents and expertise as a presenter at many ECIS conferences in her desire to bring school Heads, trustees, business managers and development practitioners together to improve all aspects of our schools. She helped develop the CASE Europe bi-annual international schools summit and the ECIS/CASE Pre-conference which was inaugurated at the last ECIS Administrator's Conference.

Carrie was a long-standing member of CASE Europe, a former CASE Europe trustee, CASE Crystal

Apple award winner and recipient of the Robert Bell Crowe Memorial Award, the top global award given to Advancement professionals.

A generous teacher and a trusted advisor to colleagues and acquaintances alike, her strong communications skills made her a natural presenter. For over three decades Carrie shared her experiences with schools around the world on five continents. Working closely with Mike Miller, former director of advancement at the American School in London, Carrie advised schools across Europe, Africa and Asia about growing their advancement operations.

Carrie was an inspiration to many and a friend to all. She will be missed and remembered.

Lynn Wells and Mike Miller

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Never give up

An inspiring story by Eric MacKnight

In the summer of 2011 came an email message from one of the first students I taught, way back in 1983 in a US suburban public high school. Kathy had found me through a classmate's Facebook page, and wanted to let me know what she had been doing for the past quarter-century. Honestly, I remembered very little about her: the name, a face, not much more. Among some 140 other students I taught in 1982-83, she had done little to stand out.

Her first moves after high school, as she related them to me, were not filled with academic promise: an early marriage, and then the birth of her daughter when she would have been graduating from university had things been different. Once her daughter was a year old she began taking university classes, but a few months later she gave birth to twins with serious medical and developmental problems. For the next few years she dropped her university studies to take care of her children.

A decade passed. Kathy began working, but a 'handful of years' in an office job convinced her that she wanted a different life than that. As she tells the story, 'My employer was kind enough to allow me to cut back to a half-time schedule so that I could go to school full-time and qualify for financial aid, and (the university) provided sufficient resources to help me along.'

Finally, 28 years after finishing high school, Kathy earned her university degree in May 2011. Her daughter graduated in the same class at the same university. 'It has been a long, strange, and excellent trip!' she wrote. She told me, too, about her senior thesis: an analysis of Charlotte Brontë's 19th-century novel *Jane Eyre*. 'The senior seminar that was offered was on *Jane Eyre* and Jean Rhys's *Wide Sargasso Sea*.'

'Although many of my fellow students were enthusiastic about the Brontë novel, I was not. I am just not a fan of Victorian literature, I guess. Knowing I needed to produce a substantive paper, and being unwilling to write a piece that was merely a rehashing of other people's research, meant I had to get creative.

'I followed my gut, which led me to interrogate the reasons for my dislike of the novel. I concluded that the tidy romantic ending was dissatisfying because the result was that Jane abandoned her dreams in order to spend her life with a man who was less than an ideal mate, a man who drove his first wife insane (according to Jean Rhys), imprisoned her, and denied her existence to the world.

'My paper developed into a close reading of contradictions within the novel, and an interrogation of the mechanisms that make it feel natural for young women in our culture to sucker for romantic conclusions

that lead to unsatisfactory relationships and the short-changing of hopes and aspirations.

'Jane could have made a profound difference [as a teacher] in the lives of many boarding school students who were otherwise left to be victims of a defective system. Despite the fact that she thrice stated that her ideal was to run a school that would provide experiences opposite those she lived through at the Reeds' and Lowood, she gave away the inheritance that would have allowed her to do so, and became dependent on a dark and brooding patriarchal master to whom she surrendered her agency and independence.

'My advisor told me that he had never seen anyone approach the novel from this angle, and that successful completion of my thesis could open up new discussions on the topic. I feel accomplished to have been able to provide a new take on an old subject for a professor who has been teaching literature since the early 1960s.'

Far too often, students and teachers are judged by grades and exam results. In truth, each of us is so much more than the grades we earn in high school. The grades and exam results tell us something about our recent performance on a narrow range of tasks given us by the school. But they tell us nothing about what we are, who we are, or what we may be and do in the future.

'I can't count the number of times I wished I had been a better student in your world lit class', Kathy wrote. Her poor performance in my class would have led unwise observers to conclude that she was not cut out for an academic future, or that if she did pursue a university degree, it should certainly not be in English literature.

