



# IS

INTERNATIONAL SCHOOL

*The official magazine  
for ECIS members*

Summer  
Winter

2013

Volume 15 Issue 3



## Caring for our students



# WHY I CHOSE IBA AT RSM?

INTERNATIONAL BUSINESS ADMINISTRATION (IBA)



## BECAUSE OF THE SCHOOL

- *triple accredited*
- *well-ranked*
- *in the Netherlands*

## BECAUSE OF THE PROGRAMME

- *taught in English*
- *exchanges and internships*

## BECAUSE OF THE STUDENTS

- *multicultural classroom*

Accredited by



AN EXCELLENT START FOR A FUTURE CAREER IN GLOBAL BUSINESS!

[www.rsm.nl/bsciba](http://www.rsm.nl/bsciba)

ROTTERDAM SCHOOL OF MANAGEMENT  
ERASMUS UNIVERSITY



There are no absolutes in painting. All is measured by that relative term, quality. It is in this search for quality that the artist is, of necessity, the eternal student.

Rex Brandt

See Richard Caston's article on page 5

# in this *issue*...

## comment

Caring for our students, *Jean Vahey*

3

## leadership

Confident learners, confident teachers, *Tristian Stobie*

4

Leadership in Berlin: the ECIS April Conference

34

Jean Vahey to step down

36

IB teacher, IB artist and inspiration at a cathedral, *Richard Caston*

5

Fifth Column, *E T Ranger*

30

Science matters, *Richard Harwood*

31

Evaluating and measuring international-mindedness

33

School improvement planning, *Keith Wright*

51

Books books books

57

## caring for our students

Problems, problems, *Michelle Garcia Winner & Pamela J Crooke*

11

Caring for students in turbulent times, *Walther Hetzer*

14

Supporting EAL students in the IBDP, *Patricia Mertin*

17

How much homework? *Wenda Sheard*

19

So now for the IB! *Russell Tar*

21

Caring for families means creating schools, *Henk van Hout*

24

Positive mindset = successful learners, *Robert Stokoe & Ruth Burke*

26

Caring for the learning needs of multilingual children, *Jenny Feinmann*

28

## caring for others

Building on Project Nepal, *Jennifer Gokmen*

37

Service learning: a community partnership approach,

*Tamatha Bibbo & Roberto d'Erizans*

38

From charity to service learning, *Marta Vernet & Robin Berting*

41

Off on a sabbatical, *Vicki Hird*

45

Many Different Languages, *John Farrell*

49

## regulars

Celebrations

55

ECIS events

59

## book review

Taking the IPC Forward, *Caroline Ellwood*

61

## and finally...

Friendship, *Katey Harrisons & Kudoc Fuiored*

64

Cover: *Caring for students in turbulent times*. See page 14





# Looking for an international Bachelor degree in an inspiring international environment?

Discover Leiden University's programmes in The Hague, the International City of Peace and Justice!

Leiden University is the oldest university in the Netherlands, founded in February 1575. Today, it is an internationally renowned research university (number 64 in the Times Higher Education ranking) and member of the League of European Research Universities. Leiden University - based in both Leiden and The Hague - offers 46 bachelor's programmes and 70 master's programmes to 20,721 students.

## International Studies

Bachelor of Arts, offered by the Faculty of Humanities in The Hague



Students specialise in a world region and study its cultural, political, economical and historical aspects, and one of its main languages. They learn to compare 'their region' with other regions with other students in our international classroom. Students receive a degree of one of the top faculties in continental Europe. Experience this unique combination of comparative area studies and foreign language acquisition!

@ [bachelor.leiden.edu/internationalstudies](https://bachelor.leiden.edu/internationalstudies)  
 i [bais.info@leiden.edu](mailto:bais.info@leiden.edu)  
 f [facebook.com/BAinternationalstudies](https://facebook.com/BAinternationalstudies)

## Liberal Arts & Sciences: Global Challenges

Bachelor of Arts & Bachelor of Science, offered at Leiden University College The Hague



This international honours college provides a three year programme taught in English for a selected group of excellent and highly motivated students focussing on Peace, Justice and Sustainability. LUC students enjoy small-scale education in a residential setting. They live and study together in our brand new custom-built college building in The Hague creating a vibrant student community.

@ [lucthehague.nl](https://lucthehague.nl)  
 i [info@luc.leidenuniv.nl](mailto:info@luc.leidenuniv.nl)  
 f [facebook.com/lucthehague](https://facebook.com/lucthehague)  
 You [tube.com/lucthehague](https://youtube.com/lucthehague)



**Universiteit  
Leiden**  
The Netherlands

Discover the world at Leiden University





INTERNATIONAL SCHOOL

The official magazine  
for ECIS members

To promote excellence  
of education in  
International Schools  
Volume 15 Issue 3

Dr Caroline Ellwood  
EDITOR

Derek Bingham  
MANAGING EDITOR

James Rudge  
PRODUCTION MANAGER

Scott James  
PRODUCTION ASSISTANT

Alex Sharratt  
MANAGING DIRECTOR

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

The following enquiries should be directed  
through John Catt Educational Ltd.  
Tel: 44 1394 389850 Fax: 44 1394 386893

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

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

**Accounts:**  
Email: accounts@johncatt.com

#### Editorial Board

Derek Bingham  
Publishing Director, JCEL

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

Dr Caroline Ellwood

Jonathan Evans  
Chairman, JCEL

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

David Rose  
Headmaster, The North London International School

Alex Sharratt  
Managing Director, JCEL

Jean Vahey  
Executive Director, ECIS



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

international school® is published by John Catt  
Educational Ltd, 12 Deben Mill Business Centre,  
Old Maltings Approach, Melton, Woodbridge,  
Suffolk IP12 1BL, UK  
Company registration 5762466



John Catt Educational Ltd  
is a member of the  
Independent Publishers Guild.

international school © 2013  
ISSN 1461-395

No part of this publication may be reproduced, copied or  
transmitted in any form or by any means.

international school is an independent magazine. The views  
expressed in signed articles do not necessarily represent  
those of the magazine. The magazine cannot accept any  
responsibility for products and services advertised within it.  
PRINTED BY MICROPRESS PRINTERS LTD, FOUNTAIN WAY,  
REYDON BUSINESS PARK, REYDON, SUFFOLK, IP18 6DH.

## The ECIS Mission Statement

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

# comment

## Caring for our students

Caring for our students. That has been at the heart of ECIS for the nearly five decades of its existence. Whether it's through supporting comprehensive curriculums such as the International Baccalaureate, Cambridge International Examinations, International Primary Curriculum and AERO, or providing professional development opportunities ourselves, we are on a mission to help educators provide the best possible education for their students. Together we are helping our schools carry out their goal of developing global citizens.

We realise that, among the many challenges our students face, English being a second language can be one of them. That's why our ESL/Mother Tongue Committee has focused on training teachers in best practices in this area and to be successful in meeting the needs of these students. They will elaborate on this topic at a triennial conference to be held in Amsterdam in February 2014.

We also know that every child is unique and each deserves to be taught with the approach that best works for him or her. Our Special Educational Needs Committee helps educators meet the needs of their students. The Committee shares guidance, support and resources with the greater academic community. Among them, the recent book, *The Next Frontier: Inclusion: A Practical Guide for School Leaders* (Kristen Pelletier, Kevin Bartlett, William Powell, Ochan Kusuma-Powell), sheds more light on this relevant topic.

At ECIS, we believe that one's education is not complete without knowing the satisfaction that comes from giving time and effort to the greater good of those around you. Virtually every ECIS school has a component of community service, instilling in kids the hope for a better world and entrusting them with the tools to carry it forth.

The ECIS Service Learning Committee is a source of information for schools and provides a biannual conference for students and faculty to come together to share what they are doing to help make their world better. ECIS provides funding for schools using service learning with programmes such as the ECIS Outreach Programme, the Ustinov Programme and TieCare Community Service (see [www.ecis.org/Awards](http://www.ecis.org/Awards)).

Yes, Caring for our Students is an appropriate theme for this last issue of **is** magazine as the official publication of ECIS. This decision, made jointly by ECIS and John Catt Educational Ltd, is entirely amicable but recognizes two realities: for ECIS to have dedicated channels for the increasing amount of information it needs to communicate to members and, second, the need for **is** magazine to cater to the ever-growing and diverse needs of the expanding international school sector.

ECIS would like to express appreciation to Jonathan Evans, Derek Bingham and Alex Sharratt for their partnership in this publication. It has been a wonderful ride. Editor Caroline Ellwood will move to John Catt and continue her dedicated work with **is** magazine. ECIS members are encouraged to continue to contribute to this magazine and I have no doubt that Caroline will continue to strongly solicit the articles.

We care deeply for the academic, social, physical, and cultural development of our students. We encourage you to attend our conferences, keep checking our website, and request our online and printed materials to learn more about how you can continue Caring for our Students.

*Jean Vahey is Executive Director of ECIS.*



# Confident learners, confident teachers

## Tristian Stobie looks at leadership issues

Schools exist to maximise student learning and develop compassionate, wise, knowledgeable and confident citizens. Everything about a school needs to focus on student learning with the dignity and development of each individual at its heart.

Schools are complex social organizations, an intricate web of interdependent parts. While they have much in common, every school is a unique community and leadership needs to be situational and come from within. School leadership requires recognizing this complexity and striving to improve both the components and the dynamics of the system. This includes a concern for curriculum, assessment, the school's culture and values, the role of parents and the community. Above all it is about developing learners and striving for excellent teaching as teachers are the most powerful influence on student learning.

Good leadership is a necessary condition for educational excellence and effective schools understand the difference between leadership and management, viewing leadership as a *process* rather than a position of authority. Leadership involves getting the best out of the system by creating, implementing, monitoring, reviewing and refining goals, practices and policies so that student learning is improved.

It also involves, in the words of Geoff Southworth (2011), the 'liberation of talent'. Teachers and students, appropriately supported, are leadership resources of enormous power and potential. For this reason leadership is best viewed as a collective responsibility and widely distributed.

Accountability and standards are, of course, critical. School evaluation practices, teacher appraisal and professional development systems need to reflect the complex nature of the educational process and involve teachers as reflective practitioners recognising that they have a role in improving both their own and institutional practice.

Involvement breeds confidence, commitment, ownership and dignity and can result in raising a wide range of educational standards as well as creating a culture of excellence based specifically on the needs of the school at that particular time. All leadership is situational; inexperienced teachers need more directed support from experienced colleagues and progress needs to be benchmarked to meaningful targets with individuals held to account.

While every school is unique and leadership must come from within, there is particular value in sharing practice and experience, with schools supporting each other as critical friends. One example of an initiative that focuses on networks and developing the capacity for school leadership is Leadership for Learning (LfL) at the University of Cambridge Faculty of Education.

This is a vibrant network concerned with learning, leadership and their inter-relationship. LfL has developed a framework of ideas, principles and ways of working that have been successful in different contexts throughout

the world and which are currently being piloted by nine schools using educational programmes and qualifications designed by Cambridge International Examinations with a view to wider participation in the future.

Of the nine schools, three are located in New Zealand, three in Malaysia and three in northern Europe. They are a mix of private and state schools and three classify themselves as international although most are multicultural. One of the international schools is Rygaards International school in Denmark.

LfL practice is based on the following beliefs: Learning and leadership are a shared enterprise, as much as an individual one. Leadership should be 'distributed' and exercised at every level. Collaborative modes of working strengthen both teams and individuals. An independent, critical perspective, informed by research is vital. The status quo and received wisdom should be persistently questioned (*see MacBeath and Dempster (2008) and [www.educ.cam.ac.uk/centres/lfl/](http://www.educ.cam.ac.uk/centres/lfl/) for more information*).

Nurturing student leadership has never been more important in a world where education is even more about 'providing young people with the competence and self-confidence to tackle uncertainty well'. Employers are desperate for students who are adaptable, able to be 'intelligent in the face of change' (Claxton, 1990), able to work together and lead teams effectively. Leadership starts with 'knowing yourself' and developing self-confidence, empathy and resourcefulness.

This cannot be taught but it can be nurtured and needs to become more than a marketing slogan, infused in every day school life and culture. Schools are part of a community and must recognise their responsibility to contribute to and play a leadership role in community life. Learning and leadership do not begin or end at the school gate.

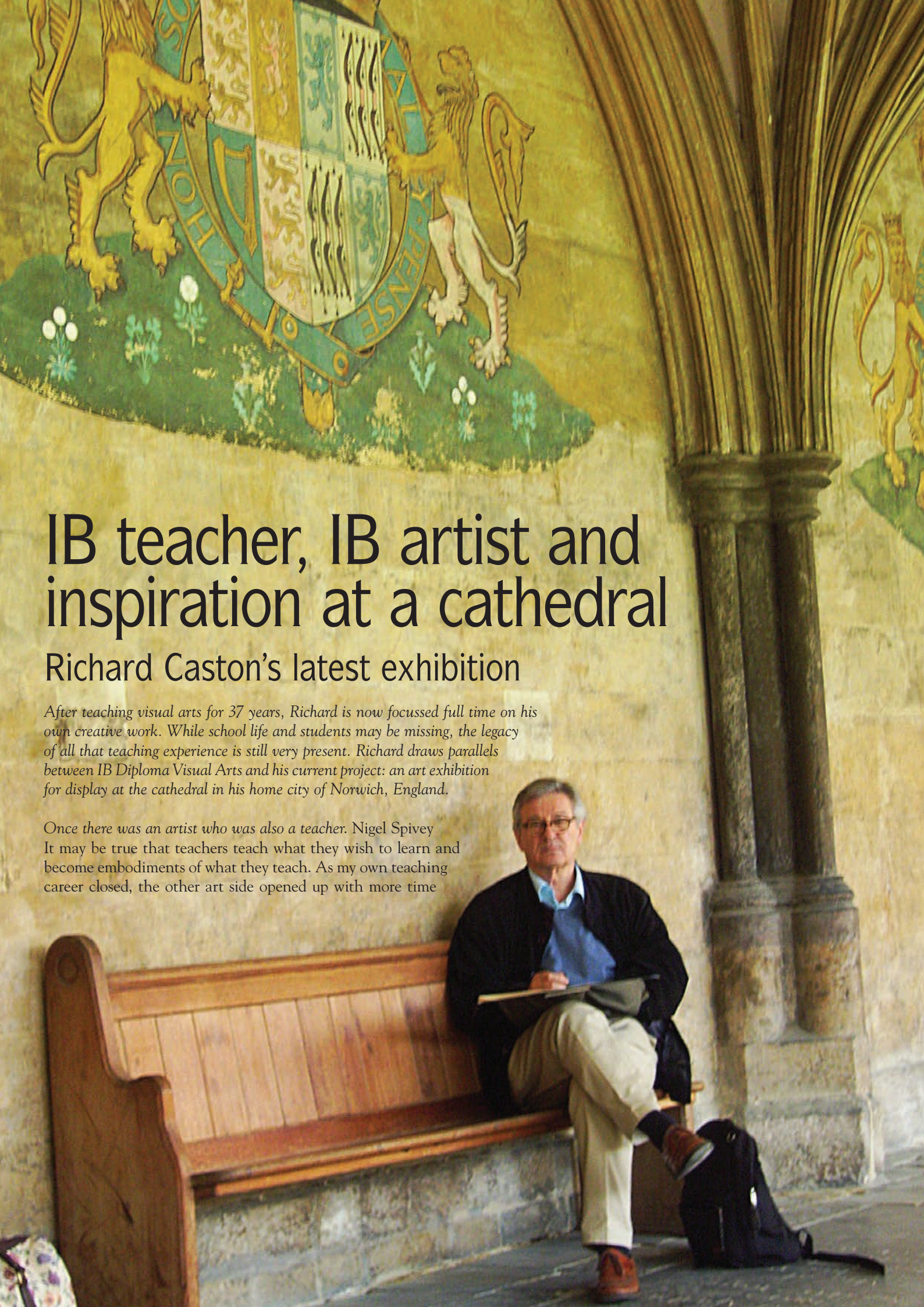
International schools are in a privileged position in that they have little excuse for not exhibiting and nurturing excellent leadership. Most have a large degree of autonomy and supportive communities. They are staffed by committed teachers, many with a wide range of experiences. The potential for networking and sharing research based international best practice is unique. There is something very powerful about a community of schools and partners in so many different countries and contexts sharing practice and learning from each other.

### References

- Claxton, G [1990] *Teaching to Learn: A Direction for Education*. Cassell Education, London. UK.  
 MacBeath J. and Dempster, N. (Eds.) (2008) *Connecting Leadership and Learning: Principles for practice*. London: Routledge  
 Southworth, G. [2011]

*Tristian Stobie has a distinguished background in teaching and administration in international schools and is now Director, Education at Cambridge International Examinations.*





# IB teacher, IB artist and inspiration at a cathedral

## Richard Caston's latest exhibition

*After teaching visual arts for 37 years, Richard is now focussed full time on his own creative work. While school life and students may be missing, the legacy of all that teaching experience is still very present. Richard draws parallels between IB Diploma Visual Arts and his current project: an art exhibition for display at the cathedral in his home city of Norwich, England.*

*Once there was an artist who was also a teacher. Nigel Spivey  
It may be true that teachers teach what they wish to learn and become embodiments of what they teach. As my own teaching career closed, the other art side opened up with more time*





and a whole world of possibilities. Out of the blue came the chance to exhibit work at Norwich Cathedral.

*Being creatively excited is an art in itself.* Robert Genn

It was a dream start in the most stunning building in the city. Like an IB art student at the beginning of the course, I was a mixture of excitement and apprehension. The exhibition could show anything – but what? Luckily, there was plenty of time – now where did I hear that

before? Somewhere inside there seemed to be a teacher's voice setting the course.

*I hope you're keeping some kind of record.* Leonard Cohen  
If the exhibition project had little idea about where it was going, at least I needed to see where it had been. Keeping a record was going to be essential and became increasingly part of the exhibition itself.

The IB visual arts programme calls for an integrated approach between the investigation workbook and the studio production. The two components complement each other, as the workbook provides a vehicle not only for developing ideas and pursuing contextual research, but also for quiet reflection.

Fortunately the IB requirements are well rooted in sound artist practice, one that I could trust and this project was beginning to put my own IB training to the test.

*Although you use your eyes, you do not close up the other senses – rather the reverse.* Kimon Nicolaides

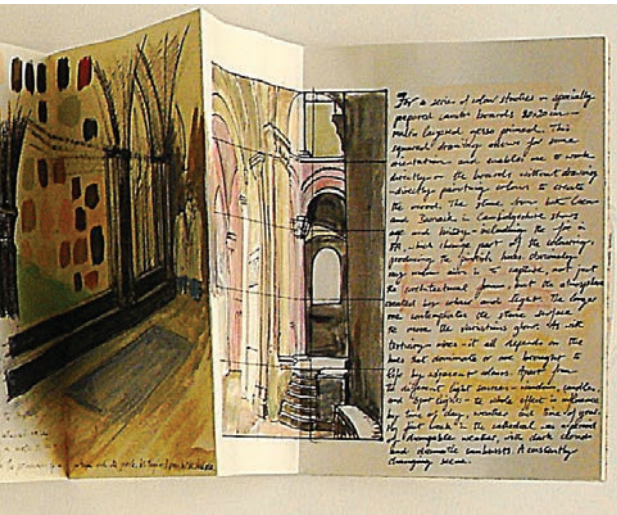
Norwich Cathedral is a place of learning, hospitality and worship, built by the Normans 900 years ago; it still dominates the city skyline. Inside one is aware of so many different impressions: the massive stone columns; the echoes of voices and sometimes choral singing; the dramatic changes of light; the sense of history. It is overwhelming. This project was going to start and end in the cathedral itself and there was all the inspiration any artist required. It became clear that it was not simply a question of what an artist could do with the cathedral, but rather what the cathedral might do with an artist.

*The urge to draw must be quite deep in us, because children love to do it.* David Hockney

It started with drawing. The IB highlights the value of first hand observation and drawing is a good means of developing skills in visual perception. It is a way of learning to see more. At David Hockney's recent exhibition, A Bigger Picture, he began his Yorkshire landscapes with simple observational drawings of hedgerow plants. It was a small beginning from which







a huge creative process could grow. Hockney's modest initial drawings were now my inspiration.

In the middle of one cathedral drawing, I was approached by a distinguished lady who explained that in a few minutes time around 30 small children would arrive there for a lesson. I had noticed a table full of drawing materials when I arrived, so knew that my solitude would end at some point.

I explained that my work was done and that I was about to leave anyway. "Oh could you please stay?" she asked. "I will point you out to the children as an example." As the class arrived and settled on the floor around me to draw, the air was soon charged with concentration and silence. It was a good session.

