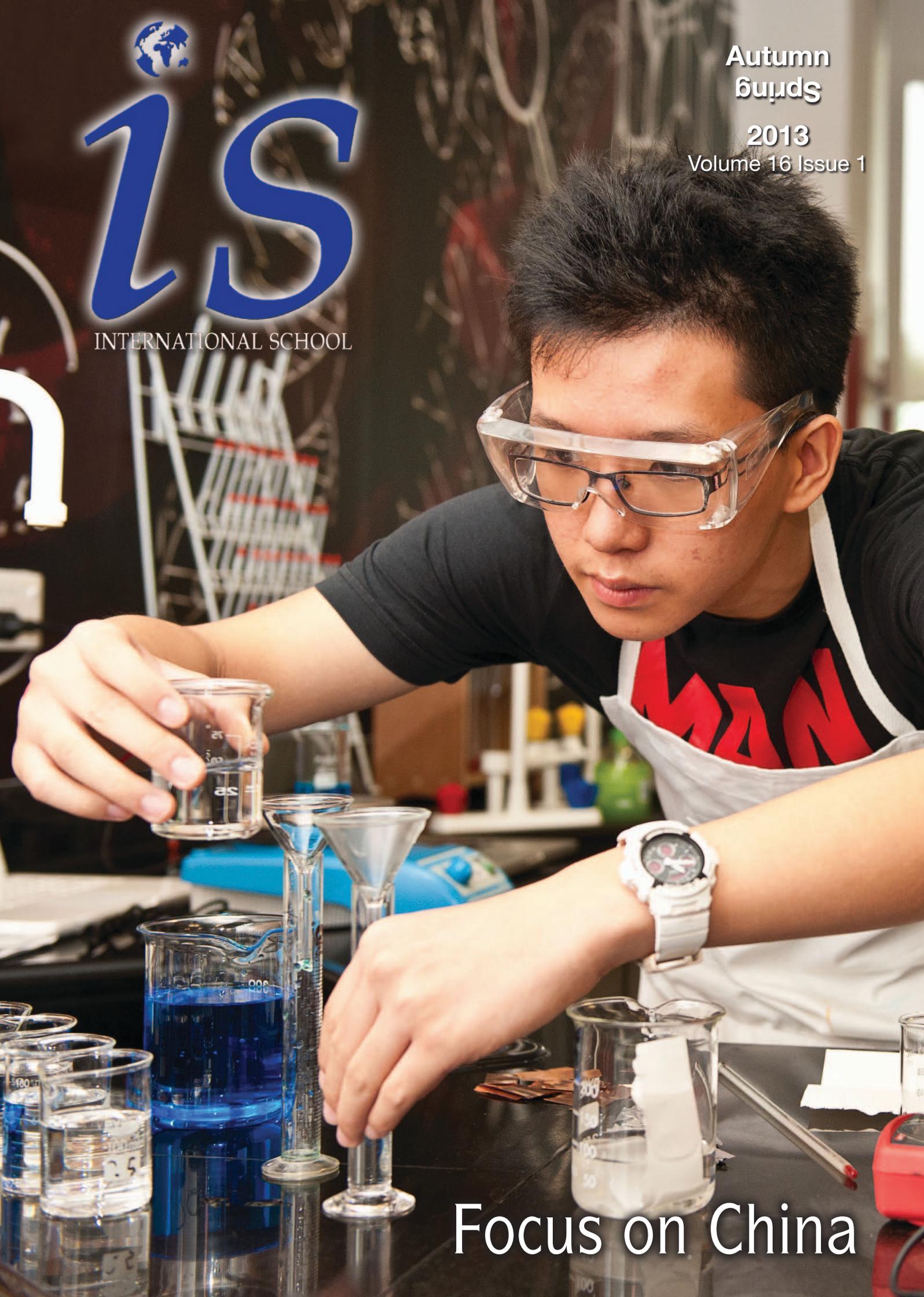




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Focus on China

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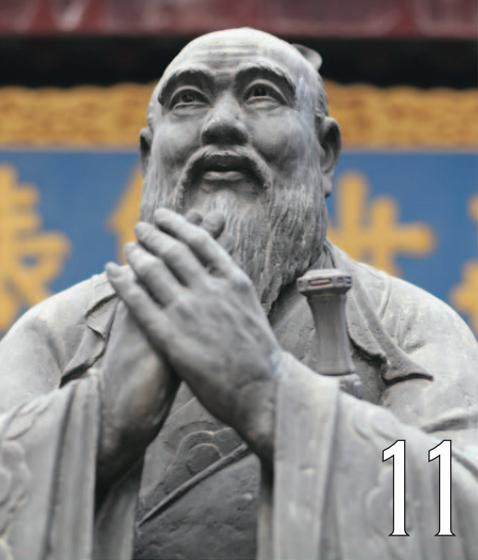


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*The Analects (Chapter 6:18)*

# in this issue...

## COMMENT

Changing times will see more coverage for more schools, *Derek Bingham* 3

## FOCUS ON CHINA

Sharp rise in schools looks set to continue, *Anne Keeling* 4

Western Academy of Beijing – the great adventure, *Ian Rysdale* 7

How the Analects plays a lead role in Chinese culture, *Dr Betty Chan* 11

My Suzhou, *Eric MacKnight* 14

Why we signed up for learning Chinese, *Rick Fitzpatrick* 16

Culture and the stage, *Kelly Webber* 18

The IB learner profile and The Eight Virtues + One, *Malcolm Pritchard* 20

Dealing with the Chinese novel, *Caroline Ellwood* 24

## PROFESSIONAL

Closing the gender gap in school leadership roles 27

COBIS – a growing global movement, *Colin Bell* 28

The role of the teaching assistant, *Estelle Tarry and Anna Cox* 30

Ways to win the young, *Rachael Westgarth* 32

What can we learn from MOOCs? *Mark Stimpfig* 34

## CURRICULUM

Breaking down the barriers between science and art, *Jenny Walsh* 36

The power of expression, *Enid Prasad* 41

Developing multilingualism through partnerships, *Tristian Stobie* 43

## REGULARS

Forthcoming Events 35

Science matters, *Richard Harwood* 39

Fifth Column, *E T Ranger* 47

Celebrations 55

## CONFERENCES

Meeting the educational needs of the iGeneration, *Sue Wakefield* 49

Putting the UK at the forefront of global youth science, *Amy Keen* 53

## BOOK REVIEWS

Linguistically Appropriate Practice: A Guide for Working with Young Immigrant Children, by Roma Chumak-Horbatsch 57

Cracked: Why psychiatry is doing more harm than good, by James Davies 59

Breaking through the language barrier, by Patricia Mertin 61

The School Reform Landscape: Fraud, Myth and Lies, by Christopher H. Tienken and Donald C. Orlich 63



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# comment

## Changing times will see more coverage for more schools

Sharp-eyed readers may already have noticed a change on the cover of this issue: after 15 years the words ‘The magazine for ECIS members’ no longer appear. Their omission is not a gesture of defiance or declaration of independence on our part – ECIS and John Catt Educational Ltd are proud of their long and successful association, which continues with the *International Schools Journal* and the *Effective* series of books.

It is instead an amicable decision, taken jointly, that recognises two realities. One is a need for ECIS to have dedicated channels for the increasing amount of information it needs to communicate to members. The other is a rapidly expanding international schools sector and the need for *International School (is)* magazine to cater for their diverse needs. Over the years the world of education has changed rapidly, making it increasingly difficult for the magazine to do the job for which it was originally founded.

In fact the magazine’s origins go back longer than 15 years. *is* magazine was created in 1998 at a meeting in the Savile Club in London. The ECIS Newsletter, then 32 years old, had grown from a typed and photocopied in-house publication, but something more dynamic was needed to reinforce links with the increasing numbers of schools that were starting up and that would benefit from ECIS membership. The answer was a new joint venture, a four-colour magazine owned and published by JCEL that would appear three times a year.

But there would be one vital difference from the role of the traditional in-house publication. Rather than be a channel for head office information, it would be a members’ magazine, a forum for their ideas, debates, opinions, criticisms and even a place to let off steam. To maintain independence, the editor (first Jennifer Henley and currently Dr Caroline Ellwood) answered to an independent editorial board rather than directly to ECIS or to JCEL.

As the magazine developed the observation by one senior international educationalist that it was “a cross between an academic journal and *Hello* magazine” was accepted as a compliment (however it was intended). To us it meant that we were doing our job, telling those who live and work in the sometimes isolated world of international schools what was going on elsewhere. And it worked; *is* magazine survived and has grown from an initial 44 pages to a healthy 68 pages of recent issues.

The magazine’s role now will be to provide more coverage for more schools. Heads of ECIS schools will continue to receive their copies of *is* but it will go to many other international schools too. Links will be forged with organisations worldwide. There will be news and pictures of their activities; an extended calendar; regular coverage of curricular matters; and in-depth focuses. But it is readers’ ideas and experiences that continue to be vital.

As the pace of change increases so does running an international school become more specialised and complex. The skills and knowledge of those involved in governance, academic or business management, common rooms, extracurricular activities, strategies, marketing and the many activities that go into running a successful international school need to be shared. Happily that is the nature of those who work in them, and *is* magazine will continue to be there to help them share.

*Derek Bingham is publishing director of John Catt Educational Ltd and was managing editor of is magazine for its first 15 years.*

**Editor’s notes:** Contributions are welcome to the next issue of *is*, which will have the theme ‘Crossing the Divides’ and will focus on examples of cooperation across curriculum, school and teaching practice etc. Please send all correspondence to [editor@is-mag.co.uk](mailto:editor@is-mag.co.uk) and note the deadline for submissions is October 1.

We would also like to apologise to Henk van Hout for an incorrect spelling of his name in the 15.3 issue. Henk’s article on ‘The Shell Story’ can be found at [www.is-mag.co.uk](http://www.is-mag.co.uk), where you can also access archive issues of the magazine.

Dr Caroline Ellwood *Editor*  
Jonathan Barnes *Managing Editor*  
James Rudge *Production Manager*  
Alex Sharratt *Managing Director*

For Editorial enquiries contact Caroline Ellwood  
Email: [editor@is-mag.co.uk](mailto:editor@is-mag.co.uk)  
Website: [www.is-mag.co.uk](http://www.is-mag.co.uk)  
Tel: +44 (0)1394 389859 Fax: +44 (0)1394 386893

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The following enquiries should be directed through  
John Catt Educational Ltd.  
Tel: +44 (0)1394 389850 Fax: +44 (0) 1394 386893

**Advertising:** Madeleine Anderson, [manderson@johncatt.com](mailto:manderson@johncatt.com)

**Circulation:** Jonathan Barnes, [jonathanbarnes@johncatt.com](mailto:jonathanbarnes@johncatt.com)

**Accounts:** [accounts@johncatt.com](mailto:accounts@johncatt.com)

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# Sharp rise in schools looks set to continue

Anne Keeling reports on the growth of China's independent education sector



## Who are the students?

The vast majority of English-medium international schools cater solely for expatriates. Chinese children, *ie* Chinese passport holders, must attend a Chinese curriculum school. Some of the Chinese private schools do now offer an international curriculum, especially to the 16-to-18-year age group, and these schools all have local licenses. Foreign-owned schools cannot take Chinese passport holders. As a result some children who have a foreign-born parent do have the opportunity to attend an international school.

The huge growth in international schools in China since the year 2000 (from 22 in 2000 to 341 schools in April 2013) has resulted from an enormous increase in the demand for expatriate workers and, as a result, schools for their children.

There is a growing trend for UK private schools becoming involved in operations abroad. For example, Harrow in Thailand and China and Dulwich in China. In Harrow Beijing there are some local children in the school although at present it is less than 30% of the total intake.

A large number of new international schools are scheduled for opening, most growth of which will be in Asia, in particular China along with India, Hong Kong and South Korea.

## Growth in international schools in China

- In May 2000 there were 22 international schools in China with a total enrolment of 7,268 children.
- In June 2010 there were 260 international schools in China with a total enrolment of 119,319 and a total staff of 12,876.
- There are currently 341 international schools in China with a total enrolment of 187,673 students and a total staff of 18,756.