Such unwise observers might also conclude that I had not done a very good job with Kathy, and that her poor results followed from my poor performance as a teacher. But grades and exams don't tell the whole story. Sometimes the results of a teacher's efforts remain invisible for years; often the most important effects of a teacher's work are impossible to measure.

Kathy wrote: 'I am steeped with gratitude for teachers like you, who taught me that education is not about having answers, but more importantly, it is about learning how and when to develop good questions. Kudos to you for having the fortitude to stick with teaching, especially when some students do not always give their best efforts! You have been successful in creating a ripple that spans the vastness and touches the lives of others... It does make a difference, even decades later.'

Students need stories like Kathy's to remind them of what they can accomplish, given enough determination, patience, and persistence. Parents, teachers, school administrators, school boards, and politicians should be reminded of Kathy every time they forget that education is about much more than grades.

Eric T MacKnight began teaching in 1980, and has been at Dulwich College Suzhou since 2011, teaching English and IB Theory of Knowledge in the senior school.

His web site is at www.EricMacKnight.com



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PEOPLE & PLACES

The London International Youth Science Forum 2012 attracted 325 students from over 50 countries and some of the world's leading scientists, including Professor Sir Roy Anderson (chair in Infectious Disease Epidemiology at Imperial College); CERN's Professor John Ellis; Professor Steve Cowley, Director of Culham Science Centre; and Professor Trevor Jones (CBE), Director General of the Association of the British Pharmaceutical Industry (ABPI), who closed the forum.

Professor Ellis was a huge hit with his lecture on the fascinating work at the Large Hadron Collider and his topical discussion about the Higgs Boson.

"The Higgs Boson is the physicists Holy Grail but, despite the media hype, 'mass higgsteria', we are still unable to confirm whether the elusive God particle has been found. We've detected something that behaves as we would expect the Higgs Boson to and this leaves physicists asking 'if it walks like a duck and quacks like a duck then is it a duck?'" he said.

A particular favourite with the students was the visit to the Culham Centre for Fusion Energy. This was an exciting and rare opportunity for young scientists to get up close with the incredible research being done into future energy sources.

Professor Trevor Jones closed this year's Forum and enthused students with detailed information from his research and commented that the next generation of leaders and science thinkers were those attending this year's LIYSF.

A major theme in student feedback was the scope of the forum to not only broaden scientific understanding and interests but to engage in education on other cultures and develop lasting, international friendships.

LIYSF is a cutting-edge residential programme that runs for two weeks and attracts young scientists aged between 17 and 21 from all over the world. Most attend as winners of national and international science prizes or competitions. Over two weeks, students board at Imperial College London and embark on a world-class programme of lectures, with access to research centres, laboratories and leading education institutions.

LIYSF 2013 will be held from 24th July to 7th August at Imperial College London and will consider how the pathways to science are becoming increasingly inter-disciplinarily. For more information on LIYSF 2013 please visit: www.liysf.org.uk.

*Richard Myhill is Forum Director.
Richard.myhill@liysf.org.uk*





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International Peace Day

Why bother, asks Totty Aris

Sitting at my desk multi-tasking between answering emails, cutting candle holders out of cereal boxes as well as ensuring that all the primary classes have info slips to go home so they come to school on peace day in blue and white, I spot an urgent email:

Dear Totty,

As much as I would love to attend your Peace Day assembly this Friday I would like to ask if my diploma class can opt out of this event. Your assemblies often go over time and my class has been missing essential minutes that contribute to their required diploma hours. We need the time to do our labs and an extra assembly is just too much. Can I therefore ask that my class not attend this assembly so we can do our assessment in the whole time allocated to my subject?

With regards,

Hmm, how best to respond? Why do we bother with these special days? UN Day (everyone dresses up in national costume), Earth Day (we all turn off our electricity for an hour ... although that isn't particularly relevant in Africa as we have 24-hour power cuts thrust upon us), Book Week (we celebrate our love for books and encourage everyone to drop their iPads for books, or at least pick up a Kindle), International Children's day (we all celebrate the children we deal with every day). Schools have their favourites, often ones that are considered 'international' and will promote our philosophy to our community.