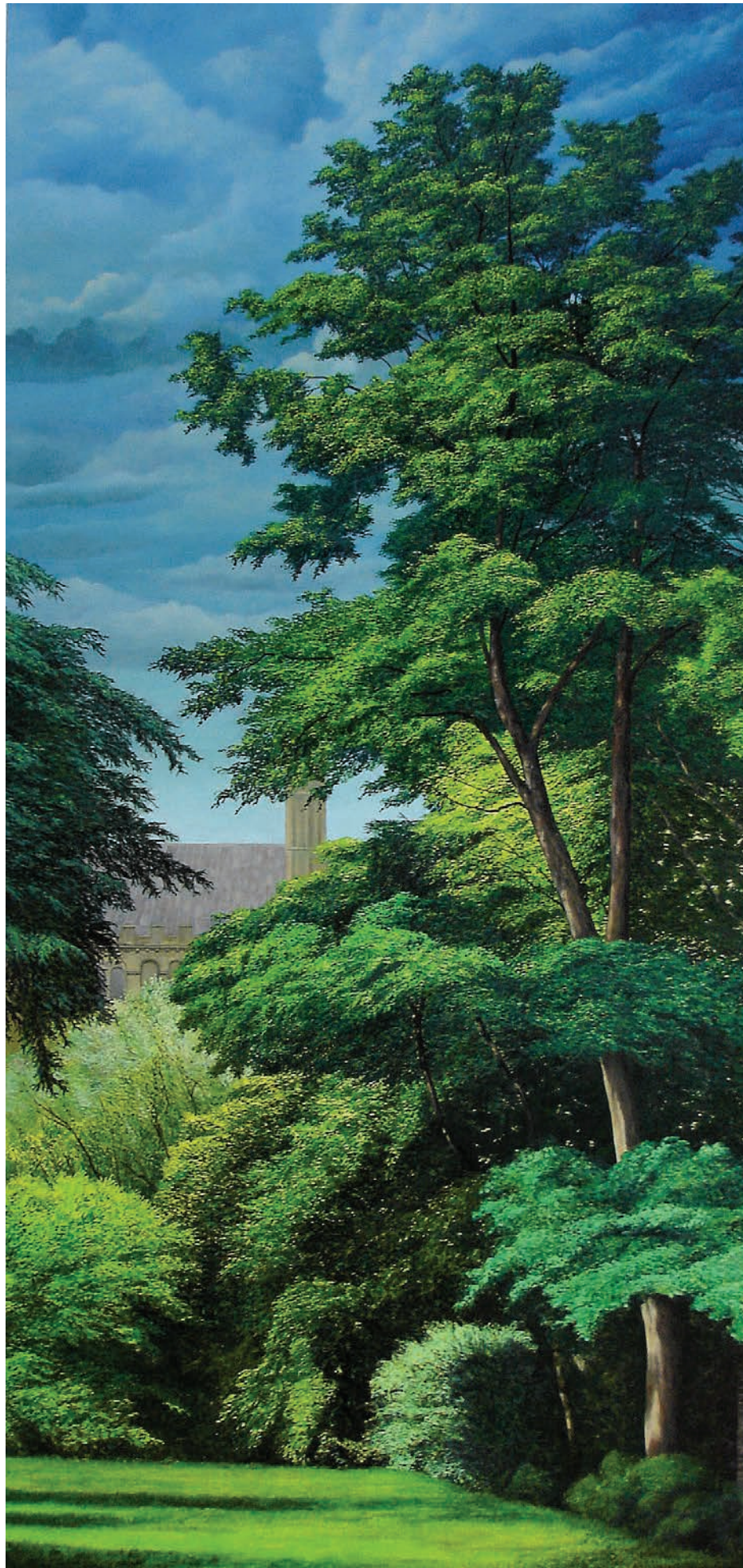
*The artist should not only paint what he sees before him, but also what he sees within him.* Caspar David Friedrich

Back in the studio it was time to experiment and try out different possibilities of media, formats and techniques. IB students are encouraged to do this to develop visual ideas and forms of expression. This was a vital step in the search for an inner vision and it required high productivity and risk-taking. Not all experiments work and the artist needs to develop skills and sensitivity towards materials, composition and form. If drawing in the cathedral was at the coal face, this work was in the laboratory.

*The pursuit of truth is a journey into the unknown,  
but when we get there, the place is familiar.* Sheila  
Upjohn

After all the observation and contextual research, the experiments and development of skills and ideas, came the tricky part – making actual works of art.

Looking at art exhibitions by IB Diploma students, one is mostly struck by the variety and scope of their work. It is usually very





“ Having a good understanding of assessment helps me to be more effective in my teaching, which helps my students achieve their potential ”

PRINCIPAL EXAMINER

Enhance your teaching and develop your skills by working with us as an examiner or consultant. Our opportunities can fit around your existing commitments.

**Make your mark with Cambridge**

Cambridge  
Professional  
Development



For more information, visit  
[www.cie.org.uk/makeyourmark](http://www.cie.org.uk/makeyourmark)



**CAMBRIDGE**  
International Examinations

*Excellence in education*





individualistic, because the programme is based on artistic and creative processes rather than a prescriptive way of making art. It has been developed by educators who are themselves practitioners in the arts, such as Norman Perryman, back in those pioneering days: artists in their own right, who knew what it took.

Works of art are created in different, mostly intuitive, ways. What works for one piece will not necessarily work for another. It is a process that can really 'challenge and extend personal boundaries'.

*There are no absolutes in painting. All is measured by that relative term, quality. It is in this search for quality that the artist is, of necessity, the eternal student.* Rex Brandt  
The cathedral exhibition has confirmed that in a profound way.

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

## References

- Nigel Spivey, *How Art Made the World*, BBC Books, London, 2005
- Robert Genn, *Twice Weekly Letter*, robert@painterskeys.com, January 2013.
- Leonard Cohen, from Maurice Ratcliffe, *Leonard Cohen*. Omnibus Press, London, 2012.
- Kimon Nicolaides, *The Natural Way to Draw*. Houghton, Mifflin Co, Boston, 1941.
- David Hockney, from Martin Gayford, *A Bigger Message*, Thames and Hudson, London, 2011.
- Caspar David Friedrich, from Emma Barker, *Inventing the Romantic Artist in Art and Visual Culture*, Tate Publishing in association with The Open University, London, 2012.
- Sheila Upjohn, *In Search of Julian of Norwich*. Darton, Longman and Todd Ltd, London, 1989.
- Rex Brandt, from Robert Gen, *Twice Weekly Letter*, robert@painterskeys.com, January 2013.
- IB Diploma Programme Guide. International Baccalaureate Organisation, 2007.
- Exhibition: Richard Caston. The Hostry, Norwich Cathedral. April 2014. Further information at [www.cathedral.org.uk](http://www.cathedral.org.uk) and [www.castonart.com](http://www.castonart.com)



# INTERNATIONAL UNIVERSITY IN GENEVA

## STUDY IN SWITZERLAND



### **Bachelor and Master programs in:**

- Business Administration
- International Relations
- Media and Communication
- Computer Science (BSc)

**NEW**

### **Bachelor in Computer Science**

- A program with a global perspective
- Dual accreditation
- Ranked 6th best business school in Switzerland by Eduniversal
- Exchange and study abroad programs

[www.iun.ch](http://www.iun.ch)

ICC · Rte de Pré-Bois 20 · 1215 Geneva 15 · Switzerland  
Tel.: +41(0)22 710 71 10/12 · Fax: +41(0)22 710 71 11 · Email: [info@iun.ch](mailto:info@iun.ch)





# Problems, problems

It is a behaviour problem or a social thinking problem? Michelle Garcia Winner and Pamela J Crooke look for some solutions

Sanjay is a 10 year-old boy and the student that every teacher on campus knows. Why? He's the student who corrects teachers in front of the class, announces errors on the handouts and tattles on his peers for minor infractions. He is also the student with a behaviour plan and one that peers tend to avoid.

Karim is a 16 year-old who, when asked to respond to a question, tends to go on a tangent. Others roll their eyes while the teacher struggles to get the class back on track.

Both of these students have social learning challenges. Unlike the anonymity that comes with a subtle math learning disability, a social learning issue is obvious and apparent to everyone. Yet, most of us find it much easier to talk about a student's math or reading challenges than social learning challenges. It's the 'elephant in the room' or the obvious problem that simply gets ignored, but not because of a lack of caring but because we may not have the tools or know-how.

## **Social learning is behavioural learning**

The fact is that social behaviour causes others to have thoughts and emotional reactions, (most remain unstated) that can lead to acceptance or rejection by

peers and others. One of the main reasons teachers are able to teach large groups in classrooms is because most students were born to an astute social operating system that developed at astounding speed from birth and continues to evolve across the lifespan.

There is an underlying expectation that most of us are able to interpret, react and/or respond behaviourally to subtle shifts in culture, situations (context), people and their ever-changing moods. However, students with social learning disabilities (autism, ADHD, NLD, sensory or emotional regulation challenges) have weaknesses in developing and maintaining their social operating systems.

Those who are not able to predict social behavioural expectations based on the context, people and related emotions will struggle to produce behaviours we deem socially acceptable; in short we call them 'behaviour problems'.

Once a student is identified as having a behaviour problem, we typically try to isolate the behaviour and provide a reward, often token based, to teach replacement of the undesired behaviour with a more desired one. This type of approach tends to be most helpful when

*Michelle Garcia Winner*



*Pamela J Crooke*





*There are great reasons why over 25,000 students have chosen to get their business degrees at EU over the last 40 years, here are just a few.*

# 10

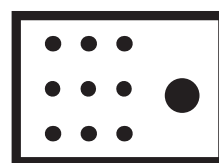
REASONS  
TO  
STUDY  
AT  
EUROPEAN  
UNIVERSITY



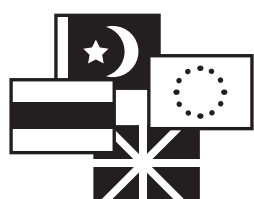
RECOGNIZED  
FOR EXCELLENCE



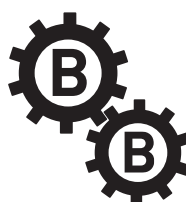
40 YEARS OFFERING  
PRAGMATIC  
BUSINESS EDUCATION



SMALL  
CLASS SIZES



INTERNATIONAL  
ENVIRONMENT



DEVELOPING  
THE BUSINESS  
PERSONALITY



REGULAR STUDENT  
EVALUATIONS



ALL CLASSES  
ARE TAUGHT  
IN ENGLISH



EXCELLENT  
EMPLOYMENT  
RECORD



OUTSTANDING  
FACULTY



TRANSFER  
OPPORTUNITIES



working with those with severe intellectual, language or reasoning challenges.

However, for students with solid to strong intellectual and language skills, this simple behavioural management approach fails to account for the great complexity of the social mind. In fact, many of our 'bright' students – when presented with a behaviour plan – easily find holes and/or argue their way out of abiding by the plan. These are the students who originally inspired and continue to inspire new strategies within Social Thinking®.

## What is Social Thinking®?

Social Thinking is a framework dedicated to helping brighter students with weaker social learning abilities increase social awareness for adapting behaviours more successfully. It involves teaching a student to think about 'why' we use certain behaviours rather than simply teaching the skill.

Concepts in social thinking also help explain why some students with solid/high IQs may struggle to interpret the meaning of a book, produce written language to summarise thoughts, and have difficulty predicting social outcomes.

It is important to recognise that students with high test scores don't necessarily equate to solid social abilities. Those with social learning delays, even with high IQs, may not be able to learn social concepts quickly. And, teachers, parents and counsellors are rarely equipped with strategies to teach this type of social decision-making.

Our approach is to tackle abstract social information and break it down into more concrete and digestible lessons for navigating the social world for all (adults and students alike). The more we can define how we think socially, the better we are at using cognitive behavioural strategies to adapt our behaviour.

Participating in a classroom requires all students and teachers to think about one another's perspectives and emotional expectations, read the 'hidden rules' of the situation to figure out social expectations, and then adapt to share space effectively in that moment. Curiously, we are constantly thinking about each other and having related emotional reactions yet we usually fail to describe this process to our students.

Social Thinking strategies are designed to provide concrete clarity for abstract concepts. One way is to use succinct language for teaching in the form of Social Thinking Vocabulary. The vocabulary, developed by speech language pathologist Michelle Garcia Winner, is evidence-based and at the core of making abstract social information more concrete. Here are a few (of many) examples of the vocabulary:

**Sharing Space:** Classrooms are classic examples of where we expect students to 'share space' for hours. Sharing space means simply sitting/standing near each other yet not actively engaging. Those who share space well are likely to have better social skills. Unfortunately, many social skills programmes teach 'talking' without emphasising how to also inhibit responses by considering

what others are thinking and feeling – thus sharing space effectively.

***I have a thought, you have a thought, we can manipulate each other's thoughts:*** Most students understand that other people have thoughts/feelings that differ their own. However, students with social challenges are much slower to understand this concept. Normally developing peers can detect social weaknesses in classmates with amazing efficiency and may take advantage of the student who cannot easily sync to what others are thinking, feeling and/or doing.

Teaching students explicitly to develop awareness of their own thoughts and feelings in order to predict others' thoughts and feelings (including teachers') is critical. This also relates to helping students consider how his/her behaviours may be interpreted by others (something s/he may not have considered before!).

## When is it a behaviour problem or a social problem?

The two are usually inextricably linked, but we typically put energy into remediating the behaviour.

A 3rd grade gifted and talented student with Asperger Syndrome routinely hit classmates when they were called on the by the teacher to answer a question (his hand was raised too). Behaviour plans using tokens had been ineffective.

Interestingly, when queried as to 'why' he responded in that manner, he replied 'because they stole my answers!' This behaviour problem actually stemmed from a social thinking problem. He didn't understand that others had thoughts/feelings different from his own.

Once taught these concepts (perspective taking), he was better able to share space effectively in the classroom and use cognitive strategies (rather than a skill) that he could use across classrooms and environments.

The cognitive strategies of social thinking are now routinely used by mainstream/inclusion-based teachers with **all** students. After all, good social skills are critical and likely to have a bigger impact on our lifelong happiness and success than a high math or reading score. Social strategies aren't just for the Sanjays and Karims, but all of us!

*Michelle Garcia Winner is the founder of Social Thinking® which specialises in developing treatment strategies for helping persons with social cognitive learning challenges. Pamela Crooke is a speech-language pathologist and senior therapist at the Social Thinking Center in San Jose, CA. More information and articles can be found on [www.socialthinking.com](http://www.socialthinking.com)*



# Caring for students in turbulent times

Walther Hetzer considers the problems of an international school during Cairo's ongoing revolution

*'My painting shows a lion which is very tired and not able to move, and beside it I painted the Egyptian flag. This is a reflection of what is happening in Egypt... The lion ... is exhausted by the massive amount of corruption and inequality ... during the 30 years of Mubarak's rule. The lion represents sadness, depression, and above all fear of the unknown.'*

(Mohamed Yousry, Grade 11)

The majority of American International School of Egypt (AISE) West students are Egyptians. They and their families are observers and participants in the ongoing fundamental changes of our host country. As an international school, we are guests in this country catering to a community that contains members of the pre-revolutionary regime as well as highly westernized liberals and religiously conservative families.

As guests, we need to leave it to the Egyptians to discuss and hopefully resolve their differences. At the same time, we are drawn in by our empathy with our students and our Egyptian colleagues.

One of the fundamental aims of all schools is to provide students with a safe place in which to learn. We are a school 'which makes every effort to keep the political tensions out of the school and to provide our students with a sense of stability and normalcy by continuing to do what we do in the same way'. (Tammam Abushakra – AISE Board member).

No student should ever feel pressure because of the political stance of the family. Opposing views, often reflecting those of their parents, can be talked about openly. This validates the IB Mission Statement, aiming for 'learners who understand that other people, with their differences, can also be right'. Some international





schools are familiar with revolutions, civil wars, and students whose countries are at war with each other. No student should be identified by and burdened with the larger conflicts surrounding us.

At the same time, education needs to enable students to understand these conflicts. Many of our mission statements embrace the goal that students should become aware of the fundamental issues of national or global importance, and to contribute to their solutions, as expressed in the IB mission.

Students at AISE West are bombarded with a bewildering chorus of information: arguments between secular and religious parties of varying degrees of fundamentalism; a highly contentious struggle to create a constitution and define the power of the executive and legislative; supreme court justices dismissed or re-instated in a climate of uncertainty about previous rulings.

There is universal recognition of an ailing economy and an unstable local currency. Questions prevail about the continuing role of the military, formerly all too prominent in the daily news, at the moment a quiet presence. We hear different views about Egypt's role in the Arab world and on the global stage, an ailing country which is still considered by many a leader and broker in the region. How can our students make sense of all this, discussed at school and no doubt around many dinner tables?

There is a further consideration influencing the daily discourse, familiar to many schools in the region. As

a secular American international school, we embrace values embodied in the UN Declaration of Human Rights, notions of democracy and open societies, critical thinking and questioning of dogmas.

Our students and parents encounter a chorus of arguments, questioning some of these notions. It remains to be seen whether Egyptian society at large is becoming more conservative. Every day our teachers need to be sensitive to differing views and enable students to find and express their own through dialogue rather than confrontation.

Where appropriate, direct links to current events are made. For example, revolution is a major theme in our 9<sup>th</sup> grade world history course. The students discuss overall societal transformation, such as the scientific or French revolutions. Students are asked repeatedly to make comparisons to the events of the last two years. They make connections and in many cases offer insightful commentary as to how they believe the 'ongoing' revolution should progress and what errors may or may not have been made up to this point. Their history teacher states that they are 'fascinated with the concept that, if not careful, history truly can repeat itself'.

Other links are found in the IBD geography course, in which the topic is approached primarily from an economic perspective. Students analyse how Egypt's economy has been affected and how events have impacted population migration both in Egypt and throughout the Middle East. The class discusses what might happen to



the economic and social landscape of the country. Will policy change help turn around the economy? Will it remain heavily reliant on foreign aid (last week the IMF was in town)? How successful will the government be to stem a perceived brain drain?

The teacher encounters mixed emotions of concern and hope and the sentiment that only time will tell. Our high school students observe the revolution through academic disciplines such as the social sciences; the arts, literature, media studies, and Theory of Knowledge also provide rich vantage points.

Our youngest students too are keen observers: from their daily lives they see, hear and feel the unrest in Egypt. When a teacher asked a Kg student how the weekend was, he replied: "I did not go anywhere because it is not safe." Then the child added: "Many people are protesting at the Presidential Palace because they want the best for Egypt."

Once started, the teacher prodded: "What do you

think would be best for Egypt?" The boy answered, "We are the good people fighting for people's rights. They don't have enough money to go to good schools, eat good food, go to good clubs or even go to cinemas like we do." This is Egypt, seen by a 'privileged' child, who will continue to express his views, and who will also hear those of others in a supportive classroom.

As with many schools in 'crisis' situations, we care for the wellbeing of students and staff by having excellent emergency plans ready; by making sure we can communicate with all students, even if they cannot come to school on a certain day; by trying to find the right mix of keeping unrest at bay and yet by also encouraging awareness and understanding of it. Most importantly, we value divergent views, whether those views are of this nation as a tired lion or as a beacon of hope for the future.

*Dr Walther Hetzer is Director of  
AIS Egypt West, Cairo, Egypt.*



# Supporting EAL students in the IBDP

## Patricia Mertin describes innovative ways to provide the language needed for IB Group 3 information technology in a Global Society

At the International School of Düsseldorf a group of Japanese students joins grade 9 in the middle of the school year, after graduating from the Japanese International School in Düsseldorf. Although these students have learned some English, they have not reached the level of English proficiency needed to succeed in the Middle Years Programme or the International Baccalaureate Diploma Programme.

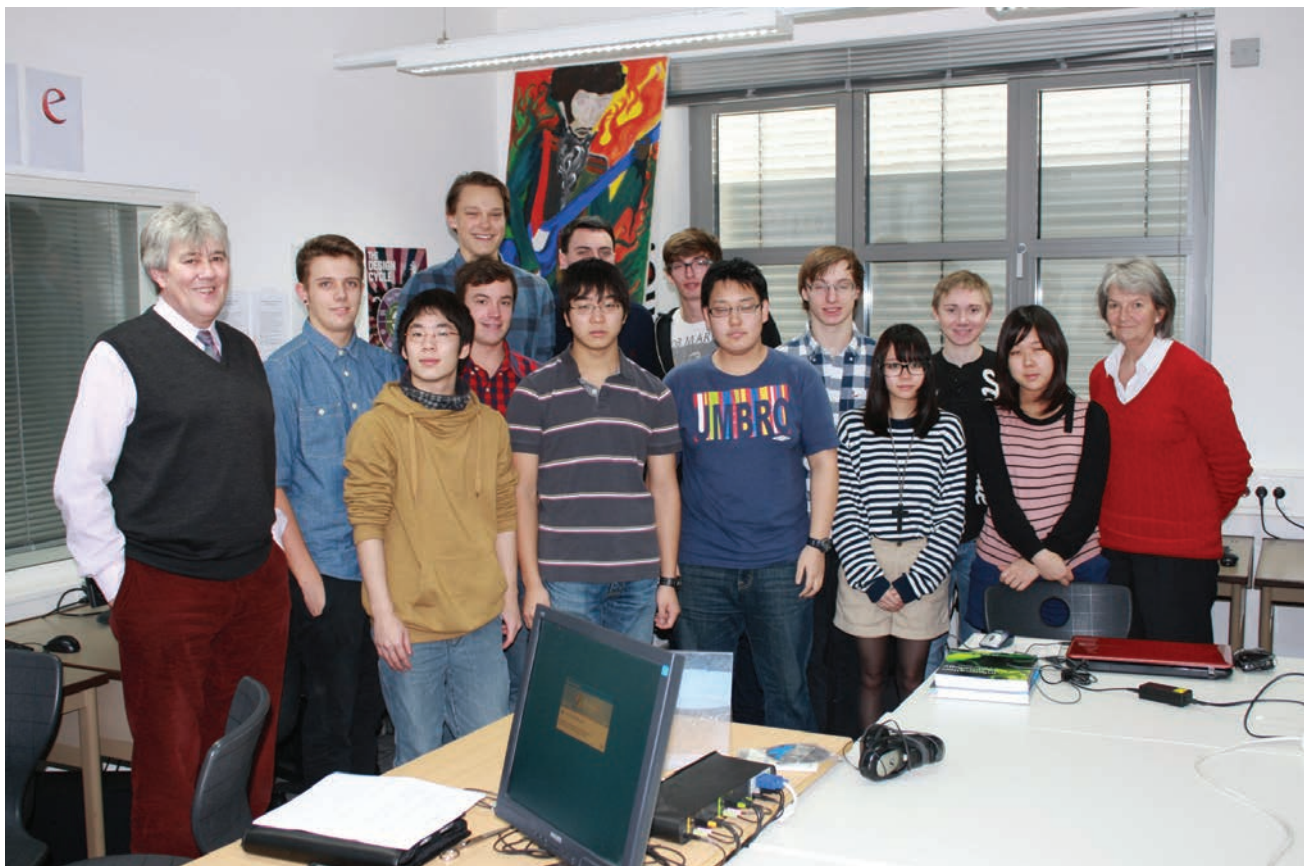
For the first six months at ISD they have intensive English lessons: English for mathematics, science, humanities and for information technology, but they join mainstream classes for the arts and for PE. In grade 10 they generally still have pullout English as an additional language classes for English language and literature and also for humanities, but this ends when the Diploma programme begins. Of course the Diploma classes are challenging for these students, especially after only 18

months in an international school, but we give them as much support as possible.