There are 54 cities in China where international schools are located. The major cities are:

- Shanghai 91 international schools
- Beijing 76 international schools

- Shenzhen 17 international schools
- Chengdu 16 international schools
- Guangzhou 12 international schools

**Changing opportunities in China’s domestic schools**

Over the last four years, there has been considerable growth in foreign programmes offered by English-medium sections within China’s domestic schools. It is expected that there will be 3,000 of these schools in China. More and more students are opting out of traditional Chinese curriculum programmes in order to increase their chances of attending North American, Australian and British Universities. It is now much easier for Sino-Foreign Joint Ventures to operate due to the weakening of regulatory barriers.

**The future for China**

The problem about forecasting in China is that no-one knows what is going to happen there; it’s all about the regulations. As soon as they allow Chinese passport holders to go to non-Chinese international schools – only a question of time in ISC Research’s view – the number of international schools will grow dramatically. There are 200 million Chinese children who will need schools. The proportion of those wanting international education will be very hard to satisfy with the current system.

If the number of international schools in China grows merely at the rate as the rest of the world then ISC Research

predicts that there will be over 500 schools in China by 2020. However, these figures are largely a function of expatriates. The future will be in the options available to Chinese students.

“Regardless of the growth, demand for international school places is still not matched by supply,” says Nicholas Brummitt, Chairman of the International School Consultancy Group. “Our research has identified that many schools are increasing capacity as quickly as they can. In addition, there are many new developments; the dramatic growth of English-medium sections in locally-owned, private Chinese schools, for example.”

**Notes:**

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

2. ISC Research is the only organisation that supplies data and market analyses covering all of the world’s English-medium international schools. The latest market updates plus individual school information, news, statistical overviews, and country reports are all available from [www.iscresearch.com](http://www.iscresearch.com)

3. The International School Consultancy Group, of which ISC Research is part, has been tracking the development of the international schools market since 1994.



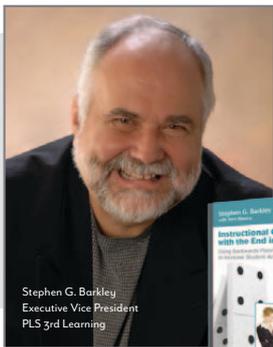
*Young students at Dulwich College Suzhou*

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# Western Academy of Beijing – the great adventure and a dream come true!

## Founding Principal Ian Rysdale remembers how a trailblazing international school opened its doors almost 20 years ago

My recollections are too many and varied to be fully recorded here and, as anyone knows who has been involved in the start-up of a new school, it is immensely difficult to capture all of the ingredients, magic moments and amazing people that come together at a particular moment in time and are part and parcel of such a process. Some would say starting a school is more of a 'birthing' than just a process and the analogy, I think, is an apt one. WAB (Western Academy of Beijing) really was born and, all of these years later, still feels like our 'baby'!

I should say to begin with that my time at WAB really

only spans the first three years of its founding and its early years development in the old Chinese factory site just off Bei Si Huan Donglu. At the time of my arrival, in early February 1994, this was then approaching the very outskirts of greater Beijing with the 4th Ring Road still very much under construction. International schools were very few and far between and private independent ones, like WAB, unheard of in China at that time.

Unrecognisable now, the old factory has gone, replaced by towering apartment blocks and WAB has long since relocated to Shunyi, then considered the countryside, well



*Flashback to the 10-year reunion of the original staff of WAB*

**Focus on China**

outside of the city. How things change; as Beijing is now surrounded by at least eight Ring Roads and the new WAB comfortably nestles in a stunning ‘new’ campus, designed with its colourful Chinese character, in a relatively green suburbia that would have been impossible to imagine all those years ago.

I do recall, however, that the real story actually began for ECIS in December 1993 when Mike Maybury was approached by a group of three individuals: two parents of children at the nearby school and a close friend, who decided they wanted something different, something better, something more imaginative, genuinely connected to and embracing the language and culture of China. They wanted something that would inspire a community and excite and challenge their children in ways that they could only dream of. The dream was, in the words of founder, Sabina Brady, “to create something different: a non-profit independent school for foreign children in Beijing that embraced Chinese language and culture, had a truly international curriculum, and most critically, accomplished all within a child-centered and inquiry-based learning environment”.

A formidable triumvirate indeed: Sabina Brady, Hilary Munro and Michael Crook decided they would create a school in a place (China) where there had never been any other independent international schools established before (outside of the relatively sequestered environments that the various embassies provided) and where there were not even any regulations governing private international schools, let alone ones allowing for the setting up of a new one. So, without polices, or regulations, nor a legal framework to operate within, and effectively without any recognised status whatsoever, WAB began its rollercoaster ride along its very own Yellow Brick Road to opening.



*Ian Rysdale (far left) visiting WAB last year. Co-founder Michael Crook is on the right, with teachers Greg MacIsaac, Wang Wenjing and Kun Kun, who have been at the school since its formation*

Never a group to be deterred, the fearsome threesome persuaded a small group of companies within the multinational corporate sector to provide the financial backing to launch WAB and sign up to the educational vision that ECIS presented and was then signed up to deliver ... and in the next nine months please!

WAB was thus all set to become the first private, not-for-profit, independent international community school in China, based upon the guiding principles and framework of the ISCP (International Schools Curriculum Project), and was, I believe, the first school in the world to be founded on this curriculum. The ISCP was the precursor to what is now known as the IB PYP (and for which, I might add, the



*The founders' stone*



*The Western Academy of Beijing today*

IB should be forever grateful). Indeed it was Mike Maybury, the ECIS guru, Tony Barlow, the financial wizard, and Kevin Bartlett, birder of paradise and chief genie of the ISCP lamp, who presented the curriculum and educational vision to the Beijing trio and WAB's nascent board members. They wove their collective magic and I, as a member of the founding group of the ISCP, inherited this mantle, arriving in the middle of a very cold, but bright Beijing winter's day in February 1994 – straight out of Africa. And it was then, for me, that the great WAB adventure really began.

With only seven months to the scheduled opening day, all the preparations to make and a Chinese factory site and administration building to totally re-fit and refurbish, we launched into action. We still had to find a way to become a legal entity in China and somehow be allowed to recruit staff, advertise and market the school, and seek children for admission (yes, we did need kids!). We also had to order, find a way to pay for, and import all the materials and supplies needed to start a school, among just a few other things.

Incredibly, despite many pitfalls, and after navigating safely through wildly tempestuous waters and traversing at least a dozen 'minefields' – all with a definite Chinese character – and emerging relatively successfully (at least through these particular rose-tinted lenses), The Western Academy of Beijing first opened its doors on September 1st 1994.

I vividly recall the opening ceremony on a very hot and humid Beijing day with 146 students (the very first WABBERS) their parents and teachers, the founding board members, school administration and our wonderful Chinese support staff, together with as many Beijing dignitaries as we could muster and a pride of the brightest red lion dancers we could find.

Little did many know that, just the night before WAB was due to open, we had only just managed to clear two 40ft

containers, with the help of the 'chop' from the then Vice Premier of China, Li Lanqing (a friend of Michael's), and had them delivered to the school at 6pm – they just happened to contain all of the desks, chairs, library and other materials we desperately needed to start teaching and open the school. Sitting on the old factory steps, pausing for breath, I can still see the scene so clearly, and capture the expressions on our faces. But, in true WAB spirit, with a few phone calls later, and as if transported by a magic carpet from the East, parents and children appeared from the crowded Beijing streets and on to the factory site, joining the admin staff, teachers and board members to unload and carry the total contents up three flights of stairs to the brightly-coloured new WAB classrooms.

Fast forward 20 years, almost...

WAB today is a wonderfully successful IB World School of the highest quality and owes an incredible debt to that first community of intrepid, determined and inspirational people who came together at just the right moment in Chinese time to create and live that very special WAB dream. However, I would always want to be the very first from that founding community to give my heartfelt thanks to all of those who have followed since: Heads of school, Principals and board members, but most of all to each and every one of the amazing teachers and wonderful support staff and workers who have plied the WAB halls with such dedication and enthusiasm to bring immense joy and a love of learning to thousands of WABBERS for almost 20 years long. And for making WAB what it is today. Where did the time go?

*Ian Rysdale, Founding Principal of WAB, is now Head of K-12 Development, Knowledge Universe, Singapore.*

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# How the Analects plays a lead role in Chinese culture

## Dr Betty Chan looks at the relevance of the ancient text to modern society

If you ask any Chinese scholars to name the most important book throughout Chinese history, many would cite the Analects (論語). The reason is that the book has influenced China for thousands of years, and the influence is still being felt today.

### What is the Analects?

The Analects is a collection of stories and ideas of the well-known Chinese philosopher Confucius (孔子) and his disciples. The book was known as one of the 'Four Books and Five Classics' (四書五經) in China and was extensively studied by Chinese scholars. The book provided the framework for Confucianism (儒家), a philosophical system that influenced the Chinese society, culture, structure, thoughts, and behavior for a long period of time, especially during the Han Dynasty and the Song Dynasty.

For example, in the Analects, Confucius said:

'Whenever three people walk together, one of them will be my teacher. I will learn from their strengths, and I will eliminate any shortcomings I see in them.'

(三人行必有我師)

(Chapter 7:21)

This paragraph talked about the way of life, and how people are not perfect and should learn from each other. This is one of the most commonly quoted paragraph in the Analects and most Chinese would have heard of the quote.

The Analects also influenced governance in China. For example:

'The Master uses a fishing line but not a fishing net; he uses a corded arrow but he does not shoot at roosting birds.'

(子釣而不網、弋不射宿。)

(Chapter 7:26)

In that chapter, Confucius taught us about environmental protection. Using a fishing line instead of fishing net is a way of preventing over-fishing because the net could kill small fishes. There is also moral value in the story – people should only take what they need instead of taking whatever is available in nature. Confucian values are relevant to modern society just as they are important to Chinese culture.

There are many examples in the Analects relevant to modern society. For example, Confucius said:

'It is better to have an interest in something than just to know about it. It is better to delight in doing something than just to have an interest in it.'

(知之者，不如好之者。好之者，不如樂之者。)

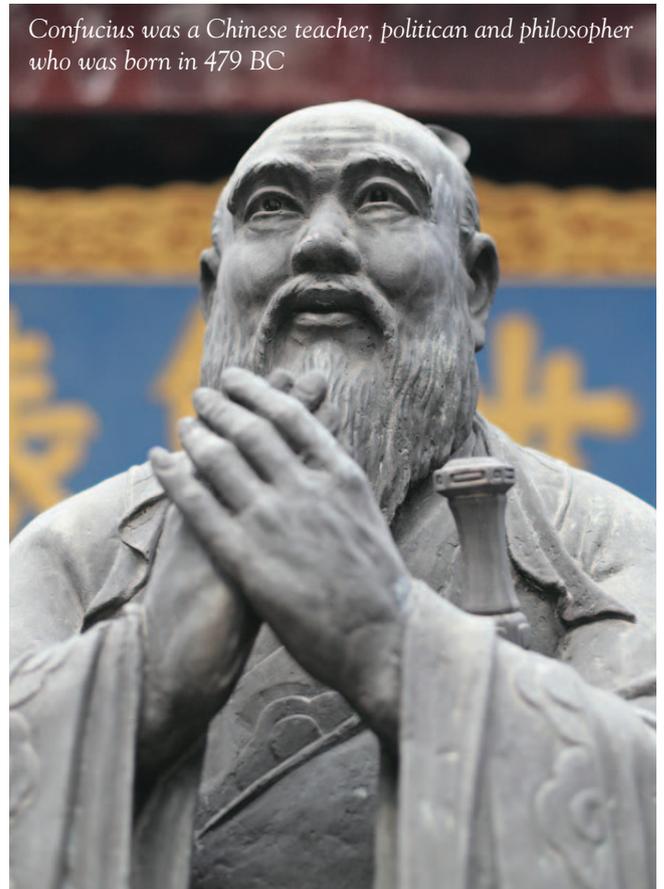
(Chapter 6:18)

The previous paragraph taught us about education or career choice. One common problem with today's education is some parents may impose their wishes upon their children and force them to learn things they are not interested in. If we follow the advice of the Confucius, parents should let their children choose what interest them and what they are good at. Then they should give their children suitable guidelines and support them. So that children would delight in what they do. They may still face a lot of challenges ahead, but the fact that they like the subject would make the process less painful.