Jeremy Gilley, promoter of Peace One Day, sums it up in his Ted talk where he challenges the cynics who see it all as symbolism and a waste of time. I shared this video with my staff as he is an inspiration to us all. Here is a man, who in the last ten years has persuaded state leaders (and amongst others the Taliban) to lay down their arms for a day so he and his team could go in and immunize the innocent children tied up in a war-torn country.

He is relentlessly getting people involved with the idea that it is worth talking about peace, getting schools to keep talking about it so that they will grow up and consider it worth pursuing. Every day you open the papers and see more and more news about the wretchedness of our world and here is somebody flipping the coin and focusing it from another angle.

Isn't that what education is about? We all hope that the students in our schools will apply the philosophy we promote and live the vision. Jeremy Gilley in fact was not an Oxford or Harvard graduate but a school dropout who woke up and realized that the world was worth fighting for. So, to the cynics out there who sometimes forget why we celebrate these random days that take



away curriculum time, I offer the famous star fish story.

A boy is standing by the sea and comes upon hundreds of starfish on the beach, gradually dying through lack of air. One by one he starts to throw them back into the sea. Along comes a man who watches him for a bit and then says: "why bother, you can't save them all, you'll never make a difference". The boy looks at him, looks at the starfish in his hand and as he throws it in says: "made a difference to that one."

These days most international schools envisage a holistic educational package and our actions can send a strong message that sometimes feels like it is lost amongst the privileged international private school education. Even if we as educators make a difference to only one child, if that child grows up and then goes on to promote peace, resolve conflict in his or her family, community or possibly country then it was worth the time and effort sharing what we stand for.

In the meantime in true peaceful resolution I write back to my diploma teacher and suggest a compromise so that his students can gain from a holistic experience as well as complete their essential IB requirements. Win-win!

If you wish to participate in Jeremy Gilley's Peace One Day there is a useful package on his website, <http://peaceoneday.org/welcome/>

He is also willing to talk to groups of students via Skype conferences.

*Totty Aris is head of secondary school,
The International School of Moshi, Tanzania.*



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A quiet revolution

Steve Burnham considers professional development in the field of physical education

It's not only in the fields of science and technology that, as Thomas Kuhn notes, revolutions take place. In the past 15 years there has been a quiet paradigm shift taking place in the world of physical education. The linear progressions that have been associated with education in the past contrast sharply with the changes that have occurred over the course of my career.

From 'Banding' (you may be too young to remember that term) with hand fed reproduction sheets, to the one-to-one computer programmes that now exist in a growing number of international schools, we have seen some radical adjustments to the way in which our material is being delivered.

This is particularly notable with professional development within the field of physical education. Starting in a small way with the conferences put on 20 years ago by schools such as Cairo American College in Egypt and St John's School in Waterloo, Belgium, the initiative for professional development was there but events were piecemeal and at least three years apart.

However, there has been a change in the last 15 years which manifested itself in the form of the ECIS Physical Education Spring Conference. What was once a rather haphazard ECIS-sponsored three-yearly programme evolved into an annual three-day event hosted by some of the leading educational institutions in Europe.

Why is this important? Search the internet and try to find a professional development event that caters for the international school community; what you will find is information from US sources such as AAPHERD and NAASPE and little else. There is nothing that specifically caters for teachers working within international schools.

Thus the ECIS conference fills an extremely important role by offering a format that involves three days of presentations with a menu of a minimum of 12 different presentations each day. This means that there is a minimum of 36 presentations, notably delivered primarily from within our own community.

Indeed the secret of the success of this event is the willingness of teachers from within the international community to share their own, often considerable, experiences within the sphere of teaching and coaching at no cost to the conference organisers. Presenters share ideas for working with all levels

Anyone who has heard Mark Hurst's research-based presentations cannot be anything other than convinced of both his passion for his work and the logic of the outcomes of the research that he presents. Furthermore



Jeremy Crosson's presentation on sports psychology provides a great deal of food for thought.

These in-house presentations are supplemented by others from the fields of sports science, sports psychology and medicine by, among others, leading researchers such as Dr Stuart Brown (Harvard) and Dr Stuart Thompson (Stanford). Brown's ideas on neoteny (retention of immature qualities into adulthood) are examined, namely his view that play helps contextual memory.

This is linked to the neuroscientist Stuart Thompson's assertions that curiosity and exploration involved in play are inextricably linked to success in problem-solving in later life (one of the 21st century skills that we are constantly reminded we need to be focusing on developing), which gives a neuro-scientific underpinning to the work being done in schools at all levels.