Over the last 18 months we have introduced a pilot project for those students who choose to take information technology in a global society (ITGS) as their group 3 IBDP subject with an ITGS teacher and an EAL teacher team-teaching the course.

As the EAL teacher responsible, I was concerned at the beginning because most students have IT skills which far surpass my own. However it quickly became clear that, although their skills were strong, they lacked the language needed to explain what they were doing and why, or to understand the language of the text book.

During the first year, the grade 11 ITGS class became highly involved in the Flat Classroom Project and were excited to be communicating with other IT students from all over the world. This in itself brought huge



learning benefits as the students were writing emails, participating in online conferences, and contacting others by Skype. This activity was motivating for the whole class, but especially the EAL students.

As the course continued it became more and more necessary for them to engage with the language of the text book, which is also the language of assessment tasks and final examinations. The formal nature of the language makes it difficult for the students to understand the content. But the EAL teacher and IT teacher collaborate to find ways to make the content comprehensible and accessible.

The class is supported by the ITGS Wiki, managed by the IT teacher. The EAL students in particular find this very useful. On the Wiki the IT teacher has uploaded the syllabus, the internal and external assessment requirements, and a breakdown of the exam paper content for each exam. There are also hints and revision tips updated on a regular basis. Students can also find specific information about their project needs and plans, and also all the official forms that they require for the exam.

However one very important part of the Wiki is the section where the students themselves create the content. Working individually, or in teams of two or three, they summarise vital information from textbooks, and other sources and share it with the whole class in a Wiki page.

They include good visual learning tools like images, videos and interactive quizlets which help students revise key terminology. For EAL students this is a valuable source of accessible information as the student-produced

summaries are often in language which is easier to understand than text book speak.

After reading a summary, the EAL students then try again to read the relevant passages of the text book, equipped with previous knowledge and understanding this task becomes simpler. The EAL students themselves are also required to produce their own chapter summaries which is a further learning experience.

The Wiki also has links to many great online resources. All these features help the EAL students as it removes the learning experience from total dependence on the written or spoken word, and puts it into an interactive and user friendly-environment where self help and support for others' learning styles take precedence.

The colourful, visual and auditory aspects of the Wiki make it an interesting place for the students to visit. The discussion board and message board enable the students to share their thinking, and ask questions in a non threatening environment and of course a written comment is easier for EAL students to make than a spoken one.

The Flat Classroom® Project is a global collaborative project that joins middle and senior high school students and was inspired by Thomas L Friedman's book, *The World is Flat*. The project inspires students to communicate and interact and to collaborate and create projects using Web 2 tools.

*Patricia Mertin has been teaching EAL at the International School of Düsseldorf since 1994, where she is department chair and Mother Tongue coordinator.*







# How much homework?

## Curricular time studies: Wenda Sheard recommends an aid to student well-being

At midnight during exam week, teenagers should be nestled snug in their beds, but many are up late cramming. Late night studying happens not only during exam week, but also on nights before tests and project deadlines. Sadly, many students interpret commands to 'try your best' as demands to cheat sleep. Cheating sleep then reduces students' learning efficiency, and reductions in learning efficiency require the cheating of more sleep.

As teachers and administrators, we tell students that sleep is important, and that health comes before homework. We grant extensions when necessary. We refer students to learning specialists for help managing time and to counselors for help managing stress. We wonder why students continue to experience stress and cheat sleep despite our best efforts. What is missing from our efforts? Curricular time studies are missing.

Many schools conduct homework surveys. Although the survey results help schools identify students who spend unhealthy amounts of time on homework, the surveys suffer from limitations. They usually cover limited time periods and do not account for differences between exercises designed to take a set amount of time

and project-based homework designed to allow students' passions to dictate time on task.

Teachers might reduce homework loads during survey times. Not all students spend their reported homework time free of distractions such as text messages, younger siblings, and social networking sites. Surveys diagnose problems after the fact; they do not *prevent* unhealthy demands upon students' time.

Curricular time studies, by contrast, provide positive, proactive approaches to avoiding unhealthy homework loads. Educators can examine curricula in advance of implementation and estimate exactly how much time the curricula will require from students for all homework tasks, including reading, writing, researching, project-creating, and studying.

The first time I conducted a curricular time study, the results were astonishing. The school limited homework assignments to 20 minutes per subject per school night and prohibited homework assignments over holidays, three-day weekends, and special event nights. I estimated that the school allowed teachers to assign a total of 40 hours of homework per school year for each core

academic subject.

Next, I estimated the number of words in each of the four novels in the English curriculum I was studying, and I estimated the average reading speed of students at that grade level. I assumed that each student would need one hour to study for each test and one hour to write each paper required by the curriculum.

I did not factor in any student homework time for learning vocabulary or grammar. I assumed the bare minimum of homework time necessary to support the curriculum. The English department teachers were astonished to learn that the curriculum required a minimum of 80 hours of homework – *twice* the 40 hours of homework that the school allowed the teachers to assign.

The curriculum/homework discrepancy appears not only in English courses. How many science teachers have despaired when expected to teach a textbook of 1000+ pages? How much homework time is required to support a science curriculum that attempts to cover the material in a textbook that large?

Assuming 165 class days in the school year, students will need to learn six of those content-heavy pages every school day with no exceptions made for laboratory days, review days, exams, field trips, or early dismissals for sports purposes.

In some schools, the demands of the International Baccalaureate programme exceed the demands of other curricula offered by the school. The IB's International Education Research Database (<http://research.ibo.org/>) does not include any curricular time studies of the International Baccalaureate programme. The entire IB programme, including its ToK, extended essay, and CAS components, requires substantial time from students' lives.

The demands on IB students' time increase in schools where teachers feel pressures from parents, administrators, governing bodies, and others to improve the school's average IB, AP, and SAT results. When a student struggles with a learning disability, or when a student's mother tongue does not match the school's language of instruction, the IB programme demands even more from the student.

Although no articles in the IB's International Education Research Database directly address the issue of how much time the IB curriculum requires from students, four articles included in the database touch upon the issue.

One study found that 'students in an IB programme perceive significantly more stress than a sample of 168 of their general education peers' (Suldo, 2008). Another study used factor analysis to find 'The primary source of stress experienced by IB students was related to academic requirements' (Suldo, 2009).

A recent dissertation from George Mason University included a literature review of multiple unpublished studies of students involved in IB programmes (Daly, 2012). In one study, '37% of student respondents considered the IB diploma programme to be detrimental to their well-being' (Daly, 2012, p 92).

Another study reported parents' opinions that 'the programme is too much work that interferes with their children's social lives' (Daly, 2012, p 97). A study in Texas found 'the difficulty of the [IB] programme for some students and the amount of student work required was another critical issue addressed by more than half the schools'. (Sillisano, 2010).

Clearly, more research is needed both on the school level regarding the time demands of school-created curricula, and on larger levels regarding the time demands of externally-created curricula including the IB and other externally assessed programmes. Excess time demands affect not just student health and well-being, but also affect employment relations and public relations.

When mismatches occur, teachers are forced to choose between following the curricula or following the homework limits. Schools risk receiving parent and student complaints about lack of advertised academic rigor, excessive homework demands, or both.

Caring for students requires a proactive approach to studying the time demands that curricula place on student lives. Curricula time studies should consider not just the academic time demands, but also the demands of school sponsored sports, arts, community service, and college counseling programs.

## References

- Daly, K. (2012). *An exploration of Virginia law on recognition, university officials, and perceptions of the International Baccalaureate diploma program*. (Unpublished doctoral dissertation). George Mason University. Fairfax, Virginia, USA.
- Shaunessy, E. and Suldo, S. (2010). Strategies used by intellectually gifted students to cope with stress during their participation in a high school International Baccalaureate program. *Gifted Child Quarterly*, 54(2), 127-137.
- Shaunessy, E., Suldo, S. M., Hardesty, R. B. and Shaffer, E. J. (2006). School functioning and psychological well-being of International Baccalaureate and general education students: a preliminary examination. *Journal of Secondary Gifted Education*, 17(2), 76-89.
- Sillisano, J. R. et. al. (2010). Evaluation of International Baccalaureate programmes in Texas schools. State of Texas Education Research Center. College Station, Texas.
- Suldo, S. M., Shaunessy, E. and Hardesty, R. (2008). Relationships among stress, coping, and mental health in high-achieving high school students. *Psychology in the Schools*, 45(4), 273-290.
- Suldo, S. M., Shaunessy, E., Thalji, A., Michalowski, J. and Shaffer, E. (2009). Sources of stress for students in high school college preparatory and general education programs: group differences and associations with adjustment. *Adolescence*, 44(176), 925-949.

Dr Wenda Sheard is a trustee of Potential Plus UK ([www.potentialplusuk.org](http://www.potentialplusuk.org)), past president of Supporting the Emotional Needs of the Gifted ([www.sengifted.org](http://www.sengifted.org)), and dorm parent and teacher at TASIS England.





Was WW2 a period of progress and development?

## So now for the IB!

Russell Tar describes how a themed induction programme prepares the new cohort of IB students for the work ahead

*'Was World War Two a period of progress and development?'*

After a well-deserved relaxing summer holiday and the pressure of GCSE exams, our new cohort of IB students return in the autumn term expecting a slow, gentle start to their studies. No chance.

Here at the International School of Toulouse we have a fast-paced induction programme involving all the subject disciplines. In less than one week, students develop their skills of investigation, research, group work, presentation and essay writing. In addition each student produces an ambitious essay that can be used as a baseline assessment. And, dare I say it, most students involved find it really good fun!

As well as providing a sharp start to the new term, the activity helps students break the habit of treating each classroom subject in isolation. One of the challenges

of the IB programme is that students are not only compelled to study six subjects from very different academic disciplines, but are also encouraged at every stage to spot meaningful connections between them.

Working towards the 'big picture' through cross-curricular links in this project provides some startlingly original insights that are invaluable in the final exams. Showing students from the outset how they can do this, and why it is so valuable, is a great way to get them started.

Setting up the event was simple enough. In the first full day of the autumn term, the students were organised into six mixed teams. Six teachers, each from a different area of the IB Subject Hexagon, then gave a one-hour lesson to the teams investigating the positive and negative legacies of World War Two.

For example in maths, students were provided with raw data about the war and decided how to it should be

interpreted. Geography focused on whether the collapse of European empires in Africa and Asia, due to World War Two, represented a new dawn of freedom or of tragic and violent instability.

Music, visual arts and drama looked at whether the creative arts were spurred to greater heights under the unique pressures of war, or reduced to mere tools of government propaganda. These moral conundrums were even more obvious in ICT (was it right to let U-boats sink Allied ships rather than make it obvious that their Enigma codes had already been cracked at Bletchley Park?), French (was Resistance, or Collaboration, the overall keynote of France's war?) and physics (what was the efficacy of developing atomic weapons and using them against Japan?).

Each team then worked on a joint presentation addressing Was World War Two a period of Progress and Development? These needed to demonstrate breadth (coverage of all subject areas), depth (evidence of both positive and negative impacts) but, most importantly, linkage (connections between the different subject areas).

For example one team argued that the deployment

of nuclear weapons by the USA not only led to a whole new school of drama in Japan, but also destroyed Europe's superpower status and thereby accelerated the rate of decolonisation in Africa and Asia! These presentations were then delivered to a suitably impressed school leadership group, which judged the presentations taking into account audience engagement, whole-team involvement and quality of speaking.

The event has been further improved over the years. For example it can be too easy for students to 'hide' within the team – so we now ask students to divide 100% between the members of their team to reflect their contribution to the task.

Students sometimes just summarised what they had learned in each lesson, so we now provide a presentational framework starting with a diagram highlighting the links established, then providing a clear definition of 'progress' and 'development' and finally analysing positive and negative effects. We also adopted Google Presentations, which let several people simultaneously develop the same slides (and allows teachers to offer 'live' comments and advice).

The outcomes are positive and numerous. On a

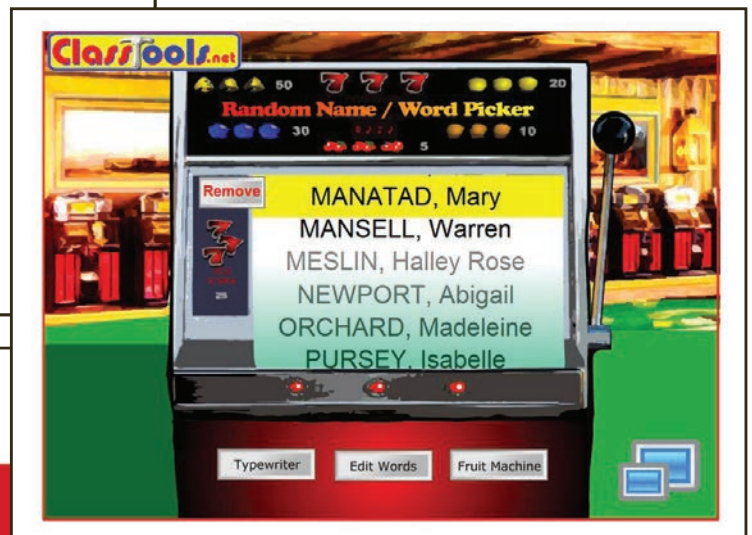
## General Outline

- **Students** in Year 12 will be placed into teams and will come off timetable to take part in a "themed event" involving all 6 of the IB subject groups.
- **Teachers** involved in the event will provide a one-hour lesson investigating the **positive and negative legacies of World War Two** in relation to their particular subject specialism.



## Outcome

- **Co-ordinators** involved in the event will then help each team of students tie these various lessons together in an overall thesis which forms the basis of a presentation.
- Each group will deliver their presentation to staff who will judge the overall winners.
- **Discuss: What MAKES a good presentation?**
- **Then into teams for the timeline challenge**







*For example one team argued that the deployment of nuclear weapons by the USA not only led to a whole new school of drama in Japan, but also destroyed Europe's superpower status and thereby accelerated the rate of decolonisation in Africa and Asia!*

pedagogical level, it provides a sharp focus and purpose to the induction period, helps students bridge the gap between Year 11 and the rigours of IB, and establishes meaningful links between the subject areas. It also provides a great way for students to get to know and work effectively with each other: we make a point of mixing the teams to ensure a good spread of new and established students.

In this way, by the end of the process everyone feels as if they have had the opportunity to integrate effectively and demonstrate through the presentation and the essay what they are individually capable of. The methodically-structured approach has helped certain students produce essays of a very high quality, since the presentational framework outlined earlier effectively provides a 'paragraph by paragraph' guideline. One of the best essays this year was produced by a student who has always regarded essay-writing as his weak point. The project taught him that the way forward was to break down the question logically and to make short, sharp but well substantiated arguments.

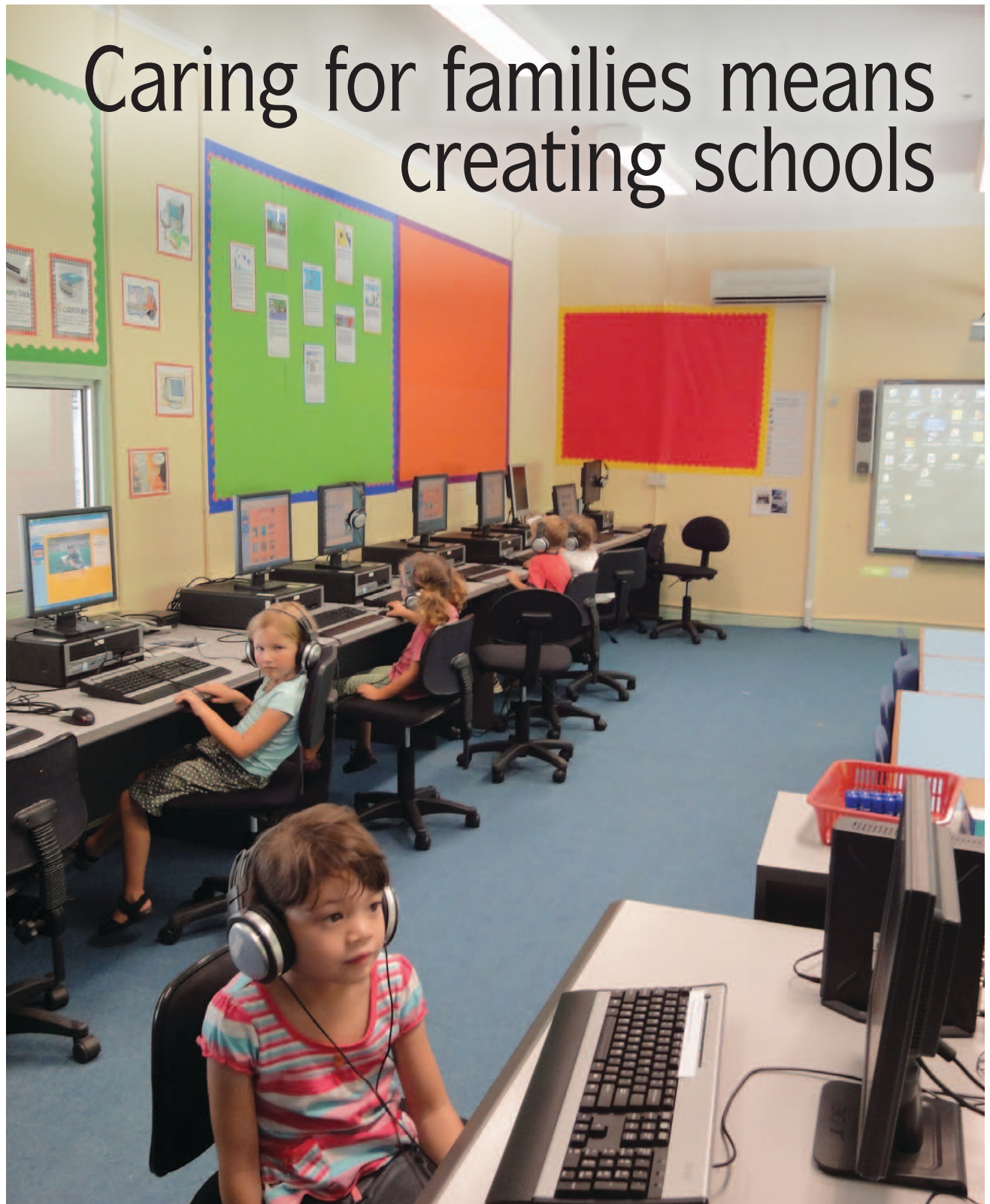
Colin Cuthbert, head of physics, summed up from his point of view how much this activity contributed to what in broad terms could be described as 'care of the IB student':

It is important that future physicists learn, as well as subject knowledge and skills, the historical context of scientific research. Scientific involvement in, for example, climate change, weapon manufacture and earthquake readiness have taught us all that our actions have consequences. Our students are now better prepared in seeing the global view of their finite studies. This sits perfectly with the International Baccalaureate's ideas on the Theory of Knowledge and internationalism.

Students from different branches of science learnt the importance of collaborating and sharing ideas. Each had a unique view point that they had the opportunity to share

This was a fantastic way to begin the IB programme, showing how it is fundamentally different from the way in which they had previously studied and to force upon them that they were now required to think critically for themselves and take responsibility for their own learning.

*Russell Tar is head of history at The International School of Toulouse, France.*



The Shell School story: Henk van Hout explains how making provision for family life and education for workers moved to remote operations resulted in both schools and a curriculum



A key concern for many oilfield workers, whether based offshore or onshore in a remote location, is how to maintain a family life – particularly if the oil worker has a young family

For a worker based out of Aberdeen, Scotland, operating in the North Sea is a straightforward deal: several weeks of well-paid work on a rig followed by a few weeks of quality time at home with the family. Regular, quality time with your family becomes a bit more complicated if you are working halfway across the world from them.