### The imperial examination

Another reason for the book's popularity is the imperial examination (科舉) in China. The examination was an institution in Imperial China and was designed to find the talented people and recruit officials. Officials were selected based on their understanding on classical ideas. Since the Analects is considered one of the most important books

*Confucius was a Chinese teacher, politician and philosopher who was born in 479 BC*



# Cats, Dogs and Us

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The image shows the DVD cover for 'Cats, Dogs and Us'. The cover features a close-up of a light brown puppy with its tongue out. The IFAW logo is in the top left corner, and the title 'Cats, Dogs and Us' is in the center. Below the title, it says 'Multilingual educational video' and lists the languages: English, French, German, and Dutch. A yellow starburst in the bottom left corner says 'Annual Drawing Contest!'. To the right of the cover is a DVD disc with the IFAW logo on it. A teal box in the bottom right corner says 'FREE Available 4th October 2013'.

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Children at Yew Chung International School learn about the Analects

on Confucianism, all people taking the examination would have studied it. Since studying is the best way for common people to become government officials, Chinese valued scholars highly and this further promoted the Analects.

The imperial examination was considered a sophisticated and successful institution in Imperial China. The system had strong influence on East Asia countries such as Korea and Vietnam, which later adopted similar examinations. There were also admirers overseas. It was said that the recruitment process of British civil service was influenced by the imperial examination. Unfortunately, the Chinese imperial examination was abolished in 1905 in an effort to 'modernise' the government.

Given the examples above, it is clear that the Analects played an important role in the development of Chinese culture. Therefore, it is very important for us to have an accurate translation and interpretation of the Analects, so that people who want to understand more about China can easily do so.

#### The importance of modern interpretations

In 2005, the 100th anniversary of the abolition of the imperial examination, the Yew Chung Education Foundation decided to work on a book that would make the Analects more easily accessible to Western people. The book was called 'The Analects: a Modern Translation and Contemporary Interpretation' (《論語今譯時析》). The book provides the original text in Chinese and the translated version in English. For each paragraphs, there are respective interpretations. Confucianism is in continuous evolution, and therefore interpretations would need to be up-to-date as well. The book was eventually published in 2006.

In the book, for example, Confucius was quoted as saying:

'The ruler should employ the services of his ministers in

accordance with the protocols. A minister should serve his ruler with loyalty.'

(君使臣以禮，臣事君以忠。)

(Chapter 3:19)

While Confucianism at later times advocated one-sided monarchical power, it must be noted that Confucius himself has a more equal interpretation of the relationship between the ruler and ministers. He emphasises that if the ruler treated his ministers according to the protocol, the ministers should, in return, serve him loyally. This indicates an equal relationship between the two sides, and is therefore more relevant to modern society.

Therefore, when we look at Confucianism, we must interpret it in context. Modern societies are no longer ruled by absolute kings or emperors, but his teaching can still be relevant.

#### The Analects is one of the most important books in China

The influence of Confucianism can still be felt today. The Chinese government has been promoting Confucian ideas again and some overseas Chinese language schools funded by the Chinese government are known as 'Confucius Institutes'.

People who want to understand the origin of Western culture will probably read about Ancient Greek philosophy. People who wish to understand Chinese culture should definitely take a look at the Analects.

*Dr. Betty Chan Po-king is the Director of Yew Chung International Schools (YCIS) in Hong Kong, Shanghai, Beijing, Chongqing, Qingdao and Silicon Valley. She also operates schools and kindergartens under the name of Yew Wah. Dr. Chan is the President of Pacific Early Childhood Education Research Association (PECERA) and the Chairperson of PECERA HK.*



# My Suzhou

*Suzhou is situated on the lower reaches of the Yangtze River*

## Eric MacKnight offers a guide to one of China's most historic cities, where he spent a decade as a teacher

The classical gardens first. Master of the Nets is my favourite: small, but it has all the elements. Not gardens in the Western sense, but homes for the well-to-do, built around a central pond. In a classical garden, art and nature melt into each other. Every doorway, every latticed window, every view down a bending corridor or around a corner, frames a picture as carefully designed as any work of art. I love to imagine the owner, retired after a difficult career of public service, spending his days sitting in a pavilion overlooking the pond, gazing out at the Taihu rocks and – walled off from the surrounding city – basking in the peace of a vast imagined wilderness as he sips his tea, smokes his pipe, and writes poetry in the beautiful characters he mastered so long ago.

Once you have visited some gardens, go to the Suzhou Museum – not so much for the contents as for the buildings and grounds, which were designed by I.M. Pei as a modernised, stylised classical garden. Pei's uncle actually owned one

of the gardens – the Lion's Grove – and Pei played in the Taihu rock labyrinths that delighted my own children when we first arrived in Suzhou (Taihu rocks are giant pieces of limestone, soaked for years in the waters of Lake Tai, the result a twisting, perforated greyish-white monolith that may seem to be a woman, or a distant mountain range). Bring some fish food, offer it to the gold fish, and wonder at the swarm of colours as they compete for the morsels falling from heaven.

Suzhou's gardens and many of its other treasures – not all – survived the Cultural Revolution thanks to the easy going resourcefulness of the Suzhou people. To protect precious bas-relief sculptures, for example, they plastered over them and wrote 'Long Live Chairman Mao' on the dried surface. Though the Red Guards knew what was underneath, they dared not destroy those words. As a result, the old city centre retains much of its look and feel from ancient days – which is

not true of many, perhaps most, Chinese cities today.

Go to the Taoist temple in the middle of Guan Qian Jie, the 'walking street', or to the Buddhist temples at West Garden or Hanshan, and burn some incense, or have your fortune told (The Taoist fortune tellers, in my experience, are more accurate). If you go to Hanshan at the western edge of the old city limits, don't miss your chance to walk over and gaze awhile at the huge barges going up and down on the Grand Canal, which stretches (at least in theory – not all of it is navigable today) from Hangzhou, two hours south of Suzhou by car, to Beijing – a public works project that vies with the Great Wall, though it is perhaps less picturesque. After that, stroll into the little shopping street where real artists have their studios, intermixed with the usual shops selling tourist curios. My favourite is the man who creates amazingly detailed paper-cut art, some of it kitschy, some jaw-droppingly beautiful, in sizes to suit any budget.

Back in the city centre, take a Sunday afternoon to see a Kunqu Opera performance at the Kunqu Museum. For about US\$5, you can sit in the tiny theatre and marvel at the art of these singing actors whose every movement – down to the last fingertip – is exquisitely precise. You won't understand a word, but it doesn't matter. (Even most of the Chinese members of the audience need to read the lyrics on a very untraditional LED display over the stage, because the actors' words are in 'Suzhou hua', the local Suzhou dialect). Kunqu Opera delighted one of the emperors on a visit here, and he imported Kunqu performers to the capital, where they contributed importantly to the development of Peking Opera. Kunqu, to my ears, is much more pleasant than its northern cousin. I like to sit on the side near the musicians, where I can watch them play in perfect harmony with the actors: cymbals, drums, dulcimer, and several stringed instruments. Amazing, humbling talent.

Modern Suzhou is ... modern! A brand-new 21st century subway system just opened its first line last year. Shopping centres selling absolutely anything you could ever want are lit up at night – along with the rest of the city – like the Christmas decorations of drunken Dionysian revellers. Although prices have risen shockingly since I arrived in 2004, you can still taxi wherever you need to go on a

*The Master of the Nets classical garden*



teacher's salary, and once you master the buses and subways – or buy an e-bike – transportation is very affordable indeed.

Suzhou lies in the vast Yangtze River delta. The weather is wet and grey, the landscape similar to Holland, canals included, windmills (usually) not. Rainy springs; hot and humid summers; glorious autumns; and cold, wet winters with an occasional sprinkle of snow. The air quality is much better than Beijing, but much worse than Vancouver. If you are asthmatic, like me, invest in a good face-mask; if you suffer from depression when deprived of bright sunlight, consider other destinations.

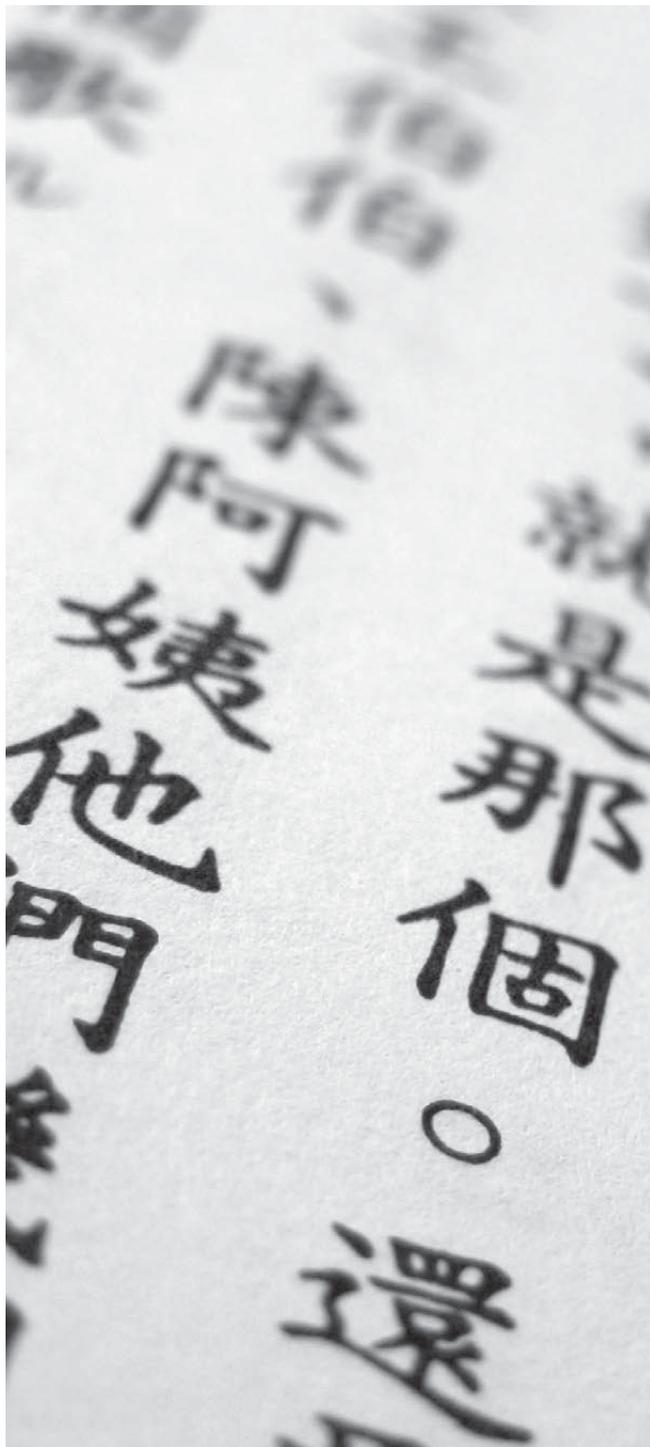
As with most places, if you eat locally, you can live quite cheaply, but if you want to eat just as you do at home, be prepared to pay. You can buy just about everything here, that you could in London or Los Angeles, but at roughly twice the price. As for all those stories about food adulteration, yes: it is a problem. But the truth is, millions of people here eat pork, fish, shrimp – and everything else – on a daily basis without ill effects. Much more dangerous is the traffic, which works on different principles than you are used to; let others do the driving until you acclimatise.

Suzhou is the perfect place, I think, to experience both old China and new China. I would not trade my decade here for anything in the world.

*Eric MacKnight teaches English and Theory of Knowledge and is an IB assistant examiner. He has taught in Morocco, Switzerland, Austria, Holland, and China. He is also the author of Good Habits, Good Students: A Complete Guide for Students Who Want to Succeed (Llumina Press, 2006). He blogs at [www.EricMacKnight.com](http://www.EricMacKnight.com).*

# Why we signed up to learn Chinese

Rick Fitzpatrick explains why the International School of Moshi in Tanzania will be offering a new online language learning course from next year



When, in January this year, Pamoja Education (PME) – the non-profit virtual school that offers online IB DP courses – indicated that the Chinese *Ab Initio* course could be taken in 2013/14, we conducted a mini-feasibility analysis.

Like most international schools, we view ourselves as educating the country's future leaders including many who will go into business. Given the changing operating environment in Tanzania, the viability of learning Chinese for our IB DP students seemed like a wise move.