As a teacher who has been involved from its early stages, it is remarkable to see how the event has grown from a small three-year cycle meeting, trying to use the ECIS November conference facilities, to an annual spring conference that uses the specialist facilities that the host school has to offer.

The beauty of this model is that each venue has unique facilities, and is therefore able to offer a specific 'tone' to the conference. For example, Zurich was able to offer winter and snow-focused activities; Tunis was able to offer water-based activities; and ACS Cobham was able to offer access to training specialists from clubs in the vicinity, such as the Chelsea F C youth coaches.

The conference has, at its heart, the desire to become the premier physical education professional development event of the year. It now offers a place to a minimum of

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100 PE professionals, and recent conferences have been attended by over 120 teachers from Africa, the Middle East, Eastern Europe, China and the USA.

One interesting idea to emerge from these conferences is the desire to have the evenings on campus. This is a great model for other conference organisers: rather than teachers going off to different locations and enjoying their social time away from each other, the conference strongly encourages all participants to socialise together at the same venue. This has resulted in interesting professional conversations that stay focused on the presentations of the day, and reinforce ties within the community itself.

Revolutions, of course, do not happen of their own accord and there has to be at its heart a driving force. Initially the foresight of Mary Langford from ECIS recognized that the situation of the PE committee was a special one and allowed it to organize its own conferences – while retaining its professional development ties to the organization.

Add to that the work of the present committee and the result is a well-structured and efficient system that is currently recognized by those who have attended the conferences as one of the most effective PD experiences available.



We aim to keep the revolution going and ask for the continued support of school Heads who understand the value of allowing their school to be used for this purpose, and give the necessary financial backing for their staff to attend

Stephen Burnham teaches PE and ToK at the Zurich International School, Switzerland.

The ECIS Physical Education Committee comprises Mark Hurst (Tasis England), Mark Newman (Zug), Chrissy Moncrief (Frankfurt), Jessica Myndio (Zurich), Robyn Davey (Tunis), Stuart Fern (London) and Jonne Karanko (Helsinki). The committee supplements conference experiences with a website that lists all of the presentations and presenters notes' from the current conference as well as a link to a growing archive from previous conferences.

The next ECIS Physical Education Conference will be hosted by Tasis, England in spring 2013. You can register for it by contacting Mark Hurst at: mhurst@tasisengland.org



'The beauty of this model is that each venue has unique facilities, and is therefore able to offer a specific 'tone' to the conference. For example, Zurich was able to offer winter and snow-focused activities; Tunis was able to offer water-based activities; and ACS Cobham was able to offer access to training specialists from clubs in the vicinity, such as the Chelsea F C youth coaches.'



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The problem of pupils self-harming

Rachel Abbot looks at support for teachers who are concerned

As self-harm inpatient admissions in the UK have increased by 68% over the last ten years¹, new research reveals that over three quarters of young people don't know where to turn to talk about self-harm, and two in three teachers don't know what to say to self-harming young people.

With one in 12 children and young people self-harming in the UK² there is a major gap in support for teachers as they attempt to understand and deal with increasing numbers of young people self-harming. This concern is echoed in the international sector and many teachers do not feel equipped and are much less comfortable discussing self-harm than other youth issues, such as youth gangs, drugs, binge-drinking or eating disorders. However, the UK survey showed that 97% of young people believe self-harm should be addressed in school, with 66% feeling that it should be part of lessons.

While there is considerable sympathy towards young people who self-harm, teachers struggle to grasp how they find comfort from inflicting pain on themselves. There is a widespread belief that self-harming is a symptom of something deeper, but many teachers cannot empathise or understand it. With teachers feeling helpless and unsure about what they can say or do to help, there is little open communication about this issue in schools, leaving considerable scope for stigma and fear.

In the absence of clear information, from teacher training or mainstream media, the majority of teachers have a piecemeal and often narrow view of young people self-harming. Generally seen to reside 'in the home' or 'in the mind', self-harm is perceived to share little connection with other issues that teachers encounter. While some teachers do associate self-harm with bullying behaviour, they do not believe that school events are a major contributor, relative to home life and mental health, which makes self-harm harder for teachers to talk about than other youth issues.