It was to assist these employees that Royal Dutch Shell set up an Education Services division overseeing the education of its staff's offspring. This resulted in setting up a school if nothing suitable existed locally.

So there are now nine 'Shell Schools' around the world providing a primary education for children up to the age of 12 years old. There were, in fact, ten schools as recently as last year, but one of them – the Damascus Shell School – was evacuated after Shell decided to pull out of Syria last December amid the turmoil.

Our group before, and for a long time after, the Second World War was predominantly English and Dutch. So families were expatriated to those locations and Shell was setting up everything: a camp, a hospital and also schools. The earliest foundation is Piasau School, which has existed in one form or another since the 1920s at Miri on the north western coast of Borneo where Shell discovered the first oil field at Canada Hill in 1910.

Schools such as Piasau originally held lessons in two languages: in Dutch for children from the Netherlands and in English for English-speakers.

However, during the past two decades, Shell noticed that the make-up of its workforce changed significantly. It became more and more international: we moved away from the system of having Dutch and English schools under one roof, and the schools became international schools.

There was an evident need for an international curriculum and, after talking to various organisations, Shell decided to start writing its own curriculum. This was originally known as the Shell International Primary Curriculum, but Shell then decided to bring in a specialist educational consultancy to help it develop the curriculum further.

Indeed, the development of the International Primary Curriculum is something that Shell Education Services is extremely proud of. This came out of the recognition that the English National Curriculum and Dutch curriculum did not apply to many of the children who were from places like Oman, Nigeria, China and Malaysia. We realised we are not in the business of operating schools and writing curricula, so we would rather somebody else develop it and take a lead.

Fieldwork Education Services, an organisation founded in 1984, has been Shell's partner in developing the International Primary Curriculum, which is now used in more than 1400 schools in 77 countries. Since 1996, Fieldwork has also been responsible for the education management of all the schools operated by Shell, including assessment of children's learning, curriculum



development, recruitment of staff, professional development and monitoring of teaching and learning and school performance. Of course, Fieldwork has to answer to Shell Education Services, which retains overall responsibility for the company's schools.

Shell will be unlikely to add to the nine schools it currently operates anytime soon due to the boom in the international education industry around the world in recent years. The world has changed. There are several commercial or non-commercial good quality school organisations in the world that we can use if we start a new operation somewhere remote.

Indeed, other oil majors these days generally handle the educational requirements of the children of their expatriate staff by outsourcing to international schools. Shell itself is even divesting its interest in its school at Miri in Borneo and the official change of ownership to a company from Malaysia will take place on 1<sup>st</sup> September this year.

So, will this mark the beginning of the end for Shell schools? I don't think we're seeing the end of them just yet because there are a couple of schools that are in very remote locations, in the jungles of Africa and in the Middle Eastern desert. It seems that when it comes to making a facility like a school work effectively in a remote, frontier location, the experience of a pioneering oil major like Shell is still very much required.

Currently Shell schools are based at Sur, Oman; Muscat, Oman; Port Harcourt, Nigeria; Bonny Island, Nigeria; Gamba, Gabon; Bintulu, Malaysia; Miri, Malaysia; Seria, Brunei; Sakhalin, Russia.

*Henk van Hout is head of Shell's Education Services Department, overseeing the company's education policy and giving individual advice to Shell staff who are relocating, expatriating, or repatriating, and oversees the Shell schools.*

Henk van Hout joins Tracey Kelly to provide more details of Shell schools in chapter two of *Taking the IPC Forward*.

See review on page 61.



# Positive mindset = successful learners

Robert Stokoe and Ruth Burke maintain that great minds are made, not born

Perhaps the greatest gift teachers can give their students is to develop in them an understanding that intelligence can be grown; that the effort they invest in mastering new skills and grappling with new concepts is time well spent. 'Smartness' is not a genetic predisposition.

Having a positive approach to learning and maintaining high levels of motivation are key components in achieving success. Teachers must appreciate that, as educators, our

central role is to teach all our pupils that they can grow potential, that they are masters of their own intellectual growth, that a positive mindset and willingness to embrace success as well as failure will pay dividends.

Teachers must praise effort rather than brain power; hard work is necessary for success, Teachers must give great feedback – feedback that will motivate, build resilience and is explicit about ways to improve. The





optimum environment for such honest and developmental feedback will be one of trust and mutual respect.

In order to develop a growth mindset within our students, we must carefully maintain in all the confidence to face the new challenges that they are offered and nurture resilience in them in their approach to the inevitable setbacks they will experience. People with a growth mindset are all motivated by success and want to achieve it, but for them success as a result of being challenged and knowing that they have mastered something is hugely rewarding.

Learning new skills isn't seen as an acknowledgement of intelligence or talent; instead it is viewed as a reward for their effort and commitment. When things become difficult, or even when they go wrong, they focus upon the view of failure not as a negative, but as something they can learn from to inform future success.

Within our schools we need to accept the principle that great people and great minds are made, not born, and that outstanding learners learn to fail intelligently. Thomas Edison, when striving toward the discovery of a functioning light bulb, is credited with saying, "If I find 10,000 ways something won't work, I haven't failed. I am not discouraged, because every wrong attempt discarded is another step forward." Clearly a bright man!

The four beliefs and the four truths, (Dweck, 2007) about the positive impact of nurturing ability, identifying and rewarding success, considered and well focussed praise as well as maintaining and growing individual confidence will be at the heart of our considerations. Having talent is just a starting point.

The age-old debate regarding the role of natural ability as opposed to hard work in the pursuit of achieving success is discussed by many authors in recent years: work by Dweck (2006), Shenk (2010) and Gladwell (2008) cast new light on the importance of the learner's environment rather than on innate or genetic influences.

In *Outliers*, Gladwell argues that individual success is due to a range of factors including purposeful practice and supportive coaching. Hattie's research (2008) stresses the importance of effective feedback in enhancing student performance. The basketball player, Michael Jordan, is a good case in point. He is often viewed as a 'natural' but, in his early days Jordan did not show a great deal of promise but he persevered, trained harder than anyone else and paid attention to and focused effort on developing his weaknesses.

How exciting for teachers and parents to know that we have the power to assist in developing real potential, increasing brain power and making a huge difference to the life chances of all pupils. How empowering for us all to know that with dedicated effort and perseverance our ability can be developed. As educators we can demonstrate ourselves as incremental learners and as effective role models. It is essential that we show our students that we believe their intelligence is not fixed.

Successful learners demonstrate the following attributes:

- A love of learning.
- A thirst for challenge.
- Persistence in the face of obstacles.
- High levels of effort.

As educators we must model the above and demonstrate a constant desire to learn and to improve, actively promoting enquiry, communication and reflection in collaborative learning environments. We must develop potential, skills and attitudes to support all on their lifelong learning journeys!

*Ruth Burke is Head of Primary School and Robert Stokoe is Director of the Jumeirah English Speaking School, Dubai.*

## References

- Dweck, C., (2006) *Mindset: How You Can Fulfill Your Potential*, Ballantine Books.
- Dweck, C., (2007) *Mindset: The New Psychology of Success*, Ballantine Books.
- Gladwell, M., (2008) *Outliers: The Story of Success*, Penguin.
- Hattie, J., (2009) *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Routledge.
- Hattie, J., (2011) *Visible Learning for Teachers: Maximizing Impact on Learning*, Routledge.
- Shenk, D., (2010) *The Genius in all of us – New insights into Genetics, Talent, And IQ*, First Anchor.




---

*'Smartness' is not a genetic predisposition. Having a positive approach to learning and maintaining high levels of motivation are key components in achieving success.*

---

# Caring for the learning needs of multilingual children



Jenny Feinmann suggests how teachers can monitor and plan for them by using a Venn diagram

Typically a child entering an international school with little or no experience of English will receive the attention of specialist teachers designated to support their learning through a language other than their mother tongue. It is usual for an English language learner (ELL), to receive intensive support during the first year during which the development of conversational skills may become established.

However, the emergence of academic proficiency has been estimated at anything from another two to five or more years. While the majority of students seem to negotiate their way successfully there is a notable group that does not.

These children may include those who have learning difficulties which would be evident if they were raised as monolinguals; but for many the basis of their apparent difficulties is likely to be a highly complex combination of developmental, educational, linguistic and cultural factors.

While some schools have created a single student support service with language and learning specialists adopting a multidisciplinary approach to create flexible assessment and support strategies, many school administrators face considerable pressure from English as an additional language (EAL) teachers not to combine their student support services for fear of muddying the normal path of multilingual language development with the label 'special' learning needs.

This polemic means children who have complex learning needs that would be best served by a range of school specialists do not always receive the expert, caring attention most schools can offer.

The time has come to focus on identifying the learning needs of these students rather than trying to assess whether they have a language or a learning difficulty. The traditional model of assessment that assumes a diagnostic approach could be replaced by an inclusive, strengths-based model where student needs are addressed by their teachers working together to achieve positive outcomes.

This model explores the particular multilingual path the child is following using checklists such as those produced by Hamayan & Freeman (2006). These can help educators identify the opportunities children have

had to develop their languages and for their skills to be evaluated in the light of their personal histories.

Previous school experience, the languages spoken at home and in the community need to be charted. The child's attitude and aspirations towards their language development are also important, as are opportunities for interactions both in and out of the classroom with more advanced English speakers.

Parents may appreciate advice about which languages their child is going to develop and to what purpose. Sometimes academic English is not one of the ultimate goals, particularly for those students returning to education systems where English is not the language of instruction and supporting the native language is particularly important.

On the other hand, children who have not yet developed academic skills in a language other than English might be better receiving targeted support for their English language skills using a combination of language and learning support techniques. Mother tongue instruction reinforces a child's identity and well-being while facilitating linguistic and cultural links with families and home countries. However it cannot be assumed that mother tongue instruction will always guarantee better progress in English.

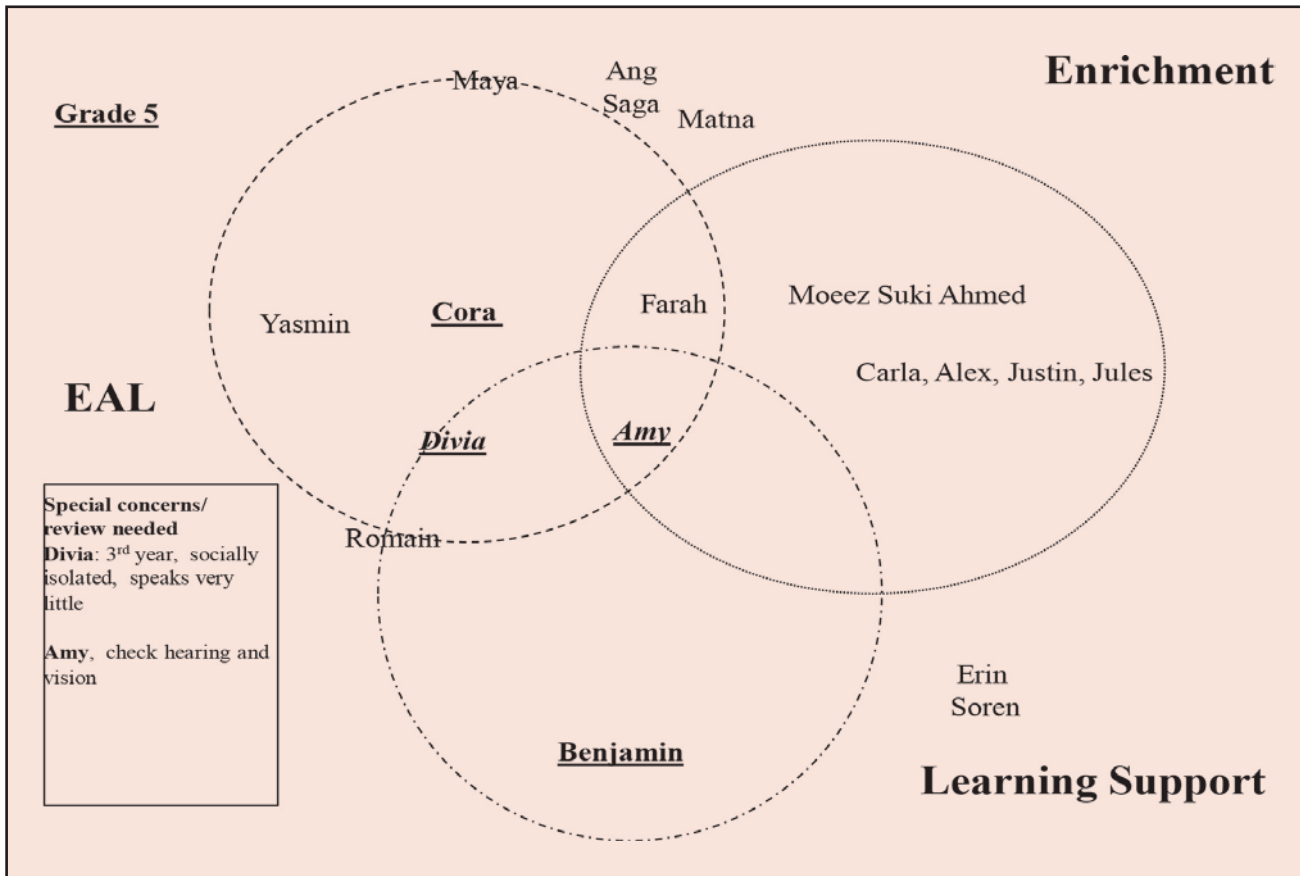
## Venn diagrams: a strategy to monitor and plan for student progress

These charts can be completed at least twice a year by class teachers in conjunction with EAL and learning support specialists. Every child's name should be included whether they need additional support or not.

Each child is considered in terms of how long they have been learning through English and how instruction might be differentiated in the classroom, whether that is to extend skills or knowledge or whether specialised support is needed. The position of the child's name on the chart can indicate the extent of their need for support while those highlighted or underlined might indicate that they are working regularly with a specialist teacher.

As class and support teachers work together to place every child in the appropriate place on the diagram, knowledge is shared about children's progress as well as their educational and family history. During this





process teachers are often surprised to find how little they actually know about the languages spoken at home, the language of instruction of their previous schools or exactly when the child entered the current school.

Reviewing the Venn diagrams for every class in the school on a regular basis is a helpful strategy to monitor children's progress, identify those who are not progressing as expected and to plan for their needs accordingly.

In the example above any child in their first year of learning English is placed in the middle of the EAL circle. If they have a special talent their name appears in the EAL/Enrichment section.

Farah, for instance, is a student in her first year of learning through English with particularly well-developed skills in Arabic and an excellent maths student. In this particular school the convention is to place all children in the first three years of learning English in or very close to the EAL circle, even if they no longer receive regular support.

This information is particularly useful for new class teachers at the beginning of the school year as students with well-developed conversational skills can seem deceptively capable even though their vocabulary and written language is quite limited.

To summarise, regular consultation and revision of Venn diagrams allows teachers to:

- Have an overview of their class profile to help with planning for differentiation.

- Consider every child in the class and not just those who stand out in need of attention.

Have collaborative discussions with support teachers about children's progress which may lead to further investigation of their language and learning histories.

Identify those children who do not seem to be making expected progress as a first step towards further assessment and intervention.

Easily share their class profile with administrators, specialist, single subject and supply teachers.

Some schools set aside a staff meeting at the beginning and towards the end of the school year for teachers to discuss children's needs while completing the Venn diagrams. At these times teaching assistants, specialist or single-subject teachers may also be available to add their observations.

Schools have been surprised to find how helpful it is to engage in the process of compiling class profiles in this way to ensure the ongoing needs of every student are regularly reviewed so the best caring and support systems can be put into action.

## Reference

Hamayan, E. V., & Freeman, R. D. (Eds.). (2006). *English Language Learners at School: A Guide for Administrators*.

*Jenny Feinmann worked at the International School of Paris for 14 years as educational psychologist, learning specialist and PYP assessment coordinator. She is currently working on a doctoral thesis.*

# Carefully does it

## E T Ranger considers caring

There is a story about a motorcyclist who took a friend out on his new bike on a cold day. The friend was cold.

"Don't worry", said the biker, "just put your jacket on backwards."

They did this, and zoomed off again. Suddenly, around the corner was a huge truck, and they couldn't avoid it. The biker woke up in the ambulance.

"How's my friend?" he asked. "Well", said the paramedic, "he was fine at first, but he hasn't spoken since we turned his head the right way round."

The first thing about helping is finding what help is wanted. The thing is to respond to wants, not what we think are the needs; towards their goals, not ours. Caring is a response to an emotional, not a practical, sense of need.

There are times in our schools when the most helpful thing is to step away, and leave time for the tears to dry before expecting the sufferer to be ready to resume the struggle of speaking to strangers, or in a strange language. Those of us from the Anglophone western countries can never really feel the depth of emotion that is attached to 'face' in some other communities.

I had a colleague once, born literally in the wreckage of the Second World War, who grew up with pity as her emotional currency. She spoke of her children not as "dear...", but "poor..." She stalked the needy, some of whom learned to hide, with a sympathetic gleam in her eye. I must not exaggerate: she gave great support to many children, but she also depended on their dependence.

This, too, is something many of us do – being human is a dubious career choice – but in the transitory life of the internationally-mobile we may need to consider what support they will need in the future.

Here, too, there are choices that may not be obvious. In that great book *The Language of Thought*, Richard Nisbett tells of a Presbyterian American academic talking to colleagues about his son. The father boasts that his son made it in academe without any help from him. His Catholic and Jewish colleagues were shocked: what kind of father would do nothing to help his own son?

If we are international educators, we have to find what our children and their families have in mind. This is difficult. We witness the tears of children, and feel responsible for helping them. We don't so often experience the tears of their mothers, or the tensions of each parent at having a tearful child, but they happen, too.

It may be clear to us that the family does not see the child's future in realistic terms, and if they are entering their child to the global business world it may be destined for challenges that their life never faced, and for which their traditions are unsuited. But the way of caring given at home is what the child really values, and was

really attuned to in the years when it was learning its emotional alphabet.

Can a mother tongue teacher guide us? Is there someone with emotional authority who has the time to listen to parents and share with teachers the kind of comfort that child needs?

Clearly it is not useful to turn to a well-thumbed handbook of Carl Rogers' psychology, and care and share as one does back home. We each feel most strongly what we grew up with, and Rogers grew up with rejection in a society of individual valuations.

But if 'face' is important, letting it all out in crying may be the greatest humiliation. We are the same in our capacities, but we have been tuned differently. Emotion is personal for each of us, and the sensitive triggers for emotion are within the child that has been delivered to our doorstep. There is no *tabula rasa*.

In managing schools, the best that we can do is to plan the emotional sharp corners out of daily life, especially for newcomers, and to offer clear and sensitive avenues of help when accidents happen. The rest can be left to kindly, thoughtful teachers.

### Contributors sought

Expressions of interest are sought from educators engaged at all levels of the profession (KG through to the tertiary sector) to contribute to a book about the impact and overall effects of online learning, educational technologies, and digital and mobile learning on teaching and learning today.

The book will cover a cross section of the educational spectrum and will have a core focus on pedagogy in correlation with technology, curriculum development and student success. It is not a book about the 'wow' factor of technologies, but a collection of chapters by educators in the field who are at the forefront of dealing with the implementation and imposition of technologies on and into their profession. Theoretical or research based chapters are welcomed.

The book will be published through a major UK and worldwide educational publishing house. Please email an outline of your ideas to **Dr Lawrence Burke** [LBurke@hct.ac.ae](mailto:LBurke@hct.ac.ae)

Further details and a timeline will be forwarded to interested writers; however sufficient time will be given to contributors, and an envisaged deadline for chapter submission is late August early September 2013, with publication date early 2014.



# Life matters

## Richard Harwood looks at three provocative research projects

*The topics covered here are of a somewhat provocative nature; interesting in themselves in terms of the development of science, but also capable of being spun off to discuss of issues of much broader relevance.*

### Curiosity rewarded!

*Curiosity*, NASA's US\$2.5bn six-wheeled, nuclear-powered roving research lab, has been exploring the floor of Gale Crater just south of the equator on the planet Mars since it landed there in August last year. The mission seems to have gone stunningly well and it could well be that the words of John Grotzinger, the mission's chief scientist, will be fulfilled when the impact of the analyses is evaluated. He suggested that analysis of the Martian soil by the rover would produce results that would "be for the history books"!

*Curiosity* has already found a good deal of evidence for past running water in Gale Crater, and that is significant in evaluating whether some form life was even possible on the planet. However, more detailed experiments on the chemistry and mineralogy of the soil and rocks would extend our understanding impressively.

*Curiosity* has previously scooped soil from the surface of the crater for analysis by the on-board systems but recently it has taken experimentation a major step forward. In early February the Mars rover drilled into a rock to acquire an internal powder sample. The rocks currently being studied appear to contain very fine-grained sediments that are penetrated by lighter veins of what could be calcium sulphate.

The Mars rover is remarkable not just for the technology that enables it to move at such a distant location from Earth, but also for the laboratory systems it has on board

that enable it not just to collect but also analyse samples. Two 'laboratories' in particular are currently playing a key role: CheMin and Sam.

CheMin (Chemistry & Mineralogy X-ray diffraction) is likely to analyse the material first since its finding will help determine the most productive settings for the analysis by Sam (Sample Analysis at Mars). Details of these systems can be found at the Jet Propulsion Laboratory website <http://mars.jpl.nasa.gov/msl/mission/instruments/>

One possible outcome of the analysis that could be of great significance would be the finding of organic compounds in the soil or rock samples. There are controversial results from NASA dating from the *Viking* landings in the 1970s, suggesting evidence of microbial life on Mars, but these were subsequently dismissed as an embarrassing mistake. The vindication of these earlier results by *Curiosity* would be strong circumstantial evidence that the planet is, or has been, the home of life.