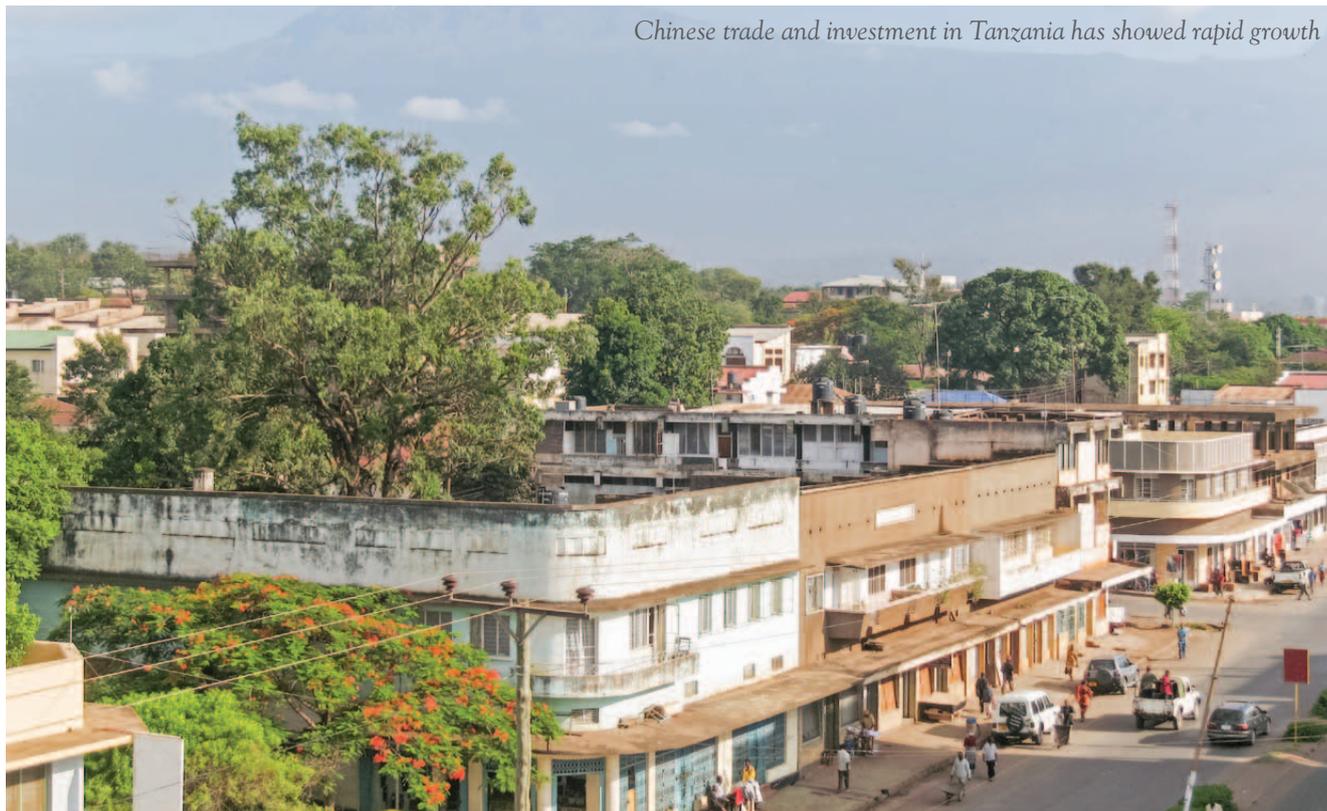
Chinese trade and investment in Africa and particularly in Tanzania has been phenomenal of late. Our own town – Moshi – has a relatively huge two-story office/mall building under construction by a Chinese firm. Tanzania's main international airport in Dar Es Salaam is planning an imminent expansion with a new terminal and a Chinese firm won that contract. Many of the bus lines that ply the roads have Chinese ownership. A building boom is underway in Tanzania's commercial capital – Dar Es Salaam – and Chinese firms are the builders for most of these major projects. Many key infrastructure projects have Chinese investment including the main highway going south of Dar Es Salaam to the Mozambique border and the flood of cellphone towers dotting Tanzania's landscape are principally Chinese-financed and made of materials made in China. Not surprisingly toys for sale in markets and stores across Tanzania are almost always made in China. Statistical data supported our impression that there exists enough of an economic trade link with China to warrant offering the language class. There has been an annual growth rate of Tanzania-China trade of about 30% per annum for the last decade. Moreover, Economic and Technical Cooperation agreements worth more than US\$800m were signed between the two countries.

One of our current ISM DP parents works at the Bank of Tanzania and the data we received from her supports the reality we see on the ground. Imports to China have quadrupled since 2007 and exports have doubled. The value of both the imports and exports is nearly USD 1 billion per year. The amount of foreign direct investment in Tanzania from China has increased six-fold in the same time period and totals nearly 6 million dollars annually.

Interestingly, Chinese President's Xi Jinping visited Tanzania in late-March 2013 and it was the first African country he visited on his four-nation Africa tour.

The recent decision of one of Tanzania's leading banks

*Chinese trade and investment in Tanzania has showed rapid growth*



– CRDB – to allow customers to either open a Tanzanian shilling or a bank account in Chinese Yuan served as an additional ‘wake-up call’ to the reality of the considerable Chinese presence in the Tanzanian business milieu. In April a second bank announced it was offering the same service.

As a result of this analysis, Mandarin Chinese *Ab Initio* will be offered as the Group 2 (Language Acquisition) course at ISM, effective from August 2014, through PME.

Ultimately ISM’s decision to start offering this course was related to the facts on the ground which indicated that we can help prepare our students for tomorrow’s world better if we offer this additional language, which clearly will be useful to many ISM graduates who go into business. Moreover, ISM’s good experiences with PME as the implementer of the IB DP’s online courses resulted in our ISM curriculum committee voting unanimously in favour of the new course.

Such has been the demand for the course, PME have had to open two additional classes worldwide and now over 80 students are enrolled in the course.

ISM has collaborated with Pamoja in implementing online DP courses since August 2011. To date, 12 ISM students have enrolled in one of three Pamoja online courses – psychology SL, Spanish *Ab Initio* and information

technology in a global society. In May 2013 the first four psychology online students took their final exams after the two-year well-organized top-notch course.

ISM has been pleased with both the calibre of the experienced IB DP PME instructors, the clear and effectively structured curricular programs and the content of their rigorous courses. In our experience Pamoja’s online classes are ‘virtually’ identical to face-to-face IB DP teaching we have on campus. For instance the Wednesday-to-Tuesday Pamoja virtual school week has an array of relevant instructional activities including short-answer questions, discussion groups through blogs and occasional team projects with peers located at other IB schools worldwide. However, successful ISM DP students taking Pamoja courses need to be disciplined, organized and independent learners so that they do not slip behind in the weekly assignments due by Tuesday evening for the Pamoja week.

We expect the beginner Chinese course will be viewed as an innovative course for students with no previous formal experience. Moreover, it will enable students to communicate with people from a new culture and make a success of students’ time spent in a part of the world where Mandarin is commonly spoken – or should they need it in business in Tanzania!

China has become Tanzania’s largest trading partner and second largest source of investment. Bilateral trade reached 2.47 billion US dollars last year, up 15.2 percent year on year. After his Tanzania visit, Chinese President Xi traveled to South Africa and the Republic of the Congo. In South Africa, Xi attended the fifth BRICS summit in the city of Durban on March 26-27, the first to be held on the African continent.

*Global Times, March 2013*

*Rick Fitzpatrick is IB Diploma Coordinator, assistant college counselor and MYP/DP history teacher at The International School of Moshi, Tanzania.*

Kelly Webber addresses the 24 Hour Plays crew after a show



# Culture and the stage

## Theatre teacher Kelly Webber describes her experiences working with students in China

It's always easiest to clearly define what one is seeking to explain at the outset, and, for me, this is the idea of culture and its impact on the stage. The etymology of the word 'culture' implies a collective understanding for all things that have been formulated through group thought and processes, and, of course, the arts. So often, the arts are what bring us together, despite the differences in our demographic or cultural backgrounds, indeed one could argue that the arts are the one true universal language. I have found that this is exactly the case, regardless of where I teach or perform: at present in The International School of Amsterdam and previously at Shanghai Community International School.

In China I began my first classes of the school year with a lecture on censorship, as I do with every theatre class I teach anywhere in the world. I do not do this so much because I am trying to be contentious, but rather, as a way of informing and exposing students to the core values of what art is. If we had words to express everything we felt or thought or desired, we wouldn't need art to say it for us. And the great majority of you reading this article would be out of a job.

Because I came to teaching by a more circuitous route, I've sought pedagogy and inspiration from less conventional

teachers and writers and one in particular, Derrick Jenson. It's difficult to classify his work, but it is an unconventional way of bringing humanism into a classroom. So, inspired by his tenets of pedagogy and my own on censorship, the first lesson of each of my classes is about time. I talk about getting out of yourself. I speak with the students about the constructed nature of a lot of the so-called 'order' around them. We listen to Pink Floyd's *Time*. I throw chairs. Students meditate and find their own space. Students talk back and argue their perspectives. Students tell me I'm wrong or that the world is wrong. Students are intrigued. Students get frustrated and excited and confused and inspired. And then the class is over. And without knowing it, they just had their first experience performing in the class.

To begin to understand China and its relationship with the stage and students, it's important to note one's own preconceptions into this mythical and vast country. For example, I was convinced that security would be impenetrable at the airport, that my name and information would be written into a little black book, that I would be constantly monitored. Wrong: they didn't flinch as I loped through security with five guitars and six bags and my very blonde hair. I was just another *laowai*, by China standards.

And, in passing through security, I was blown sideways by my inability to understand or read anything. I was, for the first time since the age of four, illiterate. I was censored, muted upon arrival. I felt vulnerable in a way that I had never felt before. Most of my students felt similarly and sought refuge in watching. As these observations filtered into the class, we worked more on how to communicate without the words. We worked on communicating with our bodies and the sounds and lyricism of the language. Of course there were native speakers in the classroom, and this was a nice paradigm shift in their thinking too; it allowed them to consider the idea that, without words, we can still speak at length to one another. Fluency has different faces.

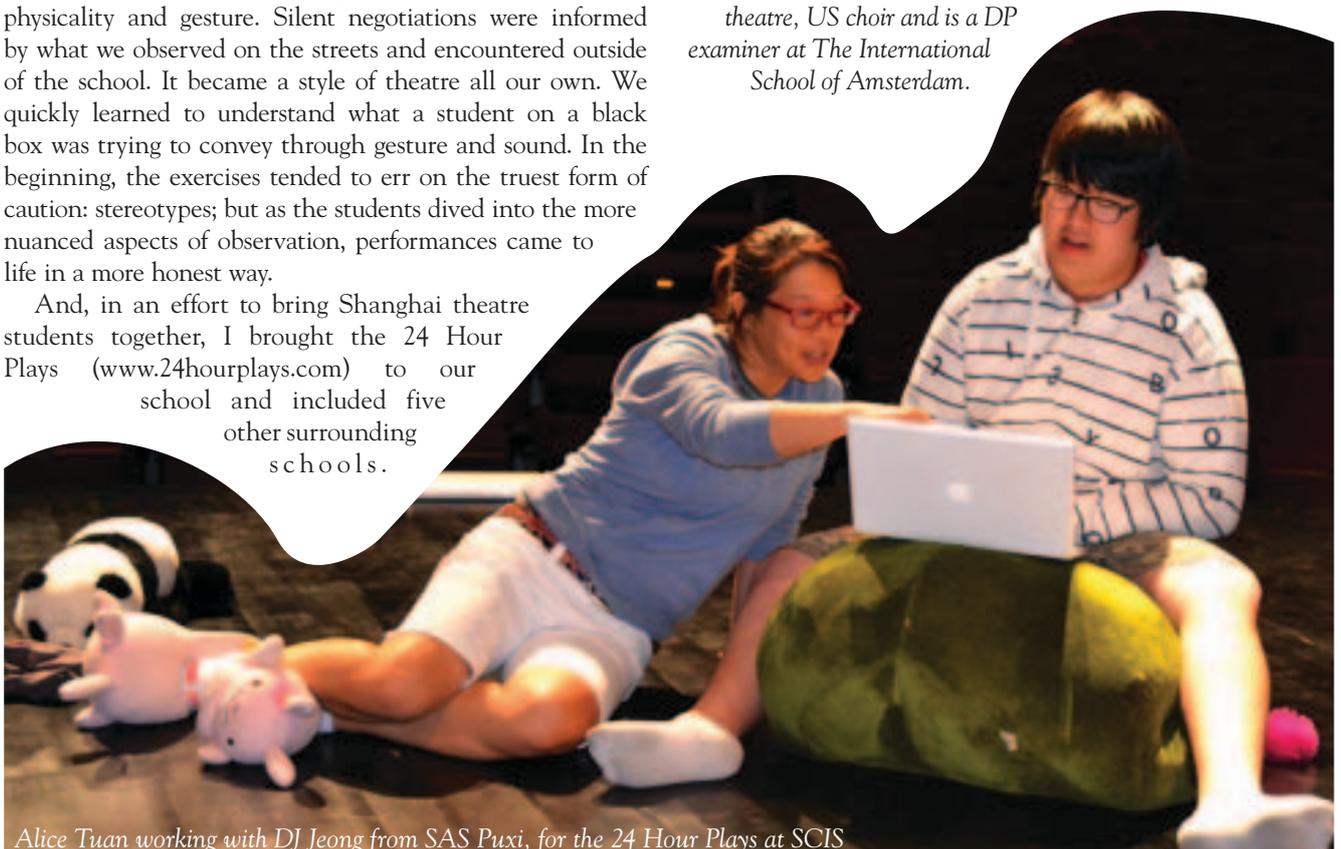
Shanghai didn't change the way I deal with my students; instead, it allowed all of us to observe and find ways to deal with our own ideas about how culture impacts the stage. Sure, it meant I wasn't able to walk out of my door and step into a fringe festival, where the lead actors spend most of their time naked and pontificating about the injustices of the world, but it allowed for a different, more democratic type of theatre and performance: one based on people themselves. You just had to pay them attention. Walk through the wet markets and talk to the cab drivers. Watch the middle-aged women gather in the evenings to do line dancing to Western music and participate if you are brave enough. Wake up to the people practicing tai chi in the parks at dawn. This, inevitably, found its way into our classes and on to the stage. We worked on gibberish and capturing the cadence of the language. We formulated exercises in which students communicated without formal dialogue but only the sounds of the language. This was difficult for the native speakers, but became the norm in our classroom after a while. Animation filled the space in that 'green room' that eventually morphed into my classroom. And the students got braver. We incorporated physicality and gesture. Silent negotiations were informed by what we observed on the streets and encountered outside of the school. It became a style of theatre all our own. We quickly learned to understand what a student on a black box was trying to convey through gesture and sound. In the beginning, the exercises tended to err on the truest form of caution: stereotypes; but as the students dived into the more nuanced aspects of observation, performances came to life in a more honest way.