For the majority of teachers, experience of self-harm is limited. In British maintained schools teachers must 'pass on' all incidences of self-harm to the Child Protection Officer (CPO) who then deals with the case from that point on. Few international schools have such a service available and even if they do, there is the language problem. They have to rely on the skills of their student counsellor who may or may not be trained in this area.

Teachers are often insecure about who should be

told and are confused about what counts as 'being in confidence'. Similarly the due processes attached to 'categorisation', such as more drastic action and immediate involvement of outside agencies, and/or parents appears to be fuelling teacher views of self-harm as a very serious issue they cannot help young people with.

Of the 1000 young people surveyed, in the UK four in five say they don't know where to turn for advice about self-harm. Additionally, there is a stark difference between where young people feel comfortable seeking support – online – and where they believe they should be, going to parents, teachers or GPs. The vast majority who go online will find information varies drastically from positive support, to inciting self-harm, to ridiculing those who harm themselves. It's a game of chance as to whether information on self-harm will be measured and helpful or negative and potentially damaging.

Despite teachers' lack of confidence around this issue, there is a strong desire to break the conspiracy of silence around self-harm so young people feel more able to seek support. 60% of UK teachers say they don't feel able to talk about self-harm, but the majority (78%) would like to be equipped to have the conversation if needed. Teachers want to be able to talk about self-harm at a broad conceptual level (77%), as well as know how to offer advice and support to individuals who are self-harming (82%).

The main reason teachers think young people stop self-harming is that they find better ways to cope with the emotions associated with it, principally through getting support. As such, the overwhelming majority of teachers want to open the dialogue so young people know where they can turn to; but they need the tools to do this: 80% want clear practical advice and materials to share directly with pupils.

In response to the findings, YoungMinds and 2CV, the Cello research company that conducted the research in the UK with teachers and young people, prepared a set of recommendations for schools, including:

- Consistent language that teachers can use when talking to young people about self-harm.

- Consideration given to how education around self-harm could be included in the curriculum, for instance when teaching resilience, including emotional awareness and literacy, thus raising self-harm in context.

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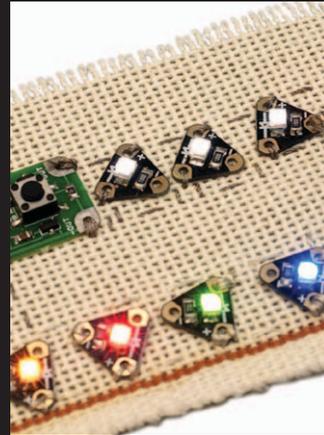
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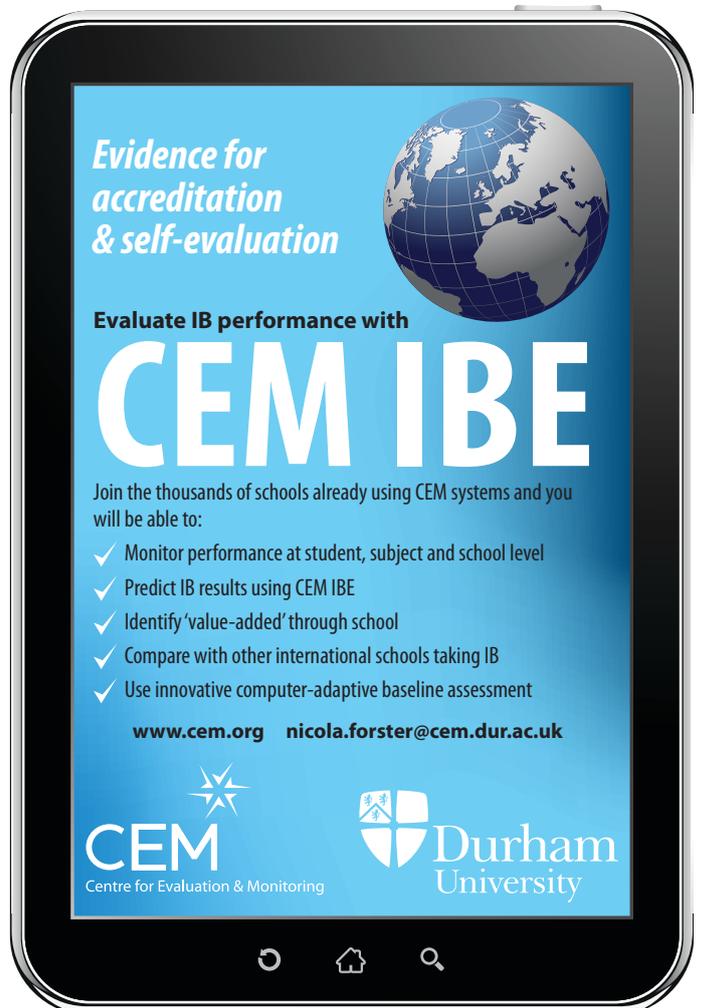
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Teachers to have greater understanding of the range of causes and motivations for self-harm, including links between self-harm and other issues affecting young people today, such as: cultural issues; gang membership; sexual exploitation.