The immense technical achievements of *Curiosity* generate an appropriate sense of amazement but questions remain regarding the justification for such a massive economic outlay on such a project. Perhaps part of the justification lies in how its findings will feed into our need to know more of our place in the universe and the possibility of life on other planets, however far away!

### Who wants to live forever? How studies of a jellyfish could help us understand ageing

Green fluorescent protein isolated from the jellyfish, *A. Victoria*, has proved of impressive usefulness in a range of biological assays – and can now figure in a series of senior school practical experiments courtesy of kits supplied by

*A self-portrait of the Mars rover, Curiosity, created from images it has taken of itself (NASA).*



*Image of the drill going into action on the Mars surface (NASA).*





The jellyfish *Aequorea Victoria*; source of the green fluorescent protein (GFP.)

companies such as Biorad and Edvotek:  
[www.biorad.com/evportal/en/UK/evolutionPortal.portal?\\_nfpb=true&\\_pageLabel=verticalLandingPage&catID=1450](http://www.biorad.com/evportal/en/UK/evolutionPortal.portal?_nfpb=true&_pageLabel=verticalLandingPage&catID=1450)  
[www.edvotek.com/](http://www.edvotek.com/)

Now another humble jellyfish, *Turritopsis dohrnii*, seems to be making biological headlines. Strictly speaking a hydrozoan, *Turritopsis* could lay claim to being the most miraculous species in the entire animal kingdom. The secret of this primitive animal, the size of our small fingernail, with no brain and no heart, lies in its nickname as the 'immortal medusa' or 'Benjamin Button jellyfish'; and consequently scientists are studying it in the context of ageing research.

Like other hydrozoans, *Turritopsis* goes through a distinct life cycle. Beginning as a coral-like polyp

anchored to a rock, it then buds off into a free-swimming medusa. However, the life cycle then seems to go into reverse – the medusa-stage animal re-attaches itself to a rock, turning back into a polyp and beginning the life cycle over again!

Other animals have been studied in the context of ageing but by studying the genetics of creatures such as *Turritopsis* and identifying the sequences of DNA linked to their longevity, new ways of slowing the ageing process in humans may be discovered.

The best hope is that the number of genes dictating the rate of ageing is fairly small, and that gene therapies may be possible to counteract the effects of the ageing process. It could be one of the oddest breakthroughs in science but it's important to remember that the processes involved with our genes and the ageing process are distinctly complex.

"Who wants to live forever?" so sang the rock group Queen in the song, written by Brian May, that became the theme tune of the film *Highlander*. This remains a background question that pervades our approach to ageing research – at what point does chasing the shadow of immortality become futile?

[www.nytimes.com/2012/12/02/magazine/can-a-jellyfish-unlock-the-secret-of-immortality.html?\\_r=0](http://www.nytimes.com/2012/12/02/magazine/can-a-jellyfish-unlock-the-secret-of-immortality.html?_r=0)

### Brain scans of embryos in the womb: exploring the secrets of brain growth

Scientists from King's College, London, are to scan the brains of 500 unborn babies using MRI technology to explore and map how brain cells grow and connect. The aim is to attempt to trace the origins of mental conditions such as autism, attention deficit disorders and schizophrenia by creating, effectively, a diagram of the wiring inside the foetal and infant brain.

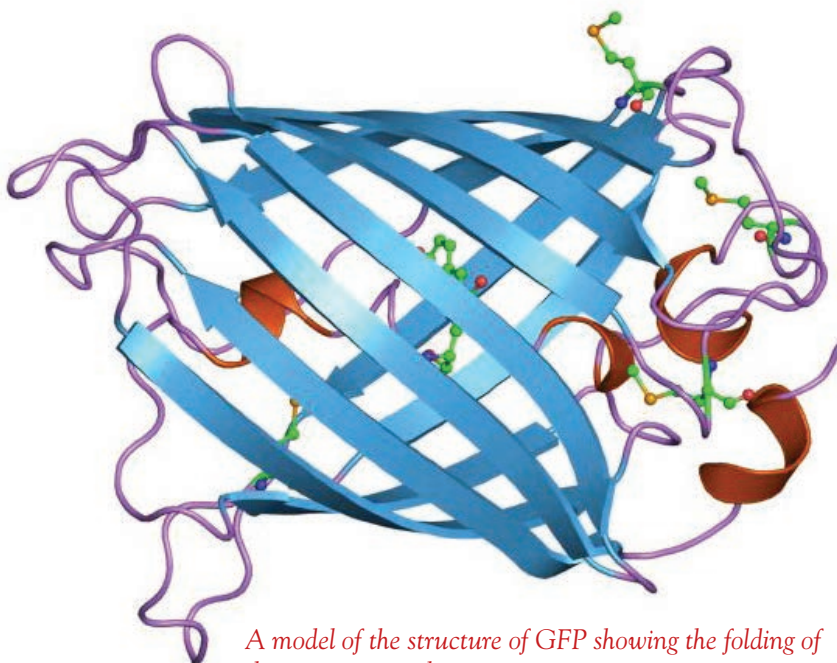
The proposed research will develop further the imaging of foetuses that already takes place, taking far more images in each case and then combining them into a 3D representation of the structure of the brain using supercomputers.

The scans of the unborn children will be compared with those of newborn babies, including those known to be at-risk of several conditions. In total it is planned to scan around 1500 children. The whole project could develop our understanding of the structure and function of the brain tremendously.

It is hoped that it may eventually be possible to offer scans to parents whose babies are at high risk of disease; offering the chance of terminations or the option of treatments that could reverse the adverse impacts. Such considerations raise issues regarding the ethics of offering such advice, and the nature of the interventions that we might consider justifiable at this early stage of life.

[www.ibtimes.co.uk/articles/433484/20130210/babies-brain-scan-king-s-college-london.htm](http://www.ibtimes.co.uk/articles/433484/20130210/babies-brain-scan-king-s-college-london.htm)  
[news.bbc.co.uk/1/hi/8368733.stm](http://news.bbc.co.uk/1/hi/8368733.stm)

Dr Richard Harwood is a scientific and international education consultant based at Whitby. UK.  
[rickharwood@btinternet.com](mailto:rickharwood@btinternet.com)



A model of the structure of GFP showing the folding of the protein strands.



# Evaluating and measuring international-mindedness

Dr Richard Harwood writes:

As part of the ongoing work of our project on international-mindedness (see reports in the recent *is* magazine, volume 15 number 2, and *International School Journal*, April 2012), the Centre for Evaluation & Monitoring, Durham University, organised an informal discussion forum kindly hosted by the Institute of Education in London on March 26th.

The aim was to promote discussion around the issues relating to global learning, intercultural awareness and the evaluation of the impact of various educational initiatives. Representatives from a wide range of interested organisations were invited so as to promote the exchange of ideas and approaches and it was heartening that attendees were drawn from individual schools, publishers through to organisations such as Oxfam, UNICEF, the British Council, the UK Department of International Development and the Development Education Research Centre (IoE).

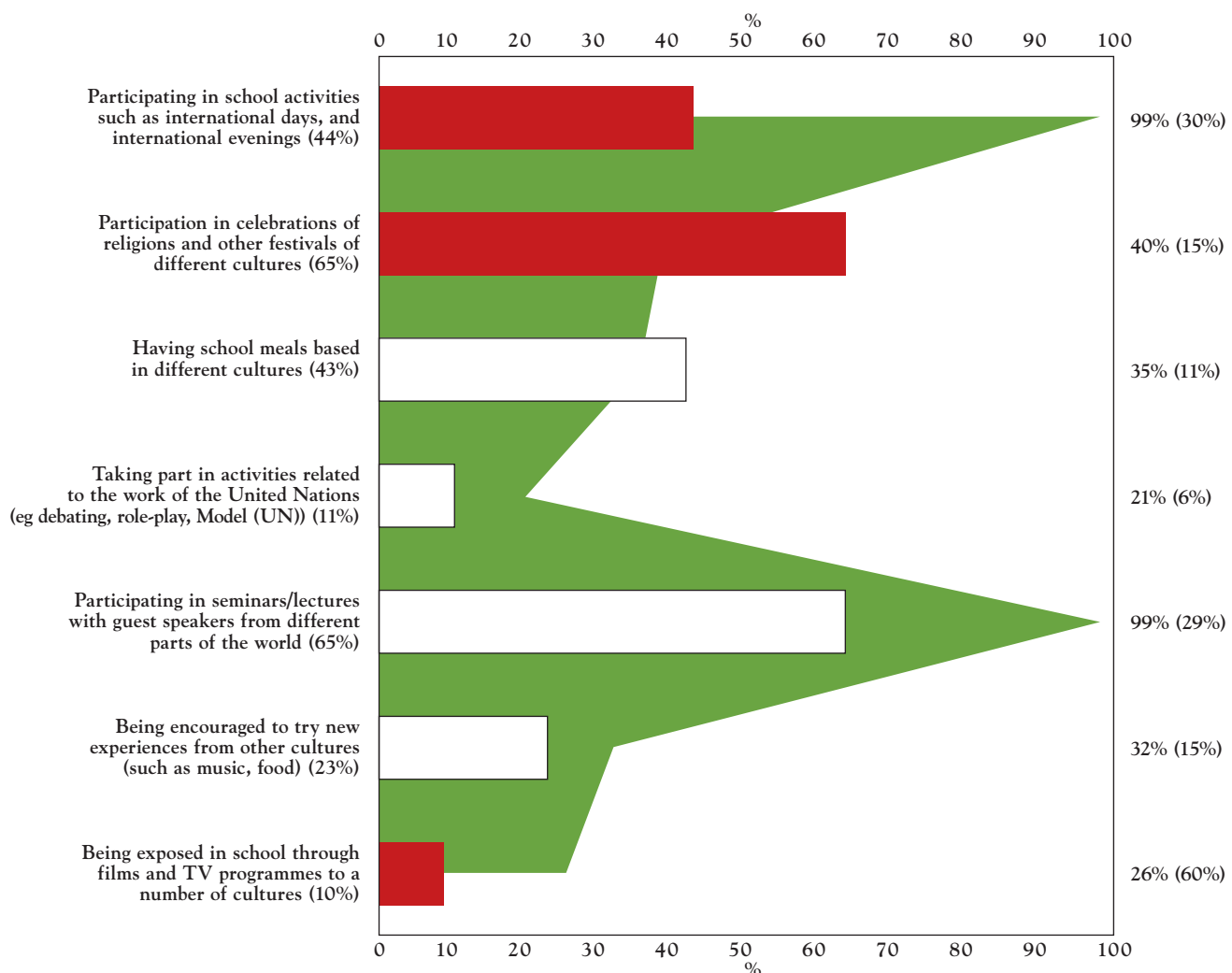
The discussion extended widely over the different perceptions of international-mindedness and its meaning to people from differing cultural backgrounds, the various projects that different bodies were involved in and the difficulties inherent in assessing the impact of initiatives in this area.

Discussion took place on the need for careful framing of questions that probed effectively and perceptively into the knowledge and attitudes of students, and the possible approaches that could be used. CEM were able to present a snapshot of our initial attempts to generate attitudinal surveys in certain key areas of global learning.

The figure here represents one possible way of presenting the responses from the survey area relating to 'respect for individuality & independence'. The results are a mock-up for an individual school plotted against a background (in green) for the whole cohort of schools taking the survey.

In general it was felt that there was scope for developing such a means of evaluating at least some areas of the effectiveness of the promotion of international-mindedness in our schools even if some aspects of even if some of the more subtle aspects are beyond measurement (and perhaps should remain so).

It was of great interest to share ideas and the background to various projects and it may well be that some collaborations will stem from these initial discussions. There may also be usefulness in extending the ideas behind this informal forum to a larger, more structured gathering of interested parties at a future date.



# Leadership in Berlin

The ECIS April Conference: good speakers, inspiring discussions



*Patricia O'Brien, Under-Secretary-General for Legal Affairs, who oversees the Office of Legal Affairs at UN Headquarters in New York.*



*John Carr is one of the world's leading authorities on children's and young people's use of the internet and associated new technologies.*



*Dr Yong Zhao, internationally known scholar and author, spoke on the implications of globalization and technology on education.*





## Showing appreciation



*Jean Vahey presents Stuart Pollard, Head of Primary School, International Community School London, with an ILMP Host School Certificate of Appreciation.*



*Simon Walker (left), Head of School, Berlin British School, and Peter Kotrc, Director, Berlin Brandenburg International School, receive Certificates of Appreciation for their schools' assistance with the ECIS April Conference from Jean Vahey.*



*Alex Whitaker (left) and Timothy Kelley, from the International School of Stuttgart, Germany, collect a Certificate of Appreciation for the school hosting the ECIS MathQuest from Coreen Hester, ECIS Board Trustee and Head of School, American School in London.*



*Karen House (left), Director of Admissions, and Maura Power, Director of Advancement, TASIS The American School in England, UK are presented with a Certificate of Appreciation for hosting the ECIS Physical Education Conference by Coreen Hester.*



*Coreen Hester (right) presents Latifa Hassandil, Programme Manager, Centre for Inspiring Minds at ACS Cobham International School, UK, and David Thomas, Chairman of the Board, ACS International Schools, UK, with a Certificate of Appreciation for being the ECIS ICT Conference Host School.*



*Chrissie Sorenson, Treasurer, ECIS Board of Trustees and Director, Dresden International School, Germany, presents Lynn Wells, Chair, ECIS Advancement Committee and Director of Admissions & Advancement, American International School of Bucharest, Romania, with an award for completing a second term as Chair of the Advancement Interest Group.*

*David Thomas, Chairman of the Board, ACS International Schools, UK, receives his award for completing his first term as Chair of the Governance/Trustees Interest Group from Chrissie Sorenson.*



*Gertrude Gomez (left), Superintendent, and Dahi Al-Fadhli, Trustee, American Creativity Academy, Kuwait, are presented with a Certificate of Appreciation for the school being an International Teacher Certificate (ITC) Host School from Beth Pfannl, ECIS Board Trustee and Head of School, American Overseas School of Rome.*

*International Teacher Certificate (ITC) Host School: Dr Paul Sheppard, Director, The American School of Yaounde, Cameroon, receives his Certificate of Appreciation from Beth Pfannl.*





## Mike is honoured



*Dr Michael Maybury, Executive Director of ECIS from 1989 to 2003, receives honorary life membership of ECIS from Chris Bowman, member of the ECIS Board of Trustees.*



## Jean to step down

Jean Vahey is to step down from the post of Executive Director of ECIS at the end of June, 2014. A statement from Dr Ed Greene, Chairman of the ECIS Board of Trustees, reads:

In January, Jean Vahey, ECIS Executive Director, informed the Board of Trustees that, for personal reasons, she would not be requesting a further extension of her contract once it expires in June of 2014.

Ms Vahey has led our organization admirably since July 2009 and will leave behind a tremendous legacy. During her tenure, Ms Vahey has successfully relocated the organization's head offices to a dynamic, central location in London; she has reorganized ECIS, enabling us to better respond to the diverse needs of members. She has led the development and delivery of new levels of service to our members through her new vision for our conferences both large and small, and through the development of the ECIS Consultancy Services.

Perhaps most importantly, under Jean's patient and able leadership, ECIS recently obtained status as a UK Charity in addition to being a not-for-profit in the USA – thus protecting the organization's fiscal stability.

The new Executive Director will join ECIS as we celebrate our 50th anniversary with our members

from nearly 80 nations. And, the new Executive Director will join ECIS as, together, we extend our dynamic mission and vision within a rapidly changing international education marketplace.

A search committee has been appointed to oversee the search for the next Executive Director. The committee consists of ECIS Board members Chris Bowman, Beth Pfannl, Chrissie Sorenson, Coreen Hester and Kevin Glass, assisted by former Board Chair, Arnie Bieber.

Following requests for proposals from leading search groups, the Board has appointed the firm of Carney, Sandoe and Associates to assist with the search process. One of their lead consultants, Fred Wesson, will be at the ECIS Leadership Conference in Berlin through Sunday to discuss the position with potentially interested candidates.

The Board looks forward to the next year under Jean Vahey's leadership – and to selecting the next Executive Director to continue the exciting evolution of our professional community.



# Building on Project Nepal

## Jennifer Gokmen reports on the significance of an ECIS Peter Ustinov Grant

Istanbul International Community School's Project Nepal has been honored with the European Council of International Schools' (ECIS) prestigious Peter Ustinov Grant.

This award, presented to the school at the ECIS Conference in Nice last November, will enable the further extension of the program that IICS has already developed in the village of Jambu, Nepal, over the past two years. The grant will support teacher training in inquiry-based teaching methods for the Nepali village teachers.

This project began as a student volunteer trip over the spring break but what is emerging from it is far more than that. With a highly motivated partner community and ongoing efforts from IICS, we are making significant global change.

When Jennifer Gokmen travelled to Nepal in October 2011, along with IICS parent Stephanie Westdal, to check on the project and meet with teachers and village parents to discuss the needs of the community, they said dedicated teacher training was their number one desire.

The Panchakanya teachers were so impressed with the lessons IICS students taught, and how they taught them, that the Panchakanya teachers have tried to change the implementation of their curriculum to include more participatory activities, rather than the traditional passive teaching methods that are common in Nepal.

At first the parents of Jambu were sceptical, but when they saw how much more enthused their children were about their learning, the parents became enthusiastic as well.

With that in mind, Jennifer and Monique Sweep applied to ECIS for funding and were awarded the Peter Ustinov Grant to travel to Nepal specifically to provide teacher training and to video the training so that other ECIS schools can benefit from an inquiry-based teaching model.

To provide the most value to the community, Panchakanya Primary School will invite teachers from five other nearby village schools so that all the teachers in the community can learn International Baccalaureate-style teaching techniques. What began as a handful of IICS students volunteering continues to transform a community half a world away, empowering rural educators and bringing fresh ways to help students enjoy learning.

Last year IICS held a vision clinic for the Jambu elders, using an iPad application to test the eyesight of the adults in the community. They delivered almost 30 pairs of glasses to those in need. Eren Bozbag, one of the Project Nepal students, brought toothbrushes, toothpaste and soap for each of the students, which was of great value



to the children. In addition the IICS Booster Club has donated IICS t-shirts for the Panchakanya students each year and Grades 3 and 4 at IICS participated in a pen-pal program to get to know the children in Jambu.

The Peter Ustinov Grant is specifically aimed at helping children in need, particularly those who are victims of prejudice. Although the caste system has long been outlawed in Nepal, culturally it is still the norm, which means some children may not have access to education simply because their surname implies their social 'value'.

Often schools in Nepal are only staffed by those from a high caste and there isn't much caste diversity among the students. IICS' partner school in Jambu is socially forward-thinking in that its teachers and its students represent all castes. Having a multi-caste faculty helps break stereotypes by showing the community that people from all castes can be leaders. And having Panchakanya lead community-wide teacher training shows that a socially diverse school can offer intellectual leadership for its society.

*Project Nepal, coordinated by communications coordinator Jennifer Gokmen and grade 2 teacher Monique Sweep, is the school's first and only community service program that travels overseas. It is facilitated in Nepal by Himalayan Voluntourism, an outreach organization that connects international schools with communities in rural Nepal.*

# Service learning: a community partnership approach

Tamatha Bibbo and Roberto d'Erizans consider a school's responsibility to act and how to choose who to help

The Asia Society defines global competence as 'having the capacity and disposition to act on issues of global significance'.<sup>1</sup> As educators, we face the challenge of intentionally and systematically teaching students precisely how and when one should act.

Just last week, as a school we faced conversations about Superstorm Sandy, violence in the Middle East, food shortages at a local charity, and supplies for the homeless shelter. What is our responsibility to act? How do we frame these conversations? How do we choose where to help?

How do we build the capacity of our students to negotiate the vast quantity of needs and inspire action in them all in the context of our community's core values? At the American School in London (ASL), we approach this task by adopting a K-12 service learning model grounded in action and active reflection. This work is intentional and occurs both in and beyond the classroom.

What does it mean to be committed philosophically and pedagogically to service learning as opposed to community service? Service learning is defined as

the joining of two complex concepts: community action, the 'service', and efforts to learn from that action and connect what is learned to existing knowledge, or the 'learning'.<sup>2</sup>

More often, the definition extends to include a number of steps schools need to complete in order for the program to be considered service learning. For example, most service learning definitions include some level of intentional planning; research and investigation of the defined issue to tackle; the actual action to be completed; student and adult reflection on the work; and the demonstration of the learning. At ASL, we have a team of individuals who engage in these topics across all divisions, ensuring we stay true to our mission.

Moreover, at ASL the service learning philosophy of partnerships is key. We have moved away from the one-off, feel-good-about-ourselves model to one that creates, builds and sustains partnerships in our local community. We have even extended this model to our global partnerships beyond London. We see service as a skill that students

develop over time, which is honed in the classroom and in the community, and mastered with deliberate instruction, self-reflection and effective feedback.

Furthermore, by measuring the school's ability to foster the growth of this service skill within the curriculum, the co-curriculum, and the extracurricular lessons shared each day, ASL is able to ensure that meaningful and relevant service opportunities are available and incorporated in multiple ways.