And, in an effort to bring Shanghai theatre students together, I brought the 24 Hour Plays ([www.24hourplays.com](http://www.24hourplays.com)) to our school and included five other surrounding schools.

I asked Alice Tuan (head of writing for performance at The California Institute of the Arts – [www.calarts.edu](http://www.calarts.edu)) to chair the writing of the plays for many reasons, not the least of which she is fluent in Mandarin, making for an easier indoctrination and a great platform for students wanting to write bilingual and bicultural pieces for performance. And, indeed, the culture of the city found its way into a few of these plays. One of the playwrights even found the voice and courage to write a play about the role of women in Chinese households. Cunning, funny, and bilingual (with actors who weren't necessarily fluent in the language), the piece had the audience roaring with gasps and laughter, recognition and understanding. The physicality worked. Tuan and the student playwrights were successful creating five different plays in about eight hours, which were performed less than 24 hours after the whole process had begun.

In Shanghai there was an unspoken sense of urgency to 'be heard', and it is true that the rising generation there are only now beginning to emerge from a long tradition of oppression, and of hushed existences, where thinking and intellectualism were not valued – and were often forbidden – in a household, not to mention on stage. But the students have been, and continue to be, incredible and diverse everywhere I have taught, and if China has reinforced any one aspect of my own teaching practice, it is that the walls of my tiny classroom in China could be anywhere, from the heart of a vibrant city of 26 million, to a European berg of just a million-and-a-half. It happens wherever students are learning to speak their own language, and the language of their host culture, more fluently, and anywhere the innocent act of watching can allow a person to construct and express a whole culture.

*Kelly Webber teaches DP & MYP theatre, US choir and is a DP examiner at The International School of Amsterdam.*



*Alice Tuan working with DJ Jeong from SAS Puxi, for the 24 Hour Plays at SCIS*

# The IB learner profile and The Eight Virtues + One

## Malcolm Pritchard looks at a single, coherent model of values for the truly global learner

In the world of International Baccalaureate (IB) schools, the 10 attributes of the learner profile represent the core values of international education:

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education... and, therefore, the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education (IB learner profile booklet, 2009: 1).

As the learner profile reflects the learning outcomes of the IB mission statement, it is intended to offer a universal set of aspirational attributes for all IB World Schools. In some non-Western cultural contexts, however, the learner profile is seen as flawed or incomplete, reflecting a strong, individually orientated, western liberal cultural bias that omits values considered to be essential in other contexts (Walker, 2010).

This article compares the learner profile with a set of traditional Chinese learner attributes, exploring the areas of contrast and conflict between the two. It suggests ways in which the two systems of values, reflecting widely divergent cultural perspectives, might be synthesized into a single, coherent model of values for the truly global learner.

### The Eight Virtues + One

Like many IB World Schools with a strong, non-Western cultural profile, The Independent Schools Foundation Academy (The ISF Academy), a K-12, Chinese-English bilingual school in Hong Kong, has questioned the universality and exclusivity of the IB learner profile. Intended as the last word on the values prescribed for a 21st century international education, the learner profile offers some challenges for non-Western cultural contexts, not just for what it includes, risk-takers for example, but for what it leaves out: respect and wisdom being two good examples.

Honouring its Chinese cultural roots, The ISF Academy has adopted the eight essential traditional Chinese moral standards and one additional aspiration into a set of core values called The Eight Virtues + One (The ISF Academy, 2011). Historically, the Eight Moral Virtues (八德) are traditional Chinese values that were first mentioned as common moral standards by the philosopher Zhuang Zhou (Zhuangzi) during the 4th century BCE 'Warring States Period' (Zhuang, 1968). More recently, Dr. Sun Yat-sen sought to reinterpret the 'Eight Virtues' as a form of

national moral code during the early years of the Republic of China in the early 20th century (Chen, 2009). The Eight Virtues have been adapted by The ISF Academy for use in a 21st century educational context, particularly with the innovative addition of the One: wisdom.

The individual attributes of the Eight Virtues + One are complex and culturally nuanced, but are instantly recognisable to anyone educated in a Chinese cultural context; the following offers a brief introduction to each of the virtues:

忠 (zhong): embodies the concept of loyalty and commitment to others; 忠 (zhong) sets the standard for relationships between members of the community.

孝(xiao): recognises the obligation held by all children towards their parents and teachers to be respectful and obedient; it also embodies the notion of respect for histories and traditions that define cultural identity.

仁 (ren): learners are expected to show kindness and care to all living things and the environment; through 仁 (ren) learners have an obligation to exercise compassion towards those less fortunate.

愛 (ai): learners should have passion in all that they do; nothing is 'half-hearted'; through 愛 (ai), learners show a love of learning and intellectual curiosity.

禮 (li): the spirit of 禮 (li) is found in the exemplary, cultured behavior of the true gentleman or lady; 禮 (li) infuses the rules and precepts that shape courtesies and ceremonies.

義 (yi): recognises the importance of principles and justice; learners should stand up for their beliefs that are founded in fairness and righteousness.

和 (he): encourages moderation, tolerance, good humour and joy; through 和 (he), learners promote peace, replacing confrontation with understanding.

平 (ping): balance and equality lie at the heart of a virtuous life; there is a time for work, a time for rest, and a time for play; through 平 (ping) learners master the balance between external demands and internal desires.

智 (zhi): means making the right choices in life; wisdom is guided by the framework of virtues, it is the product of knowledge and experience; it is practised through discernment and judgment.

This diagram shows the framework of the Eight Virtues, supporting the central aspiration of the 'One': wisdom.

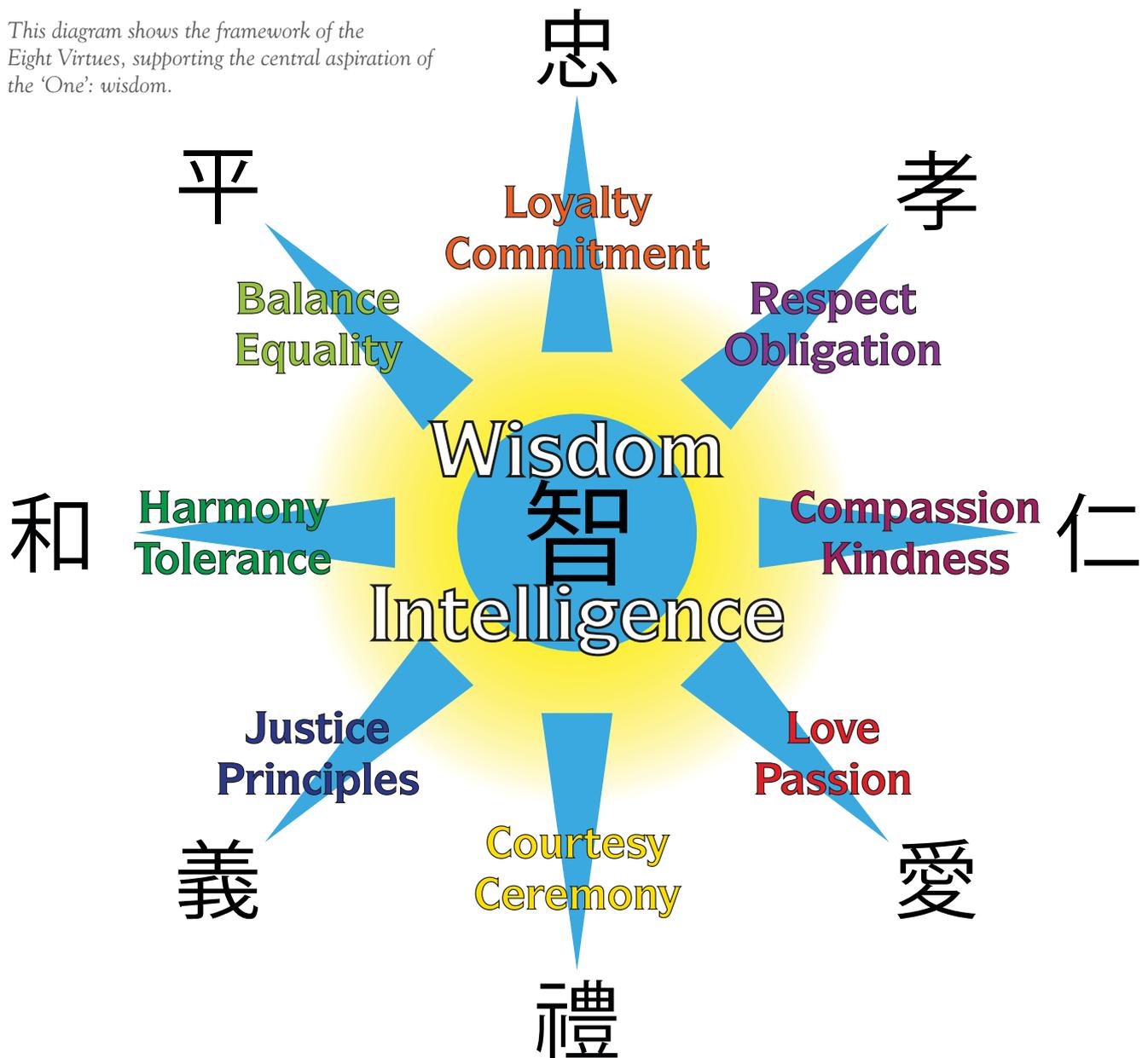


Figure 1: The Eight Virtues + One

Mapping The Eight Virtues + One Against the learner profile

Having adopted a set of Chinese core values, The ISF Academy, as an IB World School, is also expected to inculcate the 10 attributes of the learner profile in its students. The key question of course is: 'Are these two systems of values compatible, complementary, or contradictory?'

Unsurprisingly, when mapping the Eight Virtues onto the learner profile (see table, right) there is common ground, some tenuous links, and some apparent contradictions.

The table shows the three attributes where there is obvious correlation between the two value systems. The learner profile attribute definitions, however, are essentially descriptive of discrete learners, whereas the Eight Virtues reflect shared values within a culture. For example, balanced is a property of the individual (ie the learner is balanced), whereas the Chinese virtue of balance is a shared property that governs all things.