This research highlights a comprehensive range of insights that all those who care for young people, and society at large, need to act on. This should result in a clear policy so that teachers are not confused. If this doesn't happen, the UK will not only continue to waste millions of pounds in treating cases of entrenched mental illness where there could have been early intervention, but it will fail the

thousands of young people who are crying out for help, as well as the teachers who want to support them but don't know how.

The research report *Talking self-harm* was conducted by Cello PLC's CSR programme *Talking Taboos* in partnership with YoungMinds, the UK's leading children and young people's mental health and wellbeing charity, and integrates the results of advanced qualitative and social media research with a quantitative sample of 2,500 parents, teachers, GPs and young people.

For further information on the report *Talking Taboos Talking self-harm*, contact talkingselfharm@talkingtaboos.com Further information for teachers, visit www.youngminds.org.uk

Rachel Abbot is associate director, 2CV.

¹ Table of hospitalisations for self-harm

² Mental Health Foundation (2006)

Book review

Every Teacher Matters:

Inspiring Well-being through Mindfulness

By Kathryn Lovewell;

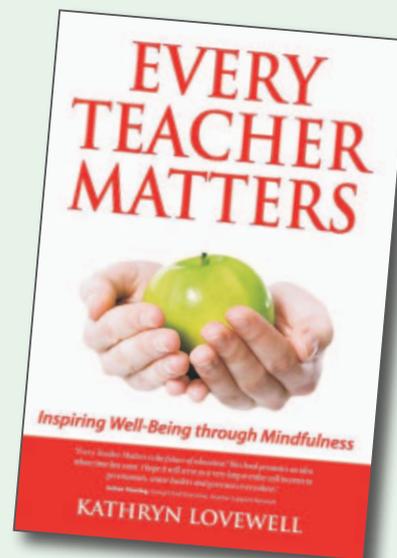
Ecademy Press 2012

ISBN 978-1-908746-36-8

This is the kind of book you either love or hate: for those who recoil at the thought of mind and body connections, body wisdom, breathing exercises and being likened to a diamond – this book is not for you. On the other hand, if you are a teacher who recognises that the job is stressful and would like some hints and tips on how to survive the daily challenges of class and staff room, then here is a resource offering sensible advice and thought-provoking comment.

Adapting the slogan 'every child matters' to the well being of the teacher gives the author the opportunity to explore the emotional and psychological demands of teaching and suggest ways to address the demands of the job.

Starting with a discussion of the role of a teacher and reinforcing the value of the work teachers do, Lovewell goes on to analyse what a teacher offers to the student, the school and the community. Each ensuing chapter explores aspects of the 'mindful teacher' and presents



a series of exercises to reinforce a healthy awareness of role and self.

Among the commendations at the end of the book is *a cris de coeur* from a newly qualified teacher saying how the book provided both 'motivation and comfort'. For those teachers who may have some self-doubt, or need to reinforce their confidence and emotional health, this book could be a valuable aid to emotional wellbeing. Certainly Kathryn Lovewell is right when she says that 'every teacher matters'.