These acts of service in the community must align to its needs and adopt a partnership approach, where both sides are mutually benefitting, and the school and its community is learning about their interdependent connection to their own organization, their neighbors, and their world.

To support this pedagogy, we have articulated our own definition of service learning; we have adopted standards to ensure we are deliberate, age appropriate, and intentional; and have created agreed-upon protocols for engaging in and developing partnerships. Expectations for student learning include but are not limited to:

Applying skills to relevant situations in their lives now and in the future.

Demonstrating and/or articulating the connection between service and the classroom knowledge.

Reflecting on and altering their behavior based on self assessment.

Critically thinking about issues and creating solutions.

Examining assumptions and articulating civic responsibilities.

Building empathy, not sympathy, for partnerships.

Fostering and supporting meaningful relationships.

Identifying community needs and assisting in establishing new relationships.

Students learn these standards through well-developed opportunities to explore diverse local and global topics. The myriad activities offered both through the classroom and in the after-school program provide ample



opportunities to participate that are driven both by curriculum and personal interest.

Finally, we know that students are learning these skills and meeting these expectations by assessing their growth based on the established K-12 standards and indicators that articulate these goals (adopted from the National Youth Conference Standards, 2008).

Some examples of our experiences, including work at all divisional levels (K-12) are:

## Lower School:

Work in the classroom with local partnerships: Doorstep Homeless Families Shelter, Elder Care, American Church Soup Kitchen, Barnardos Hospital, Whizz Kidz.

Travelling and working with teachers at the Nirvana School in India.

Age-appropriate/curriculum-driven projects: working with residents from local senior citizens' homes during the interview and writing unit; cleaning up the environment during the sea unit; baking for a soup kitchen while learning about local economy and living conditions.

Sharing educational resources (Professional Development, Speakers Series, Learning Institute at ASL, teacher training) with local and international schools.

## Middle School:

Grade-level projects tied to all curricular areas and developed through advisory work: water conservation; environmental activism; microfinance loans; and current issues and world problems.

Advisory: school-wide service-learning initiatives such as interviews with the local elderly, volunteering at the soup kitchen, assisting local non-profit organizations achieve their goals.

Service Learning elective course.

## High School:

Grade 9 Foundations or Outdoor Leadership required courses focus on the development of character, service and leadership offers service-learning expeditions two to three times per semester.

Grade 10 students conduct service-learning projects in their mandatory health course. Students visit and connect with local senior citizens' homes and a special-needs school three to four times per semester.

After-school community partnership opportunities are offered each afternoon (elective)

Although service at ASL is not mandated, it is impossible to avoid. In both the classroom context and in elective opportunities, students are learning to serve and partner with their community as part of the K-12 educational philosophy. ASL presents a mutually beneficial partnership with community members where both sides learn and grow through supporting each other's needs, helping our students and their clients/



residents, and reflecting on the action and the ways we can improve in the future.

As Eyler and Giles explain, 'we accept that any program that attempts to link academic study with service can be characterized as service learning; non-course-based programs that include a reflective component and learning goals may also be included under this broad umbrella'.<sup>3</sup>

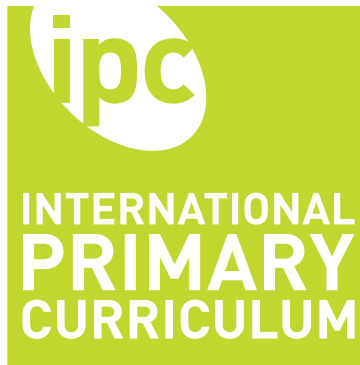
We have aimed to create this convergence of reflection and action at ASL while ensuring that all our work is grounded and driven by our core values. Our service-learning program is an integral part of our school's culture.

## References

- <sup>1</sup> Boix Mansilla, Veronica, and Jackson, Anthony. Global Competence: Prepare Youth to Engage the World. Asia Society and Council of Chief State School Officers, 2011.
- <sup>2</sup> Stanton, Dwight and Cruz. Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice and Future. San Francisco: Jossey-Bass, 1999.
- <sup>3</sup> Eyler, Janet and Giles, Dwight. Where is the Learning in Service Learning?. San Francisco, Jossey Bass, 1999.

*Tamatha Bibbo and Roberto d'Erizans can be contacted at The American School in London.  
[www.asl.org/page.cfm?p=4827](http://www.asl.org/page.cfm?p=4827)*

# 400,000 students, 80 countries, 2 great curricula



**Great Learning, Great  
Teaching, Great Fun**



**Connecting Learning,  
Developing Minds**

The International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC) are two world class, comprehensive and practical curricula delivering rigorous and engaging learning for 3-14 year-olds.

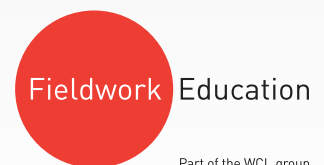
They provide students of today with the academic, personal and international knowledge, skills and understanding they really need, whilst also preparing students for the responsibilities and experiences of later life.

**To receive your Information Pack please contact us  
quoting reference ISMAY13**

**[www.greatlearning.com/ismay13](http://www.greatlearning.com/ismay13)**

Email: **[info@greatlearning.com](mailto:info@greatlearning.com)**

Call: **+44 (0) 207 531 9696**





# From charity to service learning

## Marta Vernet and Robin Berting describe Three Kings Day, the Toy Drive at the American School of Barcelona

The American School of Barcelona has a long tradition of community service programs but, given the severe economic crisis Spain has been going through recently, the school wanted to go a step further in helping out the local community – but in a way that would have a more profound impact on student learning.

The fifth grade (10 and 11 year-olds) Toy Drive leading up to 5th January, 2013, or Three Kings Day, when Spanish children receive toys, is an excellent example of

how a charity program can become a rewarding learning opportunity for pupils.

ASB is located in Esplugues de Llobregat, a municipality on the edge of Barcelona with a mix of both high and low income neighbourhoods. When the Esplugues' department of social services contacted the school appealing for support for its annual Toy Drive, they pointed out that this year hundreds of children in the community would not be receiving any toys on Three Kings Day since their parents were jobless and their unemployment insurance had expired.

Although the appeal was simply for donations, ASB and local government officials met and discussed ways of applying service learning methodology to the charity program. Backward design was then applied to see what kind of connections could be made between the toy drive and certain subjects.

This would not only ensure that a number of learning outcomes connected to the curriculum would be met, but





“ Cambridge taught me to think for myself, preparing me for the next stage of my studies – which I can do anywhere in the world! ”

**CAMBRIDGE LEARNER**

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. More than 9,000 schools in over 160 countries are part of our Cambridge learning community.

Cambridge helps schools develop learners who are confident, responsible, reflective, innovative and engaged. Learners gain Cambridge qualifications such as Cambridge IGCSE and Cambridge International AS and A Level. Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

**Find out more about Cambridge programmes and qualifications – visit [www.cie.org.uk](http://www.cie.org.uk)**



**[www.cie.org.uk](http://www.cie.org.uk)**



**CAMBRIDGE**  
International Examinations

*Excellence in education*



[facebook.com/cie.org.uk](https://facebook.com/cie.org.uk)



[twitter.com/cie\\_education](https://twitter.com/cie_education)



*When the Esplugues' department of social services contacted the school appealing for support for its annual Toy Drive, they pointed out that this year hundreds of children in the community would not be receiving any toys on Three Kings Day since their parents were jobless and their unemployment insurance had expired.*

that administrators, teachers and parents would support the toy drive more enthusiastically. The message was driven home hard to the school community when an official from the social service department presented the need for toys in the municipality at an elementary school assembly.

Preparations for the toy drive were extensive and touched a wide variety of subjects. In Catalan class, students translated the notes that they had taken during the assembly from Spanish to Catalan and then to English. In English class, students prepared posters and presentations to promote awareness. In a daring initiative that took advantage of the wide range of ages at the school, fifth graders worked in pairs to share their knowledge of the situation in the community and the importance of the drive with enthusiasm to all other grades in ASB.

They had to be sensitive to their audience. For example, with pre-schoolers and first graders they had to be careful not to shatter their beliefs in Santa Claus and the Three Kings. With high school students they had to provide more concrete information about the dire situation for many in the municipality.

That week in Spanish class the fifth graders wrote letters to parents promoting the toy drive in the school's digital weekly newsletter, *The Lantern*. The final letter representing the whole grade was a combination of the letters that they had written in small groups.

The campaign lasted a week. One of the two fifth grader classes was given the task of speaking on the PA system in pairs every morning and afternoon to appeal for donations, having prepared their texts the week before in language arts class. The other fifth grade class recorded voices in English for a toy dog being manufactured by a Spanish toy company, IMC Toys.

In exchange for our students' voices, the company donated about 100 new toys to the drive. The fifth graders were also responsible for collecting the donated toys from six different locations around the campus and placing them at the school entrance for all to see. As the quantity of toys grew, the enthusiasm for the drive increased.

When the week came to a close a municipal truck should have come to collect the toys, but to make the

delivery more meaningful, the two fifth grade classes used their physical education class time to carry two bags of toys each and walk the three kilometers from the school to the Puigcoca municipal social services center.

Representatives from the department of social services welcomed them, thanked them, and gave an explanation of the different services provided to the unemployed at the center, including vocational retraining courses. The students learned how the toys would be distributed on 4<sup>th</sup> January, the day before the Three Kings Day. By the end of the toy drive, over 300 brand new toys had been provided by ASB, the largest donation ever from any institution in Esplugues.

According to Cathryn Berger in *The Complete Guide to Service Learning* (Free Spirit Publishing), reflection is an important part of service learning. In Spanish and Catalan classes (students were given the choice to use either language), the fifth graders wrote a one-page journal entry about their experience.

Their reflections displayed a level of understanding and depth that was quite impressive for children of their age. In addition, the students unanimously expressed their desire to repeat the experience or do something similar the following year.

Berger adds that sharing what one has done – demonstration – is the final part of the service learning process. The ASB fifth grade students presented their experience and the results of the toy drive to the rest of the elementary school in an assembly. In addition, one of the fifth grade students has made a video of the drive, based on footage she took at each stage as well as some interviews made afterwards.

These students were the protagonist in a real-life process. Thanks to their efforts, hundreds of children in the community were able to receive toys on Three Kings Day, hopefully making their families' plight a little more bearable. And they have helped make the part of the school's vision referring to 'help make the world a better place' ring true.

*Robin Berting is admissions and community relations coordinator and Marta Vernet is activities, community service and alumni coordinator at The American School of Barcelona. Marta coordinated ASB's Toy Drive with the town council of Esplugues de Llobregat.*

"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



# MY IS FUTURE NEXT

- BACHELOR IN BUSINESS ADMINISTRATION - BBA
- BACHELOR OF LAWS - LL.B.
- DUAL DEGREE BBA + BACHELOR OF LAWS
- BACHELOR IN COMMUNICATION
- BACHELOR IN ARCHITECTURE
- BACHELOR IN PSYCHOLOGY
- BACHELOR IN INTERNATIONAL RELATIONS





# Off on a sabbatical

Vicki Hird wonders just how far teaching can take you?

This is a question that I've been reflecting on for quite a while now! I've been teaching in the UK for 11 years in both national curriculum and IB schools. During this time I've been lucky enough to work on voluntary projects as far afield as Cuba, Ecuador, Brazil, Mexico, Tanzania and Malawi. Each time it was fascinating to apply and adapt my teaching experiences and approaches in vastly different environments and conditions.

I always returned home with more of an appreciation of just how valuable teaching skills (in their widest sense) can be, and also with a real desire to spend more time overseas. So when my proposal for a sabbatical year from my teaching job was approved this was an opportunity to further explore some different avenues related to education and how it can be used to benefit disadvantaged communities.

Early last September I set off for Belo Horizonte, Brazil, to spend four months working on two different projects with a small charity called *Meninadança*. Their vision is to work specifically with girls (*meninas* in Portuguese) who have difficult home situations and circumstances, and use dance and other arts to rebuild their self-esteem and confidence. I hoped to use this experience to develop my teaching skills.

In Belo Horizonte, the third largest city in Brazil, I was

teaching English to a group of 20 girls from the ages of eight to 16 who came from a local *favela* or slum. I soon discovered that although the girls knew a lot of words they found it difficult to have a basic conversation. So I began a simple programme to enable them to talk about themselves, and we made flashcards and posters to put up around the room.

It was interesting to try various activities that I would use with my own class back home to see what things were successful, and where I would need to adapt due to different educational styles (and my limited language!).

I also realised just how hard it is to teach completely in another language and how you have to take things a lot more slowly. Despite feeling exhausted after each lesson I always felt a real sense of achievement!

I also wanted the girls to see the relevance and importance of learning English, so we had some Skype chats with my school back in the UK (a little chaotic but a lot of fun). We then wrote them some letters so that the girls could use the vocabulary they had learnt. The girls loved receiving replies and, with the words they had already learnt, they were able to translate the majority of the messages with very little help.

From a huge city I then travelled 12 hours north to a small interior town of 25,000 inhabitants called Medina



# DREAMERS OR DOERS? BOCCONIANS.

As Italy's top economics and management university, Università Bocconi is recognized by the international business community for its commitment to research. This dedication to excellence is supported by talented young people from around the world who come to study in our international programs at the Bachelor, Master, PhD and Executive levels, both at Bocconi and SDA Bocconi School of Management. They go on to become members of the Bocconian community, working hard, working well, contributing to a better world.

**Bocconi. Empowering talent.**

UNIVERSITÀ BOCCONI S.p.A. - VIA BOSCONI 12 - 20123 MILANO - ITALY

## BACHELOR AND MASTER PROGRAMS

[contact.unibocconi.it/international](http://contact.unibocconi.it/international)

call center: +39 025836.3535

Call by Skype: unibocconi\_1

**Bocconi**



to help prepare for the start of a new project that would be opening as a house for girls to come and take part in various creative activities.

It soon became apparent that there was a great deal of work to be done. I found myself planning a beginners' English curriculum, thinking about suitable activities in this particular context (partly based on my experiences in Belo Horizonte) but also thinking about the fact that many of these girls have dropped out of school and have disengaged with education.

I had taken a huge bag of art supplies donated by my school community and began to write some lesson plans, in English and Portuguese, that a teacher could use as a starting point for art sessions, giving resources and some sample activities.

One of my hobbies is film-making and photography and I have also had opportunities to document the start of this new project, and think about how it can be communicated to a range of different audiences, including schools. I also carried out a photography project with some of the girls.

I wasn't quite sure how to go about it having never taught photography or worked with teenagers (which is quite out of my comfort zone!) but I was really pleased to see that the girls began to apply some of what they had learnt developing their own styles as they took photographs – and they really enjoyed themselves!

I have enjoyed the challenges of teaching in different environments, and with different age groups, here in

Brazil and have been reflecting on how my approach needs to be adapted as I begin to understand more about the culture. I've gained immense satisfaction from being able to give children the base of another language that they would not otherwise have.

I've also enjoyed the opportunity to be able to put some basic structures in place to facilitate others to teach – and have learnt to approach this based on the needs and situations of the students involved. I've realised that I can work with teenagers as well as younger children! And I've also seen the power of film and photography as another means to inform, engage and educate about important issues which I will definitely be doing when I go back to my school at the end of this year.

I am now almost half way through my year and there is still a lot ahead! I'm going to Benin, west Africa, in order to work on a different education-related project with Serving in Mission ([www.sim.org](http://www.sim.org)). This time I will be working more as a teacher trainer and mentor in Christian schools.

Maybe this will inspire you to reflect on the different directions that your teaching can take you! We teachers are very lucky to have such a versatile and valuable profession, and one which can also be such a blessing and a support to others.

*Vicki Hurd's blog is at [www.littlemissvicki.wordpress.com](http://www.littlemissvicki.wordpress.com)  
or if you would like to contact her direct you can email her  
at [vicki.hird@gmail.com](mailto:vicki.hird@gmail.com)*



Introducing the **NEW** and  
much anticipated

# CAT4

AVAILABLE  
NOW!



## COGNITIVE ABILITIES TEST: FOURTH EDITION

Unlock pupils' potential with the new edition of the UK's most popular test of reasoning abilities.

CAT4 has been developed to support schools in understanding pupils' developed abilities, likely academic potential and learning preferences. Suitable for pupils aged 7:06 to 17+ years, it provides reliable information that is essential for personalised learning, target-setting and monitoring progress.

### ORDER TODAY!

Contact us now for further information and advice or to secure your copy.

Call +44 (0)20 8996 3633

Email [international@gl-assessment.co.uk](mailto:international@gl-assessment.co.uk)

[www.gl-assessment.co.uk/cat4](http://www.gl-assessment.co.uk/cat4)

Suitable  
for pupils with  
English as an  
Additional  
Language

### 4 reasons to consider CAT4:

- A brand new suite of data rich reports
- In-depth individual pupil data with insightful narrative
- Separate Spatial Ability test
- Newly standardised on 25,000-wide UK sample

Available  
in both paper  
and digital  
formats



# Many Different Languages...

John Farrell describes a creative arts, service learning challenge that is Building Bridges across continents

*Of all of these languages spoken on Earth  
The greatest of all is ... LOVE!*

These lyrics, 'The greatest of all is LOVE!', are the keystone in the Bridges of Peace and Hope (BoPH) Many Different Languages (MDL) music video project.

A keystone is the central stone in an arch. This project is an arch connecting students around the world. Third grade students and teachers from the American International School of Budapest, partnering with their peers at M C Smith School in Hudson, New York, are learning about each other through pen pal, Skype, and video exchanges. They have also agreed to accept the Build a Bridge challenge to take action to 'make a difference'.

Other schools are also contributing to the project. All K-5 students at the American International School of Lusaka, Zambia, sang the song recently at their Mother Languages Celebration. In a previous BoPH project, students from AIS Lusaka delivered a guitar to a blind music teacher at Prince Takamado School, a local government school.

The guitar had been purchased by 4th graders from Danbury, CT, in the USA. They asked their teacher if they could buy the school a guitar after they read about the need in the BoPH blog. Their teacher, Ken Buescher, a BoPH board member, said yes on one condition: they had to earn the money.

The students agreed and raised over \$250 by doing odd jobs and collecting recyclable bottles and cans. The Lusaka teachers and students completed the 'bridge' by delivering the guitar. That gift became the only guitar at a school of over 2000 students. It made a difference.

The MDL project is exploring ways we communicate. There are more than 6000 languages spoken on Earth and if you can learn to say hello in ten of them you could greet more than 4 million people. The song *Many Different Languages* introduces and teaches eight widely-used greetings including "Namaste" (Hindi), "Hola" (Spanish), "Ni-Hao" (Mandarin), and "Salaam" (Arabic).

The deeper message of the song is that there are other languages that are universal, among them music, art, and the greatest of all – LOVE. Students participating in the project are discussing ways to visually present the song's message through photographs, artwork, and video techniques.

Students in Honolulu, Hawaii, Newtown, Connecticut, and New Zealand are also participating. Performing the song, having pen pal exchanges, and making artistic

contributions are key aspects of the project, but many students are going a step further by accepting the Build a Bridge challenge: what will you do to make a difference?

Students and teachers are receiving green and blue wrist bracelets from BoPH to symbolize their commitment to take action to build a bridge that will promote respect and understanding, and make a difference in their school, local community or around the world. The BoPH website will feature their stories of what they've done.

Students in Hudson, N Y, have pledged to help families in Uganda by earning funds to purchase domestic farm animals. Students and teachers at AIS Budapest spent three days working on ideas for the music video of the song and are also excitedly making plans for the challenge.

"This project is important and powerful because the song and video draw children into deep conversations in ways that they find engaging. Students learn to make connections and find commonalities between children from very different cultures and backgrounds.

"Our students have expanded their love of music because John Farrell's music resonates with them. One group of four girls that never wrote a song before has already written lyrics for nine songs during the week following John's recent visit," said AIS Budapest music teacher Conway Chewning.

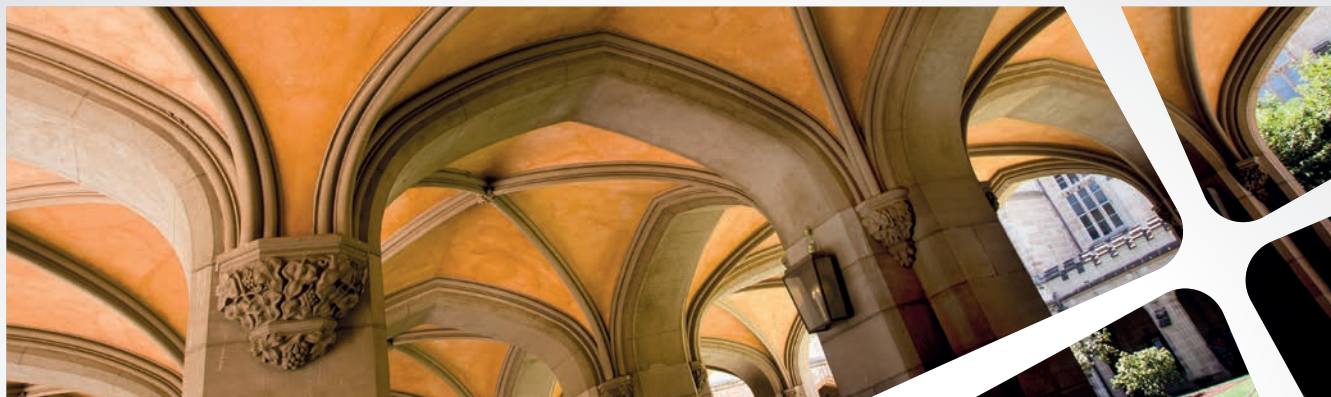
Kevin Fayarchuk, a third grade teacher at AIS Budapest, stresses to his students that we can and must take action to learn about and build relationships with people who need our help and understanding.