The Eight Virtues + One	The IB Learner Profile
Balance & Equality	Balanced
Compassion and Kindness	Caring
	Communicators
	Inquirers
	Knowledgeable
	Open-minded
Justice & Principles	Principled
Wisdom	Reflective
	Risk-takers
Wisdom	Thinkers
Courtesy & Ceremony	
Respect & Obligation	
Tolerance & Harmony	
Love & Passion	
Loyalty & Commitment	

Table 1: Mapping the learner profile and the Eight Virtues + One

## Focus on China

Five of the virtues – loyalty/commitment, respect/obligation, courtesy/ceremony, love/passion, and tolerance/harmony – do not map directly on to any of the learner profile attributes, although respect is one of the attitudes from the IB Primary Years Programme. Tolerance/harmony finds its closest match in open-minded, but again, it is something created by building consensus rather than receptiveness to other ideas.

Similarly, five of the learner profile attributes find no equivalent value among the Eight Virtues: communicators, inquirers, knowledgeable, open-minded and risk-takers. The implicit challenge in risk-taking and open-mindedness clashes with the notion of respect for tradition and obligatory obedience. For cultures with a strong traditional belief and knowledge systems, open scrutiny and direct criticism may be culturally insensitive. Risk-taking is also problematic as a non-pejorative descriptor in some cultures and as such requires careful explanation.

In the case of reflective and thinkers, there is a tenuous link to wisdom, but this arises through wisdom as an outcome of the thinking and reflective process, rather than a direct correlation. In the Eight Virtues, wisdom is both an aspirational state of being and a practical demonstration of knowledge, principles, and experience in action.

In summary, the Eight Virtues consist of consensus building qualities governing social interaction and culture in a community. The dominant orientation of the Eight Virtues is thus interpersonal (see figure below).

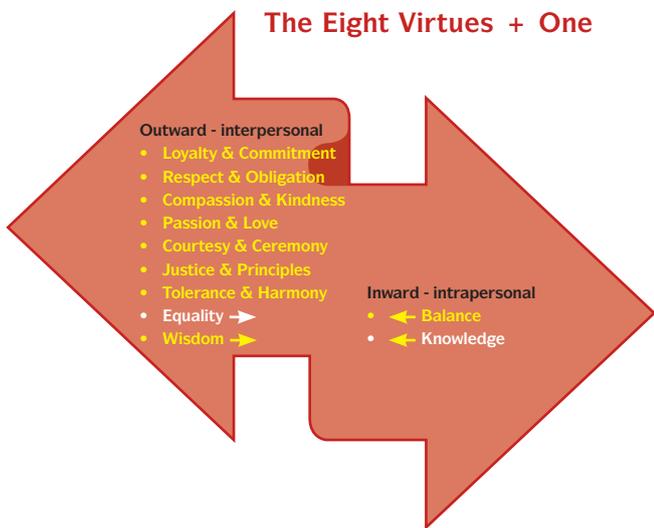


Figure 2: Dominant Interpersonal Orientation of the Eight Virtues + One

The learner profile, on the other hand, reflects the idealised qualities of the individual learner. These attributes shape how individuals construct their worldview and personal identity. Strictly speaking, only two of the attributes, caring and communicators, require the existence of another individual. The others can be practised in isolation. These attributes are inwardly focused, governing the actions and attitudes of individuals. Thus the dominant orientation of the learner profile is intrapersonal.

If the learner profile does display a strong individualistic orientation that is more commonly associated with Western cultural values, does its cultural provenance negate its

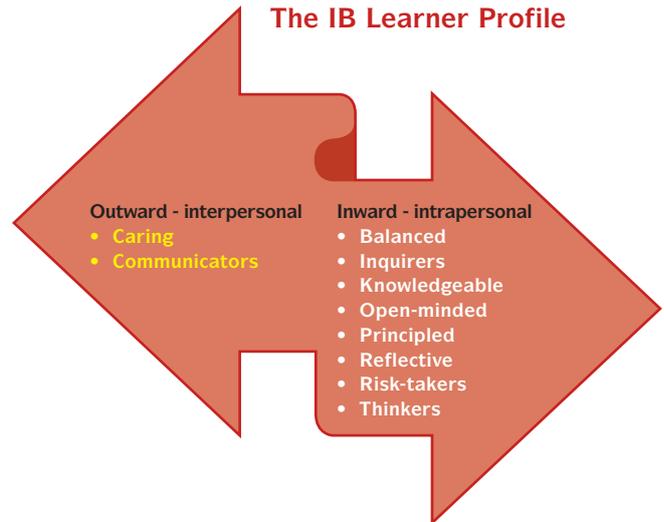


Figure 3: Dominant Intrapersonal Orientation of the learner profile

validity as a universally applicable set of educational values for all cultures?

In fact, at an individual level, the learner profile is educationally sound with respect to a learner-centred approach that maximises virtuous engagement in the human learning experience. Its broad acceptance in the global community of IB World Schools and its contextualised interpretation offers evidence that is an effective and useful statement of learner aspirational attributes.

It is the key contention of this article, however, that the learner profile is incomplete.

The question therefore is not what should replace the learner profile, but what else needs to be added to complete the picture?

It is asserted here that all members of the human race exhibit behaviours and qualities that reflect individuality and collectivity at the same time. To borrow an analogy from physics, in a way similar to the particle-wave properties of light, people possess the classic duality of being two things at the same time (Mackintosh *et al.*, 2010; Jerome, 2011): people are at the same time both individuals, acting alone, and members of complex social networks, acting collectively.

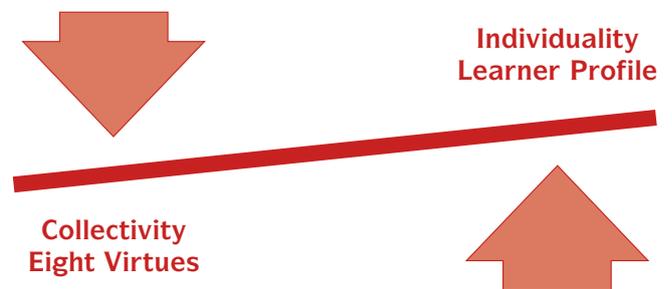


Figure 4: Balance between the Individual and the Collective

The learner profile describes the individual qualities of the ideal learner, but neglects or at best leaves implicit the desirable properties of a community acting as a whole. To shape a community, the learner profile requires a critical mass of individuals acting with a like mind to exert a society-wide influence. The Eight Virtues describe the ideal

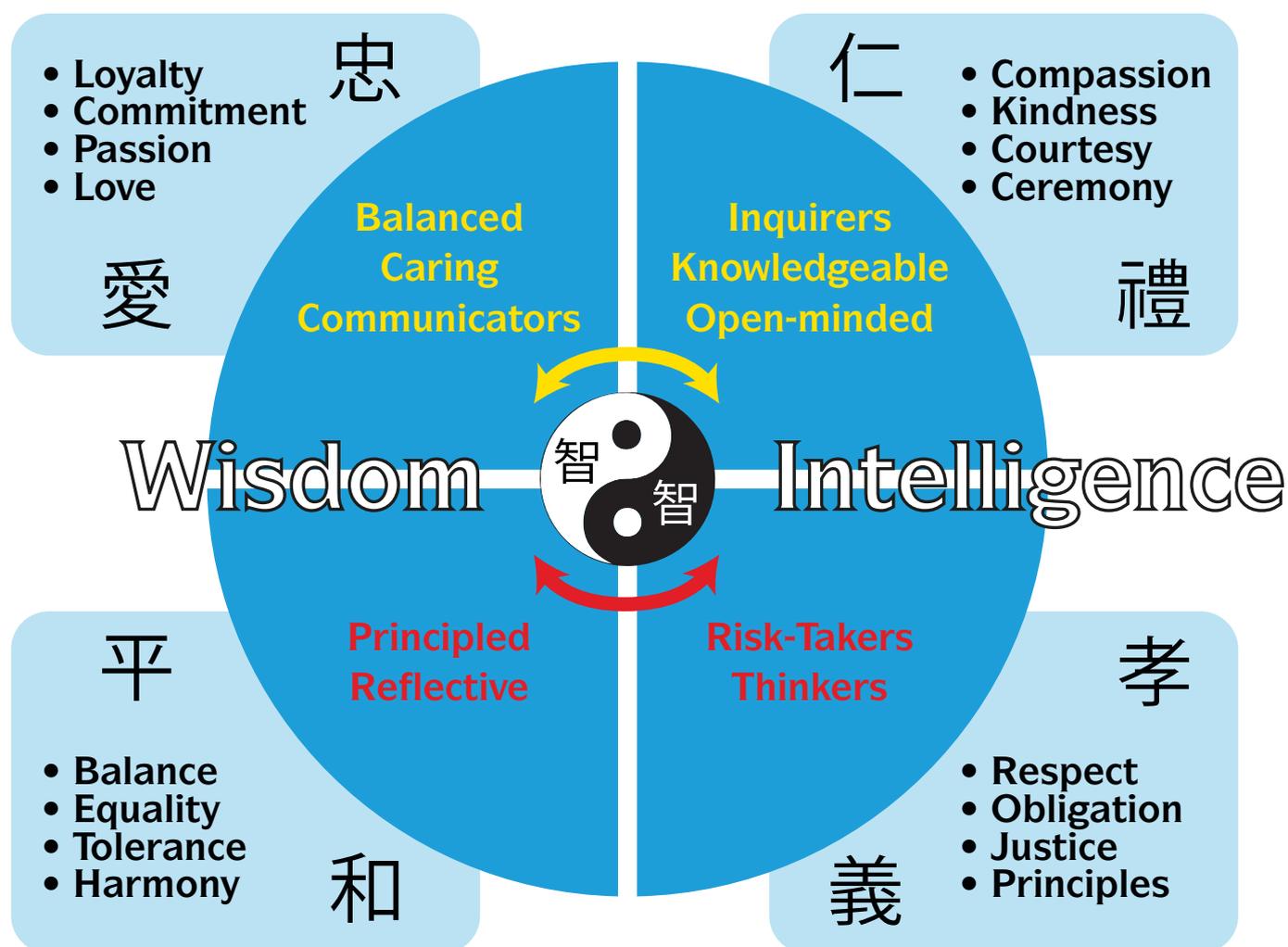


Figure 5: Composite Matrix of the Global Social Learner

community, membership of which implies that individuals manifest virtuous behaviour.

Ideally, a balance between the two domains of the human experience should be struck where the individual and collective attributes that each human pursues and exhibits to a greater or lesser extent are combined in a coherent, integrated model of the whole learner. The ideal balance between the individual and the communal is illustrated in the composite matrix of the global social learner (Figure 5).

### Conclusion

The IB learner profile reflects a particular cultural perspective that emphasizes individual learner attributes that, while highly desirable, are not comprehensive in a global context. The duality of the human experience, as both individuals and members of communities, suggests that other social virtues might be incorporated to reflect a more complete model of the 21st century international learner. One of the most influential educational thinkers of the 20th century, Lev Vygotsky, states: 'Through others, we become ourselves' (Vygotsky, 1978). If learners truly become themselves through social interaction with others, 'who, with their differences, can also be right', then the socio-communal dimension of learning must be reflected in any set of global learner attributes worthy of the name.

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Dr. Malcolm Pritchard is the bilingual Head of School at The ISF Academy in Hong Kong; he has spent many years living in Chinese-speaking communities.

# Dealing with the Chinese novel

Caroline Ellwood looks at the work of two novelists on the IB reading list

**Red Sorghum by Mo Yan**

**Balzac and The Little Chinese Seamstress by Dai Sijie**

The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity. These two novels, chosen from the IB list, each in their own way illuminate the Chinese world, its history and its culture.

Novels can be a potent medium for widening understanding of a country's cultural heritage for students of any age and offer opportunities for the introduction of controversial topics and the discussion of contemporary political issues. Indigenous novels can give an access to the voice of women, attitudes to colonialism, democracy, terrorism, politics, class and nationality that can illuminate the basic facts of a textbook. An example from the history of Africa that many teachers will have used or recognise in this respect is *Things Fall Apart* by Chinua Achebe.

This book has been the basis of discussion from history to geography to Theory of Knowledge to literature and in some schools provided the material for drama.

George Walker makes a compelling plea for expanding the cultural breadth of a school in his 2010 magazine article 'Reaping the Benefits of Plural Schools'. In considering identity and location, he bases his argument on two novels and ends the first part with this comment:

Cultural understanding is taught, not caught, and it is not by chance that I have introduced my theme through two powerful novels since world literature is a very effective way of extending students' thinking beyond the walls of the school.