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CELEBRATIONS 2013

January

1st	New Year's Day (Hogmannay in Scotland)	National
1st	Ganjitsu New Year visits to Shinto shrines	Japanese
6th	Epiphany Magi, (wise men) visit Jesus	Christian
6/7th	Christmas Eve	Eastern Orthodox
14th	Makar Sankranti/Lohri almsgiving, making up quarrels	Hindu
27th	Holocaust Memorial Day	National

February

1st	Imbolc awakening of the land	Pagan
1st	Candlemas presentation of Christ in the Temple	Christian
3rd	Setsubun bean scattering ceremony	Japanese
10th	Chinese New Year (snake)	Chinese
10th	Mashraviti great Shiva Night	Hindu
11th	Losar Tibetan New Year	Buddhist
12th	Shrove Tuesday pancake day	Christian
13th	Ash Wednesday start of Lent	Christian
20th	World Day of Social Justice	UN
20th	Mahashivatri Great Shiva Night	Hindu
21st	International Mother Language Day	UN
24th	Teng Chieh Lantern Festival	Chinese
24th	Purim saving of the Persian Jewish Community	Jewish

March

1st	St David's Day Patron Saint of Wales	National
8th	Holi Spring Festival	Hindu
8th	International Women's Day	UN
18th	Mothering Sunday (UK)	Christian
17th	St Patrick's Day (Ireland National Day)	Nation
20th	Ostara, Spring Equinox	Pagan
20th	Shunbun No Hi Spring Equinox festival	Japanese
21st	World Poetry Day	UN
22nd	World water Day	UN
26th	Passover	Jewish

April

8th	Hanamatsuri Flower Festival	Buddhist
13th	Vaisakhi/Baisakhi Sikh New Year	Sikh
21-2 May	Ridvan celebrates Baha'ullah	Baha'i
22nd	International Mother Earth Day	UN
23rd	St George's Day Patron Saint of England	National
31st	Easter Sunday (West)	Christian

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 SW 1P 4AU, UK.

Just looking

no food, money, house
no family, parent, living alone
need help, health, protection
but can't move, just looking

fire in my bones,
tears full in my eyes,
spine wrapped through my heart
but can't speak, just looking

they're the one
who needs smile
on their face
every day or so

*Jo Seong Eun, Grade 6
International School of Phnom Penh*

Analysis of Just Looking

This poem is about orphaned children who are not healthy enough compared to other people. I wrote this poem because when I saw these children in Cambodia saying "One Dollar... One Dollar!" I feel so sorry for them and I knew that I couldn't do anything to help them. Because of that I wanted to write a poem about them and show how I feel. I think all of us should feel something for them and know something about them. We should be ashamed to see people living like this.

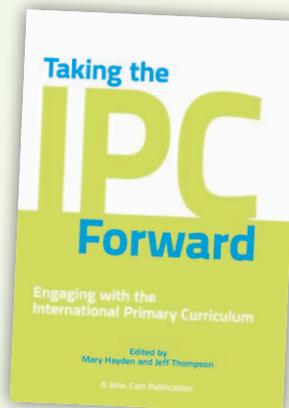
I think this poem is for everybody who doesn't care about the problem of poverty and orphaned children. I think like this because we are living without sadness. We are always happy. However, orphans never be happy like us until we help them. As I said above we should be ashamed of ourselves until we help. Why should we be ashamed? It's because only we get to live happily – it's unfair.

I used personification to emphasize how I feel. While I was writing this poem I was wishing the audience to feel like me. I wanted them to show like me.

Jo Seong Eun

Taking the International Primary Curriculum Forward

Edited by
Mary Hayden and Jeff Thompson



The International Primary Curriculum (IPC) is one of the fastest-growing international programmes in the world today.

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In this edited collection, contributions are included from those involved in its creation, together with teachers, headteachers and researchers, all of whom explore its strengths, celebrate its achievements and identify areas for potential development.

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Acts of Kindness

Punch!
Slam!
Crack!
'That'll show them' cried the flowers, looking in
admiration at the water can
You really think it's fair?
Stop lying to yourself.
You're really friends with this person,
who hurts, who crushes peoples souls?
Just because their life is terrible!!
I thought so ... you're afraid.
Fear. Controls you.
Fear.

*Lauren Matthews, Grade 6
International School of Phnom Penh*

Analysis of Acts of Kindness

The theme that I have chosen for this poem is bullying, I chose this theme because I feel it is something that people should be aware about and should help stop, because it makes people, innocent people suffer. The audience I have chosen is the people who help bullies and just go along with what they do without helping or taking action even though deep down inside they want to.

Lauren Matthews, Grade 6



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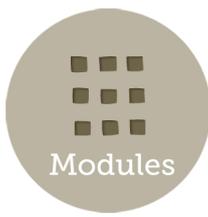
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