Each year AIS Budapest teachers and students, led by Delinka Fabiny, travel to Salonta Children's Home in Romania to make deeper connections with the children and caregivers there. Kevin believes it is important to start these experiences in the primary years.

"We want to continue this, to keep it going on and on to make a difference. This is a great way to do it," Kevin said.

If you'd like to learn the *Many Different Languages* song and preview a video that was created to spark ideas for participation please visit the BoPH web site at [www.bridgesofpeaceandhope.org](http://www.bridgesofpeaceandhope.org)

*To contact songwriter and Bridges of Peace and Hope founder John Farrell, or to invite him to visit your school to do an assembly, workshops, or an artist in residency program, please email him at [hoperivermusic@yahoo.com](mailto:hoperivermusic@yahoo.com)*



# Melbourne's world-standard university

Choose to study at the university ranked No. 1 in Australia and No. 28 in the world.<sup>†</sup>

To compete on the world stage, you need a world-standard education.

At the University of Melbourne, you'll gain an internationally recognised degree that will open doors to an outstanding future. Study in the world's most liveable city<sup>‡</sup> and discover the exciting possibilities that await you.

Applications are now open.

**[futurestudents.unimelb.edu.au](http://futurestudents.unimelb.edu.au)**

<sup>†</sup> Times Higher Education World University Rankings 2012-2013.  
<sup>‡</sup> Economist Intelligence Unit 2012.

**dreamlarge**



## ***Preparing Students from Around the World to Live and Work Across Cultures***

Small classes, personal attention, a global perspective in a multicultural environment, an in-depth major field of study combining theory, practice and a capstone experience: these are the hallmarks of an education at The American University of Rome.

We offer *Bachelor of Art* degrees with the following majors:  
*Archeology and Classics, Art History, Italian Studies,  
 Communication, Film and Digital Media, Fine Arts, Interdisciplinary Studies,  
 International Relations and Global Politics, and a  
 Bachelor of Science in Business Administration.*

The American University of Rome is accredited by the Middle States Commission on Higher Education and offers an American liberal arts university curriculum in English.

**<http://www.aur.edu>**

**THE AMERICAN  
UNIVERSITY OF ROME**  
 1·9·6·9

**Via Pietro Roselli 4  
 00153 Rome, Italy  
 Email: [admissions@aur.edu](mailto:admissions@aur.edu)  
 Ph: +39 06 5833 0919  
 US Toll Free No. 888-791-8327**





# School improvement planning

It can be complicated, maintains Keith Wright, so let's simplify it

Most schools today use some form of management information and pupil assessment systems to analyse a student's progress and help teachers target support where it is most needed. The tracking and management of school improvement processes that help staff to help students – such as CPD, performance management and development planning – are just as important.

If school leaders have a clear view of what's happening in these areas they can make sure everybody plays a part in reaching school development targets. It also means that leaders can identify which staff members need more professional support and everyone receives recognition for their contribution. The result is a better run school in which pupils prosper.

This is the ideal but many schools simply don't have the means to track and manage these improvement processes in ways that make it easy for them to use the information and act on it. The fact is, many leaders think they have that 'clear view' but when compared with schools that use modern day tools, there is a yawning gap.

Many schools still follow the standard information-gathering approach, which is usually a homebrew solution that involves hyperlinked Word documents, over-complicated computer spreadsheets or lever arch files that are ultimately destined to sit on an office shelf.

Cost, time and complexity are the main reasons why this approach still persists in many schools. It's too tricky to get that intelligent view with a PC spreadsheet because it takes too much time to mine the data, interpret it in various ways and link it to evidence.

I've seen for myself some wonderfully creative DIY documents that at first appear to be a massive step forward for schools. But after a few months, it becomes quite apparent that maintaining these tools is a full-time job that can't be sustained.

Home-made approaches like this make the tracking and management of school improvement planning processes hard enough to handle effectively in single schools, so when it comes to groups of schools the complexity is multiplied several times.

Recently I've been working with a group operating international schools in the Middle East, United States and the UK, helping them to address these issues. Groups of schools like these are faced with some common challenges.

The chief one is how to reduce the time spent on school improvement planning across their schools

while ensuring that there is consistency in tracking, management and reporting so that it makes it easier to manage. Success in these areas becomes more likely when we can deliver the overall vision to all stakeholders, in context with their respective roles and their setting.

In these situations, the quality assurance of member schools becomes a pressure point because of geographical distance. With online systems the miles don't matter as much. This gives school leaders the means of reviewing the schools from where they work and target support where it is needed.

As well as clouding a school's view of what it needs to do to keep on improving, the more traditional approach could also create problems with school inspection bodies, which may be organisations such as ISI or inspectors from host countries.

Inspectors often want schools to give full account of the school improvement processes that ultimately have a huge impact upon pupil attainment. They might look for evidence that the SLT knows the school's strengths and weaknesses, that leaders are immersed in self-evaluation and that development plans are focused on improving teaching and raising achievement.

All school leaders and their staff want change if it means tangible improvements. But human nature is what it is and some may think it better to avoid the discomfort and continue as they have always done. I believe the intelligent management of these processes will help leaders and their staff overcome these fears.

School improvement planning and the monitoring of impact shouldn't be about cold data crunching. We need to use technology to support people in their development and let them make a real contribution to school objectives. This applies equally to individual teachers following their own career path and large groups of schools trying to make sense of the bigger picture.

For example, if a school's performance management systems show that staff need some professional development in a particular area it would help if they were given the means to evaluate that CPD themselves and back this up with evidence that it is making a difference – or not. Many leaders will claim they already do this, but are the methods they use sustainable, accessible and above all, do they solve the old problem of how to produce evidence of the impact of CPD on pupil achievement?

This is easier said than done with traditional tracking and management methods but it is achievable using

# Innovate, Educate, Create



**What aspects of education do we need to innovate so that we can successfully develop critical thinking and creativity in our students?**

The IB regional conference will facilitate opportunities for exploring the concept of innovation in education and ways in which we can be more creative in our schools.



**IB AFRICA, EUROPE & MIDDLE EAST  
REGIONAL CONFERENCE 2013  
THE HAGUE 24<sup>th</sup> - 27<sup>th</sup> OCTOBER**

**See the full list of speakers and register today**

**[www.ibo.org/ibaem/conferences](http://www.ibo.org/ibaem/conferences)**

© International Baccalaureate Organization 2013  
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

## MA in Education

at the University of Bath



UNIVERSITY OF  
**BATH**

The University of Bath has an excellent reputation for research and teaching in international education. Our part-time MA in Education students are located around the globe and are supported by some of the world's leading educational experts at Bath, in a stimulating and challenging learning community.

The flexible part time programme offers different study pathways, including the July Summer School (in the beautiful city of Bath), regional study centres (such as Bangkok and The Hague) and online distance learning. You'll be able to develop your specific areas of interest and carry out, (should you wish to do so), research in the context of your own school. Study for the MA can also be linked to the IB Educator Certificates, leading to further qualifications to boost your career in an increasingly competitive environment.

**Apply now to become part of our worldwide community!**

Email: [education-ma@bath.ac.uk](mailto:education-ma@bath.ac.uk)

Website: [www.bath.ac.uk/study/pg/programmes/ma-in-educ](http://www.bath.ac.uk/study/pg/programmes/ma-in-educ)

We also offer the renowned Doctor of Education (EdD) and Education PhD. Find out more online.



**[www.bath.ac.uk/education/postgraduate](http://www.bath.ac.uk/education/postgraduate)**



the online school improvement planning systems that are now available. These systems can unify staff rather than alienate them, giving them a voice in the change management process that otherwise might not be heard. This is about staff having ownership and control and it helps dissipate their fears about change.

International schools are under greater pressure than ever before to provide the best possible education for students. Competition for places is intense and if these schools don't perform academically, they won't attract new cohorts of students. But it will be more difficult for these schools to maintain their high performance without the effective management of school improvement processes that help individual

staff members perform to the best of their abilities. Paper and spreadsheets might give schools data about their school improvement processes, but it won't be easy to interpret or act upon because it will be so difficult to manipulate. Think back to the days before Microsoft Office products Word and Excel: would any school give up these tools now? The next logical step is to use proprietary tools to overcome the burden of administration associated with school improvement.

*Keith Wright has worked with a large number of international schools, including the GEMS schools in the UK, US and United Arab Emirates, on school improvement planning. He is managing Director of Bluewave SWIFT.*

## PEOPLE & PLACES

International College, Madrid, hosted **The Brain Conference** from 15th to 16th February, 2013, in conjunction with the **Greenleaf Learning Institute**. Experts from around the world presented sessions on long-term memory and recall, bi-modal visual brains, getting and keeping students' attention, executive functions, critical thinking, and more.

Speakers included **Dr Robert Greenleaf**, **LaVonna Roth**, **Dr Judy Willis**, **Dr Christopher Kaufman**, and **Garfield Gini-Newman**. The 51 delegates from three

continents who attended included teachers, administrators, school directors, psychologists, and parents.

The conference centred on applying brain research to the teaching and learning processes and merging 21st century neuro-scientific findings that apply to holistic learning, application, and long-term recall.

Neuroscience and cognitive psychology research are beginning to provide insights into the domains of teaching and learning and topics discussed included how educators can help further personalise learning experiences.

*Speakers at the conference were, from left to right, Dr Judy Willis, Garfield Gini-Newman, Dr Robert Greenleaf, LaVonna Roth and Dr Christopher Kaufman.*



Become a charter subscriber!



# IB Journal of Teaching Practice

Written by teachers · Reviewed by teachers · Published for teachers

To commemorate its 45th anniversary, the IB introduces its newest innovation—an online resource to support teachers by providing high-quality professional development material twice a year. Find:

- **Action research reports** that describe how teachers address issues in classroom practice or school organization, leading to improvements in teaching and learning.
- **Studies in practice** that summarize current research or analyze the study of classroom teaching and school leadership.
- **Resource reviews** of books, periodicals, websites, audiovisual products, documents and events.

*Give yourself a professional boost by downloading a sample article—cost-free—at <http://ibpublishing.ibo.org/journal>*

*Ensure your continuous development and support by becoming an annual subscriber!*

© International Baccalaureate Organization 2013  
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®



FOR  
TODAY.  
FOR  
TOMORROW.  
FOR  
LIFE.

**At Royal Roads University,** students are challenged to question everything, including themselves. During intensive small group on-campus residencies, personal growth runs parallel with academic achievement. At the end of their programs, students are not only surprised at how much they've learned and accomplished, but also at how much they've changed and grown as individuals.

**LIFE.CHANGING** royalroads.ca



**Royal Roads**  
UNIVERSITY



# CELEBRATIONS 2013

2013 is the UN International Year of Water Co-operation

<b>May</b>		
1st	Beltane Wheel of the Year – Maypole Dances	Pagan
15th	International Day of Families	UN
15/16th	Shavuot revelation of the Torah	Jewish
23rd	Anniversary of Declaration of the Bab	Baha'i
25th	Buddha Day, life and death of Guatama	Buddha Buddhist
26th	Zartosht-No-Diso death of Zarathustra	Zoroastrian
<b>June</b>		
6th	Tuen Ng Dragon Boat Festival	Chinese
6th	The Prophet's Night Journey and Ascension	Muslim
8th	World Oceans Day	UN
20th	World Refugee Day	UN
21st	Midsummer Solstice	Pagan
21st	Ratha Yatr Dragon Chariot Festival	Hindu
<b>July</b>		
9th	Ramadan begins	Muslim
9th	Martyrdom of the Bab	Bahai
13th	Ratha Yatra – Chariot Festival – images of Krishna	Hindu
18th	Nelson Mandela Day	UN
22nd	Dharma Day-Summer Festival	Buddhist
23rd	Night of Forgiveness	Muslim
<b>August</b>		
1st	Lammas corn harvest	Pagan
8-11th	Eid al Fitr end of Ramadan	Muslim
9-18th	Farvardigan souls of departed entertained	Zoroastrian
13-16th	O-Bon spirits of the dead welcomed home	Japanese
18th	No Ruz Shenshai New Year's Day	Zoroastrian
20th	Raksha Bandham Humanity Day	Hindu
23rd	Ulaband Chinese Ancestor Day	Buddhist
<b>September</b>		
Sept-Oct	Harvest Festivals	Christian
5th	New Year's Day	Hindu
5th	Rosh Hashanah Jewish New Year	Jewish
5th	Paryushan – purification	Jain
8th	International Literacy Day	UN
11th	Etheopian New Year's Day	Rastafarian
12th	Zhong Qui Moon Festival	Chinese
14th	Yom Kippur, Day of Atonement	Jewish
16th	Day of Respect for the Elderly	Japanese
19th	Zhong Qui Moon Festival	Chinese
21st	Day of International Peace	UN
23rd	Autumn Equinox	Pagan
23rd	Shibun No Hi Harmony and Balance	Japanese

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.

# Four Fantastic IB World Student Conferences in 2013!



## Wake Forest University, North Carolina, USA

23-28 June

*Social Justice: Contemplating the Past, Confronting the Future*

## University of British Columbia, Vancouver, Canada

21-26 July

*ECOnomics: Creating a Sustainable Future*

## The University of Warwick, Coventry, UK

4-9 August

*Utopian Visions: Employing the Arts for Social and Political Change*

## The Hong Kong University, Hong Kong, China

11-16 August

*iResponsibility: Explore how we Engage in the Online World*



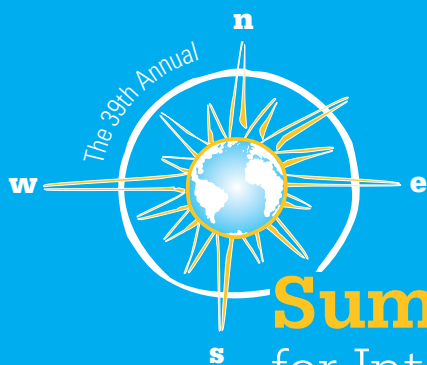
International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

© International Baccalaureate Organization 2013  
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

**Register today!**

[www.ibo.org/wsc/](http://www.ibo.org/wsc/)

Bring your DP students for CAS  
collaboration in global action teams!



**Summer Institute**  
for International Admissions

June 17–21, 2013

Georgetown University, Washington, D.C.

## Help Students Reach Their University Destination and Beyond

Attend the leading, most comprehensive professional development program designed specifically for new and experienced college counselors overseas at international secondary schools.

For more information, email [PD\\_international@collegeboard.org](mailto:PD_international@collegeboard.org).





# BOOKS BOOKS BOOKS

## Hedgehogs or vampires?

Book clubs abound: they're the latest popular mechanism, not just to get people together socially, drink coffee and chat (which has its place) but to exchange opinions on literature in a focussed way. In the UK they are promoted by TV (Richard and Judy's Book Club...), turn up in book shops (Waterstones), and are organised by a variety of individuals and interest groups. International schools have also joined this trend, with book days and clubs for 'reading with a purpose'.

Often including both staff and parents, these groups meet about once a month and discuss a particular text from various genres, not just fiction. The recent choice of one international school club was *The Elegance of the Hedgehog* by Muriel Barbery.

Alternate chapters are narrated by Renée a widowed concierge of about 50, and Paloma, a precocious 12 year-old whose family lives in an apartment in the building. Renée is an intellectual who hides behind the appearance of a working class nobody.

Paloma believes the world is meaningless and plans to commit suicide when she is 13. The story revolves around the activities of these two and their thoughts on aesthetics, philosophy, life, death and love. Indeed, almost every chapter provides the material for a good discussion.

A book that has provoked even more controversy in discussion groups, and also in classrooms (this is a book written for teenagers), is *The Hunger Games* by Suzanne Collins. The 'Games' are a biannual televised event in which one boy and one girl from each of the 12 districts that make up the country are forced to participate in a fight to the death on live TV.

This is reality TV taken to its ultimate. This is a book that has disturbed parents, teachers and some children, although most young people I interviewed "couldn't put it down" and went straight on to read the next two volumes of the story.

In an interview, Susanne Collins explains that the origin of the story was influenced by the Greek myth of Theseus and the Minotaur and the Roman gladiatorial games.

However the idea came to her when "I was channel-surfing between reality TV programming and actual war coverage when Katniss's story came to me. One night, sitting there flipping around, and on one channel there's a group of young people competing for, I don't know, money maybe? And on the next, there's a group of young people fighting an actual war. And I was tired and the lines began to blur in this very unsettling way, and I thought of this story." (Google, accessed 14.3.13)

This book and the sequels raise all kinds of absorbing and disturbing questions about children's literature,

violence, and dystopian fiction for the young. Discussion ranges around whether violent literature encourages violent behaviour.

Are there vulnerable children who cannot distinguish between violence in a story and violence in reality? Or, since violence is a reality in the lives of all young people,

*Decorated door for Book Day, Moshi International School.*





# Become an IB Examiner

As an examiner you will play an important role in maintaining the quality of assessment for which the IB is known worldwide. You will have the opportunity to gain an insight into the IB assessment process, receiving invaluable training in an online environment enhancing your professional development.

IB Examiners benefit from:

- an international educational experience
- insight into the assessment process
- unique personal development opportunity
- highly competitive payment rates

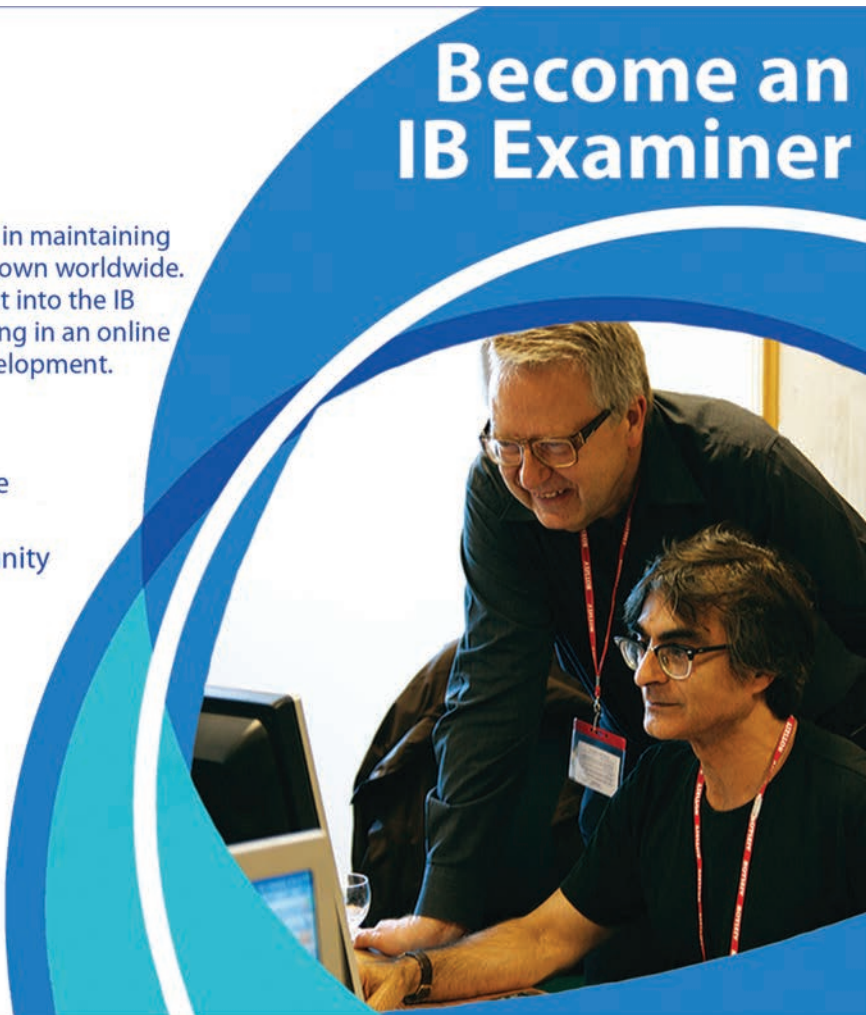
IB teaching experience is not essential.

For more information and to apply, please visit our website:

[www.ibo.org/examiners](http://www.ibo.org/examiners)



International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional



## BERLIN BRANDENBURG INTERNATIONAL SCHOOL

A highly successful IB Diploma and thriving new IB Career-related Certificate, accommodating both day and boarding students



Am Hochwald 30 · 14532 Kleinmachnow  
Tel./Fax +49 (0)33203 8036-0/-121  
office@bbis.de · www.bbis.de



## An International Education in a World-Class City

- an inclusive, English-medium school for students aged 3 to 19
- the only authorized International Baccalaureate (IB) World School in Germany following all four IB programmes
- a vibrant international community with an exciting mix of cultures and languages
- a well-equipped school shaped by a dedicated, international staff
- small class sizes
- student support services
- a rich extracurricular programme
- superb new sports facilities
- a peaceful campus in a wooded setting just southwest of Berlin
- a boarding school for students aged 14 to 19



is it important that there are literary examples for them to consider and discuss? If *Lord of the Flies* is used as a school text why should adults hold up their hands in horror at *The Hunger Games*?