*Red Sorghum* by Mo Yan is set in the 1920s and 1930s as the Chinese battled each other for change in government and simultaneously attempted to fend off the Japanese army attempting to take over the country. This is a harsh and cruel world of massacre, rape and horror. However accurate, detailed and graphic though the violence is, to describe the book in these terms is to miss the narrative innovation, the

*Balzac and The Little Chinese Seamstress* is set during the Chinese revolution



poetry and the almost fairytale magic of the story.

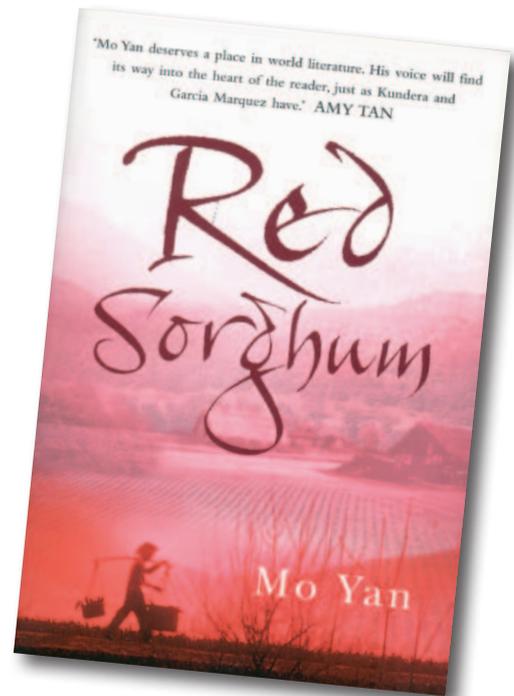
The narrator is a young man from the provinces, an unseen narrator who, as with a Chinese landscape painting, shifts the point of view and focus through time and events. Not just one but many focal points link the story of the narrator's family in these troubled times. A teenage bride is escorted across the country to be united to a rich leprosy wine maker ... on the way she is saved from bandits by a handsome young peasant who becomes her lover and helps her run the wine business. This bride is the grandmother of the narrator. The Japanese invaders arrive and the intertwined histories of the family and the wars proceed through parallel acts of carnage and violence on all sides.

Time is a kaleidoscope of impressions that become 'history' for the protagonists. However what permeates the book, becomes the leitmotif of the narrative and gives this novel its magical power is the red sorghum of the title. Throughout the novel the sorghum is used to create imagery that echoes the action. 'The stalks screeched in secret resentment' when the Japanese soldiers move through the fields with their equipment. Nature echoes the hurt as the villagers are 'mown down with the sorghum stalks' and 'the sun, stained by human blood, set behind the mountain as the crimson full moon of mid autumn rose above the sorghum'.

This however not just a folk tale, it is a part of Chinese history and novels can turn history into poetry.

Dai Sijie's novel *Balzac and the Little Chinese Seamstress* is also concerned with real historic events and set in the period of the Cultural Revolution. Two teenagers are sent to the country because their doctor parents have been declared 'reactionaries of the bourgeoisie' and enemies of the state. There working in the coal mines and with the rice crop they are 're-educated' as they live the harsh village life of the mountains. In a nearby town they meet and fall in love with the daughter of the local tailor, the 'Little Seamstress' of the title. The Balzac connection is provided by 'Four-Eyes', the son of a prominent poet, who is also being 're-educated' and has a suitcase under his bed hiding French, Russian, and English novels that are forbidden by Chinese law.

The themes for discussion provided by this scenario are a gift for any teacher. The importance of story telling as a purveyor of culture is revealed. Chinese culture is contrasted with Western culture and the reader is left to decide if the



West offers a solution or is a trap. The role of ideology and the powerful role of literature as education is explored:

'With these books I will transform the Little Seamstress. She'll never be the same again' ... and later, 'the lovely, unsophisticated mountain girl had vanished without a trace ... Luo was filled with the happiness of an artist contemplating his finished creation. All that time we spent reading to her has paid off'.

It had indeed, but not in the way they had expected.

As with *Red Sorghum*, Dai Sijie's novel is both enhanced by a knowledge of the historical background and a commentary on it. The reasons for 'The Cultural Revolution', the idea of 're-education' and its effect on all the various protagonists; the villagers, the students and the parents cut across time to the ideas of the 'realist' novels of the period of Balzac.

Whilst these novels are just two chosen from the IB list for 'Novels in Translation', expanding the curriculum beyond works in English is part of how an international school can demonstrate its 'international mindedness'.

As George Walker says, 'cultural understanding is taught not caught'.

#### Suggestions for Further Reading

**Along the Silk Road, Chinese Dynasties Part One and Two: The Song Dynasty through the Qing Dynasty 960 – 1911** (2012 Spice/Stanford)

Lessons and activities reflecting history, culture, important events and people. Images on CD Rom.

**Demystifying the Chinese Language** (1995 Spice/Stanford)

Seven lesson plans providing an introduction to the written language with pictographs and ideographs and the tools needed for understanding written Chinese. Students learn some contemporary and historical Chinese characters and apply this knowledge in order to read a story written in Chinese and English.

**My Country and My People** by Lin Yutang (2012, Foreign Language Teaching and Research Press)

Written in English this analysis of the Chinese mind, China's history, philosophy and culture is a record of Lin Yutang's struggles to find the key to 'The Art of Living'. It is essential reading for any teacher working in China.

**Through Chinese Eyes, Revolution and Transformation** by Peter J. Seybolt (1988, Center for International Training and Education, New York)

A very useful teaching aid as it presents a Chinese view of China and the world through primary source material interspersed with extracts from magazines and novels and items of historical background.

# International Schools Theatre Association (ISTA)

Chinese superheroes and landscapes – from classical to modern

Guangzhou Middle School Festival  
from November 22 to November 24

'The Five Chinese Brothers' is a mid-20th Century Western adaptation of a classic Chinese folktale, noteworthy because it was one of the earliest tales of heroes with superpowers. Each brother has his own magic power that helps him save the lives of his other brothers. This will be the starting point and this festival will focus on ways in which China's culture and landscape have changed with political and industrial modernisation, allowing the participants to elaborate on the old story with new superpowers and landscapes. There will be a tour of the city taking into account the old (Sampans, the 'old' western factories from the 19th Century) and the new (tower blocks and modern factories such as Nike).

This will be the starting landscape for new stories and superheroes. Participants include American International School of Guangzhou; Discovery Bay International School; Discovery College, Hong Kong; Hong Kong Academy, International Scholl Manila; and Shanghai American School – Puxi.

Registration opens 30th September 2013 and closes 2nd October.

Visit [www.ista.co.uk/our-forms](http://www.ista.co.uk/our-forms). Forms should be completed in full by the date above.



## Chinese celebrations

# Chong Yang Festival – October 13th

There are plenty of ways that you could join in.

For Chong Yang Festival you can climb mountains, appreciate the wonder of chrysanthemums and dogwood (even drink Chrysanthemum wine), eat 'double-ninth cakes' bring members of the family together so that they can remember their ancestors and importantly make sure that you include the elderly and lonely.

Chong means 'double' and it is celebrated on the ninth day of the ninth lunar month.

Nine is the number of Yang (which means masculine as opposed to Yin which is feminine). So the ninth day of the ninth month is the day that has two Yang numbers, and 'chong' in Chinese means double which is how the name Chong Yang arrives.

As with so many festivals and commemorative days across cultures there is a story to go with the tradition. During the Eastern Han Dynasty (25-220), the heroic Henging gives his life in order to rid his people of the devil. It all happened on the ninth day of the ninth month and as you might guess it involved chrysanthemums, a bag of dogwood and climbing a mountain ... (you can find much more of this story on the web). So, since then the custom of climbing mountains, drinking chrysanthemum wine and making Chongyang cake has flourished.

This festival provides a wealth of possibilities for class use. It could help develop understanding of human relationships especially in care for the elderly, give opportunities for art, cake-making and eating (look up the recipe on the web), the development of international mindedness ... and, of course, if there is one near by, climbing a mountain.

# Closing the gender gap

## Female Heads urge future leaders to step forward

These five veteran female international school Heads firmly believe that the world and our schools would be a better place if women were proactive in taking more CEO positions in international education.

The Global Women's Leadership Assembly (GWLA) has been established for 'the encouragement and placement of more women in international administrative positions'. A number of factors has led to this initiative:

- An ever-increasing number of new international schools means there is a need for more principals and heads of both gender.
- A large number of veteran heads will be retiring within the next three to five years, providing many slots to fill.
- Enthusiastic interest on the part of the major international search organizations to include women leaders on admin job shortlists.

Starting with well-attended sessions at the Association for the Advancement of International Education (AAIE) Conference in San Francisco in February 2013 followed by the ECIS Conference in Berlin in April, it was obvious that there was an interest in creating a new vision and energy for placement of women in school leadership positions.

The major placement firms for international school educators, Carney-Sandoe, Council of International Schools, ECIS, International Schools Services and Search Associates were all invited and took part in either one or both of the San Francisco and Berlin sessions. Additionally, an International Baccalaureate employee attended the Berlin session and offered interest and support.

The authors see these organisations as key partners in advancing the initiative. Not only is it good business for the placement agencies to be actively promoting the careers of female leaders, there are some studies that suggest that female Heads provide longer continuity in positions once placed. This provides real benefits for schools looking to reverse the 'revolving door' of Heads moving in and out of the leadership office. Another essential role that the placement agencies can provide is to work with school board search committees to help them understand that good strong head candidates can be of either gender! An obvious point is that students in classrooms are the real beneficiaries of stability at the top. They see several major branches to success:

- Identifying talented women in the individual school setting.
- The importance of women studying the 'art and craft' of leadership.
- There are a wide range of school administration master's degree and leadership certification pathways currently available.

- Developing support networks once one has obtained that first principalship or Headship.
- A key focus will be to organise workshops to assist aspiring female admin candidates to improve their professional toolkit for applying and securing that essential first leadership position. Sessions on school budgeting management, working with school boards, crisis management, leadership position interview techniques, contract negotiations and communication skills will combine with a variety of opportunities for networking, systematizing mentorship and sponsoring between aspiring and experienced female administrators.

The first GWLF pioneering workshop specifically for female international school educators will take place at the International School of Amsterdam at an ECIS post-conference on Monday, November 25, 2013. The authors hope this will be the first of a number of similar workshops in various international locations.

Just as in business, the 'lean in' concept is overdue in international schools. Sheryl Sandberg, a Facebook and former Google executive, urges women to 'lean in' to accept additional responsibility, rather than leaning back away from it. Our schools will have an ever-expanding need for more and more qualified leaders of both genders to take on positions of responsibility. The women involved in the GWLF are keen to see their younger female colleagues stepping forward and leaning in to nab some of these essential roles in our schools. No-one has a monopoly on helping! Nothing would make the five authors happier than to hear of lots of other initiatives to encourage more opportunities for women leaders in international schools. The more women (and men), who get involved in encouraging women around the world to step into leadership roles, the better for all.

It is time for talented women to take that step forward – knowing that they will have plenty of support to back them up in the next logical role in their careers as international educators.

*Dr. Linda Duevel is Head of the International School of Stavanger, Norway.*

*Dr. Beth Pfannl is the head of the American Overseas School of Rome.*

*Coreen Hestor was Head of The American School in London and currently serves as a member of the board for ECIS and AISH.*

*Ellen Deitsch Stern has headed international schools in Moscow, The Hague, Mumbai, Guatemala, Krakow, Cairo, Ho Chi Minh City and moves next to the French-American International School in San Francisco.*

*Ms. Mona Nashman-Smith is Superintendent of ABA-An IB World School in Muscat, Oman.*

# A growing global movement

## Colin Bell outlines the work and aims of the Council of British International Schools (COBIS)

“Will this COBIS initiative have a positive impact for students?” is the chart-topping question which drives the short, medium and long-term strategies of this association. Now, as the executive director of this growing global movement, it will come as no surprise that I introduce COBIS with such gusto and zeal. This ‘modus operandi’ is by no means a new concept for COBIS which, enjoying its 32nd year, continues to be an innovative, proactive and consultative organisation that has developed markedly since its foundation, changing to meet the needs and aspirations of its members.