One response is to argue that fantasy, such as the Harry Potter stories of wizards and magic, are fine because they are not reality; and the same goes for Hobbits or indeed Gruffalos. But the latest trend in 'teen' fiction is another violent genre. According to *The Times*' list of bestseller fiction, the top title and numbers three and four (number two is *Harry Potter and the Prisoner of Azkaban*) are all stories about vampires. *The Dead Girls' Dance* by Rachel Caine sums up the story on the cover:

About three things I was absolutely positive. First Edward was a vampire. Second, there was a part of him – and I didn't know how dominant that part might be – that thirsted for my blood. And third, I was unconditionally and irrevocably in love with him.

Sorry if this ruins the plot, but by the end of the book she is herself a vampire. Vampire books are not just for the teenage reader. A quick look on Google found: 'Top 10 Vampire Books for Elementary Children' (Accessed 15.3.13).

Of course there is a long tradition of vampire fiction that goes far back to Byron's *The Giaour* and later Bram Stoker. The question all these books provoke for teachers

and parents – and it should be said for the young readers themselves who can be just as discriminating – is two-fold.

Are the books stylistically well written, as for example is *Lord of the Flies*. A discussion can lead to the question what makes good literature. And secondly, is there a place for violence in fiction in a violent world from which children can no longer be shielded?

So, whatever your age, plenty of fodder for your book group: from hedgehogs to vampires and more ... good discussing ... and probably coffee drinking!

#### References

Barbery, Muriel, Translated by Alison Anderson, *The Elegance of the Hedgehog* 2012 Europa Editions.  
Collins, Suzanne. *The Hunger Games* 2009 Scholastic P B.  
Caine, R., *Glass Houses* Book 1 of Morganville Vampires (there are ten more ) NAL Jam Books.  
Interview with Suzanne Collins, Scholastic Book Club (Google, accessed 14.3. 13).

Caroline Ellwood

## ECIS events

### 2013

- |            |  |
|------------|--|
| 14-26 June | ITC, Panama  |
| 23-25 July | ITC Cambridge, at the University of Cambridge, UK.   |
| 21 Sept    | Board/Administration Governance Workshop, London   |
| 20-23 Sept | Admissions Job A Like, Zurich  |
| 10-12 Oct  | ITC Atlanta, at the Atlantic International School, US.   |
| 20-24 Nov  | 'Strike the Balance', the 2013 ECIS Annual Conference at the RAI Centre, Amsterdam, Netherlands. |

### 2014

- |              |  |
|--------------|--|
| 26 Feb-2 Mar | ILMP, Amsterdam                            |
| 27 Feb-1 Mar | ESL/Mother Tongue, Amsterdam               |
| 24-27 April  | ECIS Leadership Conference, Seville, Spain |

### D&T, Science and much more:

teaching resources to inspire and make learning fun



### Smart materials and science kits

- polymorph plastic
- rechargeable solar buggy

Visit our website to see our affordable range of products for science and design & technology

[www.mindsetonline.co.uk](http://www.mindsetonline.co.uk)

+44 (0)1992 716052



Mindsets reinvests all surplus funds into education



ART | BUSINESS STUDIES | HISTORY & POLITICS  
GEOGRAPHY | MEDIA STUDIES | SCIENCE | ICT

"We have been organising trips to the UK from Portugal for the past 14 years and in all that time have never been happier than when working alongside European Study Tours"

Richard Davidson, Vice President CLIB  
The Braga International School

"The trip was a memorable experience. This was more than just a school trip but was truly an eye opener and allowed us to mature remarkably."

Dubai Modern High School

For new ways to inspire your students and bring your subject to life, a school trip is the perfect solution.

NEW YORK | PARIS | LONDON | BERLIN  
BARCELONA | ICELAND | CHINA AND MORE...



**European Study Tours**

- 30 Years Experience
- Specialist Study Visits for Schools, Colleges and Universities
- Unique Inspirational Student Conferences

0844 576 1957 [www.euro-study-tours.co.uk](http://www.euro-study-tours.co.uk) [estsales@euro-study-tours.co.uk](mailto:estsales@euro-study-tours.co.uk)

Please quote IS Magazine when you enquire with us

**GEORGE MASON UNIVERSITY** | FAST TRAIN Programs  
WHERE INNOVATION IS TRADITION

**Advance YOUR Teaching Career**

Advanced IB Studies      Elementary Education  
English as a Second Language      Special Education

- Licensure and Graduate Degree Programs
- Online and Intensive Summer Courses
- In-State Tuition Rates
- Serving International Teachers for 20 Years

Phone: 703-993-2794 • E-mail: [fasttrain@gmu.edu](mailto:fasttrain@gmu.edu)  
Web: <http://fasttrain.gmu.edu>

October 4-6, 2013 | The American School in London  
London, England

**thinking and learning in the 21<sup>st</sup> Century**

Featuring Howard Gardner and David Perkins

**Project Zero PERSPECTIVES**

visit [www.casieonline.org](http://www.casieonline.org) contact [projectzero@casieonline.org](mailto:projectzero@casieonline.org)  
call 1.404.848.9044

**Register online at [casieonline.org/events/pz](http://casieonline.org/events/pz)**

Project Zero Perspectives is hosted by CASIE in partnership with Project Zero and the Harvard Graduate School of Education.

**The Great Reading Eggspedition**  
15th - 21st April  
A journey full of fun, challenges and learning!  
Explore, Discover, Read more, Read well

**FREE Online Event!**

**The Great Reading Eggspedition:**  
**A FREE fun filled literacy quest for children**

The Great Reading Eggspedition is a FREE online event to inspire your pupils to love reading!

From 15th to 21st April, your eggplorers will embark upon a personal reading eggspedition, completing as many lessons (ages 3-7) and reading as many books (ages 8-13) as they can in one week, to earn the title of Top Eggsplore!

Taking part is easy...

- Visit [www.readingeggspedition.com](http://www.readingeggspedition.com) and complete your details
- Your unique school access code will be sent to you
- Save the dates in your school calendar
- Get your pupils cracking on **The Great Reading Eggspedition!**

For more information or help organising your event, please contact our friendly team.

Telephone +44 117 360 1057  
Email: [europe@3plearning.com](mailto:europe@3plearning.com)

**[www.readingeggspedition.com](http://www.readingeggspedition.com)**



# Taking the IPC Forward

Edited by Mary Hayden and Jeff Thompson

John Catt Educational Ltd

November 2012

ISBN 978 1 908095 48 0;

price £15.99

One of the fastest growing international programmes, the International Primary Curriculum (IPC) is now offered in over 1500 schools in more than 80 countries.

As the editors of this collection of contributions from those involved in its creation and application, Dr Mary Hayden and Professor Jeff Thompson, point out that the programme has established a very strong reputation in the relatively short period since its creation, 'a reputation of which we had become acutely aware during our own teaching and researching in the field of international education'.

With the skill arising from their own background, the editors have brought together chapters from educators who have been involved in the creation, development and implementation of the IPC since its launch in 2000.

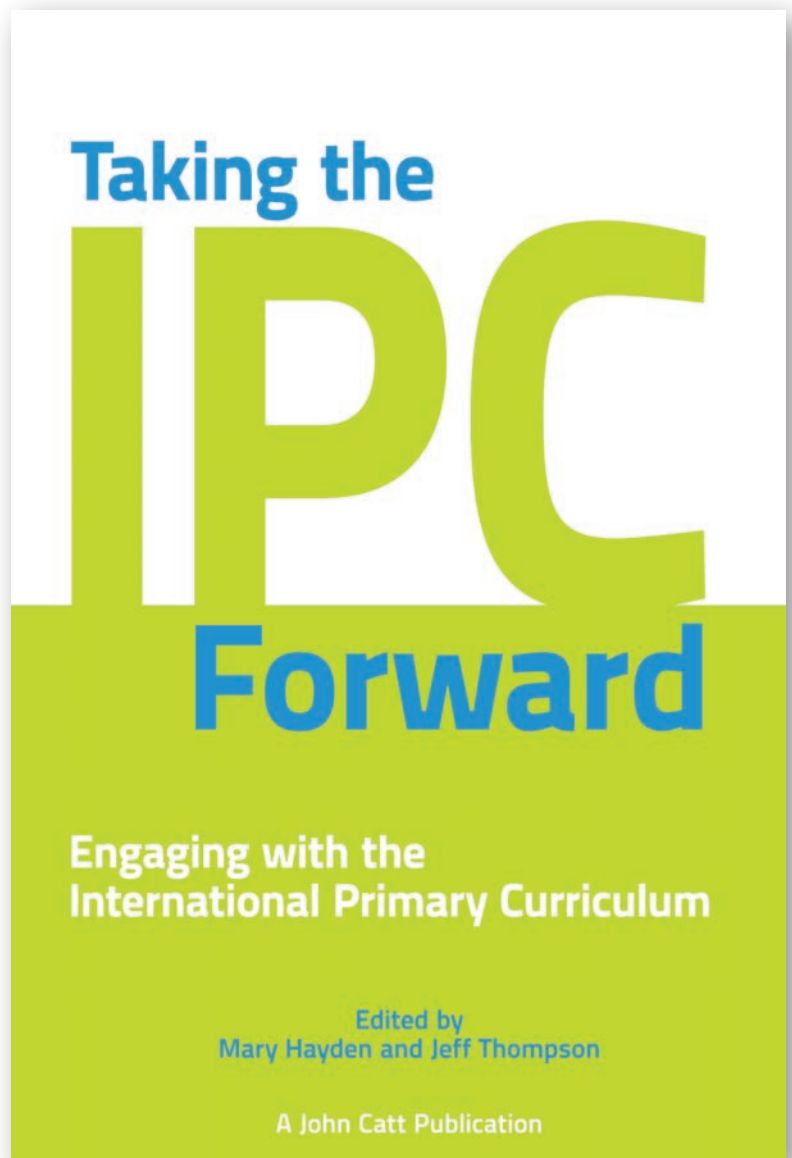
The result is not just a remarkable and thorough analysis of the factors that have combined to promote growth and success but a critique of that progress and a valuable addition to the history of international education.

The book is organised in four sections: Part A: Origins and Background; Part B: The Curriculum Context; Part C: Teaching and Learning through the IPC; and Part D: The IPC as an Agent for Change.

In Part A: Origins and Background, Peter le Noble, former education adviser for Shell International, describes the initial development of the IPC as a curriculum for Shell schools. This is a fascinating story of how Martin Skelton and David Playfoot, together with their Shell partner, had the dream of developing 'a truly relevant international curriculum'.


Tracey Kelly and Henk van Hout, Shell's current advisory team, carry on the story in chapter two and reveal how the IPC has become part of Shell schools' identity: not only because of Shell's initial sponsorship of the curriculum, but also because of 'a firm belief that the IPC embodies concepts that will leverage the best learning for children'. These concepts include a multi-disciplinary approach; a neurologically-based definition of learning; a balance of knowledge, skills and understandings; and an explicit focus on international-mindedness.

In chapter three, IPC Director Steven Mark gives a



comprehensive overview of the key structural features of the programme: Learning Goals that consist of subject goals, personal goals and international goals; Units of Work that focus on relevant, engaging and appropriate themes; and the Assessment for Learning Programme that combines assessment for learning and assessment

*Evidence for  
accreditation  
& self-evaluation*





Evaluate IB performance with

# CEM IBE

Join the thousands of schools already using CEM systems and you will be able to:

- ✓ Monitor performance at student, subject and school level
- ✓ Predict IB results using CEM IBE
- ✓ Identify 'value-added' through school
- ✓ Compare with other international schools taking IB
- ✓ Use innovative computer-adaptive baseline assessment

[www.cem.org](http://www.cem.org) [nicola.forster@cem.dur.ac.uk](mailto:nicola.forster@cem.dur.ac.uk)

# WHERE IS YOUR SCHOOL HEADED?

*We'll help you chart the best course.*

THE RICERCA GROUP HELPS INTERNATIONAL SCHOOLS ACHIEVE THEIR GOALS.

- Professional development for educators, grades K-12
- District/school-wide curriculum & learning audits
- Program evaluation including resource maximization, budgeting, and capacity building
- Short and long-term strategic/action planning
- Customized services readily available

**THE RICERCA GROUP** LLC  
Program Evaluation, Research & Consulting

**CONTACT US FOR A  
COMPLIMENTARY CONSULTATION.**

+1 732.233.2738  
[chris@ricercagroup.com](mailto:chris@ricercagroup.com)  
[RicercaGroup.com](http://RicercaGroup.com)



# IB Biology Student Workbook

BIOZONE's **NEW** title provides the core **SL and AHL** content, seamlessly integrated to accommodate a range of student abilities, in a single comprehensive volume.



Contact us today to request your **Trial Workbook** and **FREE** Teacher's Guide.







**T:** 01283 530 366 **E:** [sales@biozone.co.uk](mailto:sales@biozone.co.uk)

For further details and a full preview please visit:

[www.BIOZONE.co.uk](http://www.BIOZONE.co.uk)

*Love Learning with* **MATHLETICS**


*Mathletics increases student engagement and improves results!*

 <p><b>Simple and Easy to use:</b> Mathletics motivates students to do well. Used for at least one hour a week, students show marked improvement in results.</p>	 <p><b>Live Mathletics:</b> Students can play head to head with others from their class or around the globe in real time, mental arithmetic competitions.</p>
 <p><b>Instant Feedback:</b> Students instantly know how they are progressing. Teachers have easy access to formative data on every student.</p>	 <p><b>NEW Lessons Tool</b> Create bespoke, multi-media lesson plans for your students using activities, eBooks, videos and interactives and share with colleagues.</p>
 <p><b>Helps Personalise Learning:</b> Teachers can quickly set both class and homework tasks for individual students.</p>	 <p><b>Curriculum Coverage:</b> Thousands of activities covering the KS1-5 National Curriculum which can be completed online at school or at home.</p>

Mathletics now available on iPad and selected Samsung devices!

**FREE TRIAL!**

Telephone: +44 117 360 1057  
Email: [europe@3plearning.com](mailto:europe@3plearning.com)  
Register for your **FREE** trial at [www.mathletics.co.uk](http://www.mathletics.co.uk)



[www.mathletics.co.uk](http://www.mathletics.co.uk)



of learning in an effective and efficient way. He also stresses that learning has to be 'exciting, active and multi-perspective' to 'encourage children to be lifelong learners'.

Part B focuses on The Curriculum Context in which Yolande Muschamp discusses the pedagogy of the IPC by examining the educational theories that lie behind the process, from Dewey in the 1900s through Piaget and Vygotsky to Alexander, Hopmann and Roth in recent years.

Chapters five and six both focus on international-mindedness, a central aspect of the IPC. Jayne Pletser uses Haywood's 'Simple Typology of International-mindedness' to analyse the IPC. There is a thorough exploration of the term and useful examples of application of these ideas and concepts in the carrying out of the curriculum.

In chapter six, Barbara Devener's consideration of 'The IPC: What makes it international' takes the discussion further, showing how elements of the units of work allow students to contribute their own experiences and cultural perspectives.

Neither author is uncritical and there are several points made concerning 'typical western approaches to learning' that could be the basis of good debate. Indeed the point is made that teachers should receive explicit training about how best to implement the IPC with learners from non-western backgrounds.

Part C is involved with Teaching and Learning through the IPC and begins with a small-scale study by Joanne Marshall of student motivation in ten IPC schools. She produces evidence that student motivation increased when the school adopted the IPC as part of its entire curriculum.

In his chapter, Malcolm Davis discusses the IPC in relation to 'a return to 1970s-style trendy teaching methods' and suggests that Bruner – as one of the early exponents of constructivism – 'could be considered to have been a for-runner of the IPC structure. 'The challenge is ... to create an effective development of learning that reflects Bruner's spiral approach and has humans at its heart.'

He notes the difficulties of involving specialist teachers in the units of work; of genuinely involving parents in their child's learning; and of helping parents understand progress as students 'return to a new beginning' with each new milestone level.

Andrew Wigford, in his chapter on teacher recruitment, poses the question: 'To what extent should

the curriculum a school uses impact on recruitment?' and describes small-scale research investigating the experience, qualifications and characteristics sought by recruiters in IPC schools.

Estelle Tarry extends the focus on staffing with her examination of the teacher assistant (TA) role and the challenges it presents. Mary van der Heijden describes her case-study of a UK state school using the IPC. She makes a telling point that 'ultimately listening to children's voices was an integral point of this research' and all those involved in teaching will find this chapter of interest.

Part D, the final section of the book, considers the IPC as an Agent for Change, starting with Graeme Scott's detailed description of the IPC accreditation process. In chapter 13, three administrators from the United World College Maastricht describe the school's controversial evolution and the stability created by the adoption of the IPC as the central curriculum component.

The final chapter, by Richard Mast, considers 'The IPC as a platform for change'. He finds the IPC the 'best curriculum' because it 'allows teachers to focus upon their core business: interpreting, implementing and then adjusting curriculum in the light of the students that they teach. It allows teachers to be practitioners.' Nevertheless he gives practical suggestions as to ways in which it could be refined and evolve.

The Postscript is, appropriately, by Martin Skelton who had 'the dream' and saw to its creation. As developer and constant agent provocateur, he describes how the IPC has 'never stood still; not for one second' and consequently is much bigger, broader, deeper and more coherent now than it was ten years ago.

He considers what changes could come in technological developments, pedagogical approaches and collaboration amongst schools. He looks to 'a long and rigorous research tradition that tests what the IPC claims to offer' aspects such as what knowledge, skills and understanding are needed for a successful 21st century growing child and a greater understanding of the concept of 'international mindedness' in theory and practice.

Martin Skelton concludes: 'Finally I realise why it has been so much fun and so rewarding. Who interested in making an impact on children's learning could want to be involved in anything better than this?' His enthusiasm is catching and there is no doubt that anybody interested in children's learning will find a great deal to think about and enjoy in this absorbing collection.

Caroline Ellwood

---

*Who interested in making an impact on children's learning could want to be involved in anything better than this?*

---

# From The International School of Belgrade, Grade 4

## Friendship

Friendship is a small, small word  
That means a big, big thing  
Friends should protect each other  
Friends should dance, play and sing  
Friends should be laughing and giving  
They should be caring  
When you feel a bit teary  
Friends will be there to make you cheery.

Friendship means to care  
You have to have a friend – you must  
They will always treat you with TRUST  
Friends will never lie  
They will make you feel better if you cry

So don't be shy  
Friends are there through thick and thin.  
They will never run away when you are sick  
You never ever need to be afraid  
A friend will be there when you need aid.

*Katey Harrison*

## Friendship

Yo friend, Yo friend  
I just want to play with you  
Yo friend, Yo friend  
Can't I just trust you  
Yo friend, Yo friend  
I'm sorry for scaring you  
Want to be friends again?

*Kudoc Fuired*

## HOW TO ORDER

To subscribe for additional copies of *is* magazine simply complete the form and mail/fax to the address below or order on-line at [www.johncattbookshop.com](http://www.johncattbookshop.com)

Please send me a one-year subscription

☐ £15/US \$30

Please send me a two-year subscription

☐ £28/US \$56

For airmail delivery outside Europe per subscription

☐ £10/US \$20

Postage: Included by surface mail on subscriptions

School Name:

Address:

Tel No:  Fax No:

Contact name:

Email:  Web:

Signed:

I enclose a cheque (made payable to John Catt Educational Ltd) ☐

Please charge my VISA / MASTERCARD / MAESTRO (please delete as appropriate)

<input type="text"/>	<input type="text"/>	John Catt Educational Ltd, 12 Deben Mill Business Centre, Old Maltings Approach, Melton, Woodbridge, Suffolk IP12 1BL, UK
Card number: <input type="text"/>	Start date: <input type="text"/>	
Expiry date: <input type="text"/>	Issue No: <input type="text"/>	
Name on card: <input type="text"/>	Security Code: <input type="text"/>	
Card holder's address (if different from above): <input type="text"/>		





# Shaping a New World, Making a Difference

Tilburg, the Netherlands



You Tube



TALK OF  
TOMORROW®

[www.tilburguniversity.edu/bachelors](http://www.tilburguniversity.edu/bachelors)



Understanding Society

# Your Complete Web Solution



"We are delighted with our refreshed website! finalsite was responsive, quick, and easy to work with."

Kim Nelson  
Website Management, TASIS

## finalsite is ready to help you with your global communications needs.

With our CMS, Creative Web Designs, Mobile, Social, LMS, Modules, and Portals, finalsite serves international schools in more than 50 countries.

finalsite's online learning and communications platform facilitates the distribution of digital content across school communities and in classrooms, from both desktops and mobile devices. finalsite's software enables customers to engage dynamically with a wide range of third party data providers, including learning systems and social media applications.

For more information, please visit [finalsite.com](http://finalsite.com) or email us at [education@finalsite.com](mailto:education@finalsite.com).

We make data management at your school easier than ever.

Integration seamlessly connects constituent data from your Student Information System (SIS) to your finalsite website, saving time and ensuring accuracy.

finalsite offers integration with PowerSchool, WCBS, Veracross, Rediker, Blackbaud and more.

Visit [finalsite.com/marketplace](http://finalsite.com/marketplace) for more information.

Two Years' Free Integration for New Clients Who Join by 15 June!



**finalsite.com**  
860.289.3507 (U.S.)  
+44 20 8816 8392 (International)  
[education@finalsite.com](mailto:education@finalsite.com)