### Who are we?

COBIS has a membership base representing over 250 member organisations consisting of more than 140 British International schools and over 110 commercial organisations. COBIS members can be found in more than 50 countries worldwide and membership applications are reviewed three times a year at the end of September, May and January. Whilst membership is expected to grow, the high standard of COBIS member schools will remain undiluted, with access to membership only being offered to schools following stringent assessment against a published and transparent set of membership criteria.

The work of COBIS, whose Patron is HRH The Duke of York, KG, is led by an elected executive committee which consists of serving COBIS Headteachers, governors and school inspectors. COBIS enjoys links with a wide range of educational stakeholders internationally and within the UK, and COBIS is one of eight constituent members of the London-based Independent Schools Council (ISC) which represents over 1,200 leading British Independent schools across the UK.

### How does COBIS support member schools worldwide?

COBIS supports school-based staff and the 75,000 plus students studying in member schools worldwide. This includes:

- Representing member schools with the British Government, educational bodies, and the corporate sector through a range of lobbying and networking activities.
- Providing effective professional development for all members of the school workforce including support staff, teachers, middle and senior leaders and governors.
- Delivering leadership mentoring support services.
- Coordinating challenging, engaging and inspiring inter-school COBIS student competitions and activities.

- Facilitating, coordinates and supports professional networking opportunities.
- Processing ‘Disclosure and Barring Service’ checks to promote child protection and safer recruitment and employment practices.
- Providing access to information about trends and developments in international and UK education.
- Nurturing talent and promoting career opportunities within the global COBIS network.
- Brokering a cost-effective consultancy service between schools and approved educational support service providers.

### Celebrating student achievements

Providing the opportunity to recognise and celebrate student achievement is of significant importance to COBIS. A range of COBIS competitions, awards and activities are designed to stimulate, inspire and engage students as individuals and as members of a team. Established inter-school student COBIS competitions and activities include:

- World Debate Competition
- Poetry Competition
- Young Scientist Film Awards
- Student Achievement Awards
- Sporting Games
- Head Boys and Head Girls Conference

### High-quality school workforce professional development

In addition to student competitions and activities, COBIS has a strong commitment to delivering high-quality professional development conferences, training and events. These opportunities take many forms including access to a comprehensive suite of online training programmes, accredited by the UK-based National Society for the Prevention of Cruelty to Children (NSPCC), covering child protection, safer recruitment, preventing bullying behaviour and children’s rights to name but a few.

In terms of face-to-face professional development training, during the last 12 months COBIS has actively delivered and supported conferences, training and events in Azerbaijan, China, Czech Republic, Denmark, Egypt, France, Germany, Greece, Mongolia, The Netherlands, Nigeria, Portugal, Qatar, Slovenia, Spain, Switzerland, Turkey, Uganda, UAE and the USA.

With reference to the 2013 COBIS Annual Conference, again in keeping with other COBIS training and networking



Action from the 2013 COBIS Student Games. Pictured above is the winning team from The British School Al Khubairat, UAE

events which welcome member and non-member schools alike, record numbers of school leaders, governors and exhibitors attended the three-day event. The mix of high-quality keynote speakers, seminars and lively discussion panels contributed to a memorable and rewarding event for all who attended.

#### Representing the interests of British Schools Overseas (BSOs)

Lobbying the British Government and other agencies on behalf its members, both schools and commercial organisations, is another key area in which COBIS exerts its energies and expertise.

#### It's a 'futures market'

As COBIS develops its plans for the future and works to support children and young people for the next 32 years and beyond, our schools will continue to be a leading source of trusted, innovative and high quality British international education worldwide.

To find out more about the global reach, role, function and membership benefits of COBIS visit [www.cobis.org.uk](http://www.cobis.org.uk)

Alternatively, email Colin Bell, COBIS executive director, at [executive.director@cobis.org.uk](mailto:executive.director@cobis.org.uk) or call the COBIS team on +44 208 240 4142.



# More than washing up paint pots!

## Estelle Tarry and Anna Cox discuss the role and growing importance of the teaching assistant

The role of the class assistant in international schools has dramatically changed over the past decade or so. No longer are class assistants found cutting, sticking, washing up paint pots, putting up displays and standing next to a photocopier! They are now rightly regarded as teaching assistants (TAs), with a valuable contribution to make to teaching and learning in diverse international contexts. Research carried out on behalf of the Council of British International Schools (COBIS) in 2011 identified the role of teaching assistants being seen significantly in terms of supporting the child, supporting the teacher, supporting the curriculum, supporting the school and supporting the local community.

Teaching assistants are now considered as valued members of the international school community. They work closely with the teacher, contributing to the setting of learning objectives (informed by their knowledge of the children); preparing relevant and accessible learning materials; working with particular groups of pupils and with individual children, supporting their social, emotional and academic needs. This contemporary view of the teaching assistant acknowledges the contribution that they make to individual children's development and learning and the contribution they make to the life of the wider school community.

However although teachers are encouraged to develop professionally there is little opportunity and support given

to the professional development of the TA working in international schools. As a result we have planned, organised and delivered, with the support of COBIS, Teaching Assistants International Conferences at St. Georges, Rome, in February 2012 and at the British School of Paris, in February 2013. During these two conferences the TAs involved had opportunities to discuss teaching and learning strategies to meet the needs of individual learners, to think about effective classroom management and had the chance to discuss shared issues that arise being a TA working in international schools with children and teachers from diverse cultural and language backgrounds. One of the most valued opportunities was being able to network and share experiences with other TAs in a similar situation and who sometimes felt isolated in the international school and out of contact with their peers.

Following the success of the first conference and positive feedback from Headteachers in international schools we have developed the first University Certificate for Teaching Assistants in an International Context (CTAIC), level 4, which is validated by the University of Northampton. This certificate is designed to meet the particular needs of TAs working in primary settings in international schools. The certificate does not focus on any one specific curriculum model, for example the Primary Years Programme (PYP) of



*TAs busy preparing for lessons – their role is becoming increasingly important in the classroom*



*A maths session at St Georges School, Rome*

the International Baccalaureate, the National Curriculum of England and Wales (NC), the American Curriculum or the International Primary Curriculum (IPC). It addresses key areas common to a range of curricula models; the focus is to increase teaching assistants' understanding of intercultural learning contexts and to develop skills and confidence in learning and teaching in such contexts, in order to support children in international schools. In addition it also encourages the TAs to develop a positive learning environment for students of different language backgrounds and mobile students in transition, the latter group being one of the growing parts of international school communities.

The pilot school, St Georges School, Rome, which started the CTAIC programme at the end of last year, has a bank of TAs with various backgrounds and experiences. A cohort of these TAs have successfully completed a number of assignments from the three modules that comprise the certificate. These have included a poster on their role as a TA, an individual child case study, a portfolio of evidence reflecting on their own practice and a maths game to support diverse learners. The programme has given them the opportunity to celebrate their work as TAs and to critically review elements of their practice in a positive and supportive learning environment. For example the issue of children's dependency on the TA, the possibility that children withdrawn from the class for targeted support are missing the mainstream curriculum, the challenge of children missing whole class socialisation due to specific support and the possible stereotyping of the teachers and the child (Blatchford, 2012) have all been explored and experiences shared.

A second school, the British School of Bucharest, Romania, began the CTAIC programme in April 2013. Currently there is one cohort with their second cohort of TAs due to start in October 2013.

Supported by the delivery of the CTAIC programme and with the support of a range of international practitioners and COBIS, a new book on teaching assistants working in international schools is being produced for publication this year. It will promote and highlight the role of the international school TA, giving practical help, strategies and activities that TAs will find useful and inspiring. It will include case studies of TAs working in international schools,

highlighting the diversity of TAs and their role in supporting children's learning and social well-being across a variety of contexts. These include case studies of TAs from Moscow, Spain, Luxembourg, Germany, and Indonesia. As well as providing a resource for TAs in international schools the book seeks to inspire teachers to work in diverse ways with TAs to utilise the skills and knowledge that they bring to the international classroom. The practice of those working in nursery and early years is examined through to transition to secondary schooling. Subject-focused chapters provide current perspectives on children's learning and can be used to scaffold effective staff development.

*Dr. Estelle Tarry is a Senior Lecturer at the University of Northampton in the School of Education. She is the Course Leader for the Certificate for Teaching Assistants in an International Context (CTAIC).*

*She has experience in international schools in Thailand, Netherlands and Sri Lanka.*

*Dr. Anna Cox is a Senior Lecturer at the University of Northampton where she is programme leader of a PGCE in Early Years Education.*



*TAs at the British School of Bucharest*

# Ways to win the young

Rachael Westgarth reports on a way for students from culturally and economically different backgrounds to meet, work and spend time together



There are three ways of trying to win the young. There is persuasion, there is compulsion and there is attraction. You can preach at them.... You can say: "you must volunteer"... And you can tell them: "You are needed." That appeal hardly ever fails. I am quite certain that the young of today respond better to the service which is demanded from them in the interest of others than to the service which is offered them for their own benefit and improvement

– Kurt Hahn

International schools are recognised for setting a high standard of excellence in education.

However, it is often their non-academic learning that most immediately broadens a young person's knowledge and understanding of the world. At its most basic level, the process of daily school life – living and studying alongside students from other countries and cultures – brings with it freedom to develop a degree of intercultural understanding and acceptance

If daily school life broadens understanding of the world, Round Square's mission is to deepen it. In the spirit of Kurt Hahn, whose teachings founded our organisation, our schools encourage students to reach beyond a knowledge of the 'what?' and the 'who?' to discover and experience the 'how?' and the 'why?'

Round Square's approach prepares students for life as international citizens in a world with few constraints for the iGeneration. Our member schools promote in young people a commitment, beyond academic merit, to personal growth, and responsibility through voluntary service to others and through learning by doing.

On a wider platform, we are campaigning for a revolution in access to the practical, experiential, international education that we know creates impressive young citizens of the world. Our work ranges from influencing education strategies and inspiring whole-school curricula to running global conferences and building schools and classrooms in the poorest parts of the world.

A cornerstone of our learning experience is the deepening of intercultural understanding between young people. This is done most effectively through enabling students from culturally and economically different backgrounds to meet, work, spend time together, share their points of view and find similarities in their differences. Whilst this does happen naturally in international schools, the experience is significantly enhanced across the Round Square network through regular exchanges between schools of both academic staff and pupils. As the pinnacle of this experience, Round Square runs conferences that bring together students from

*Round Square students undertake Service Projects in a number of deprived countries*



*Service projects enable students to develop a sense of responsibility and leadership skills*



member schools throughout the world to forge international friendships through challenges, activities, expeditions and events.

Round Square Service Projects also bring together students from across the world, this time to work on a community challenge as a truly international team. The work they do is physically demanding, simple, but of real local value. Our teams work in Thailand, Cambodia, Peru, Honduras, India, Kenya, South Africa and Romania and tasks range from building classrooms and community centres to constructing paths and clean water systems. Whilst these projects meet very real and urgent needs in deprived communities they also enable students to develop a sense of responsibility and leadership skills. As Kurt Hahn understood, students are drawn to participate through their desire to meet the community's need for their help, however they also gain a deeper appreciation of the physical world, of cultural and economic difference and of social needs.

“.. this has opened my eyes to how privileged I am ... most of all, for my education from primary school through to high school. This especially I have taken for granted, not realising that some children must walk kilometres every day and struggle to want to stay in school.”

Round Square Student: Kenya Project

Without intervention, a young person's background often constrains their view of the world and the options open to them. Hahn talked about the 'shackles of privilege' that students at independent schools should throw off in pursuit of curiosity, personal courage, intercultural understanding and compassion. This is a principle that we believe still holds true to this day. We are unfashionable, perhaps, to be deliberately including the 'elite' of the education world when there is much focus placed on the disadvantaged, deprived or disengaged. But we believe that in order to improve our world, we must also invest in developing the understanding, courage and compassion of tomorrow's leaders, wherever

they may be. At the same time we believe fiercely in equality, and quite simply these two beliefs combined mean that we will reach out to all.

“I really felt proud of what we have done for this community as well as what they gave back to me ... I began to realise the responsibility the world's 'privileged' have with regards to the 'underprivileged'. It may not have been the easiest and most comfortable trip, but that's the best part of it.”

Round Square Student: South Africa Project

These days we talk about overcoming the 'shackles of circumstance' as a principle that is valid for all walks of life. Perhaps it is at its most powerful when we enable a disadvantaged young person to understand and harness an inner capacity to transcend their circumstances, but it is no less valid for a young person whose understanding, experience and potential is limited by a life of privilege, and the expectations that come with it. We believe in the need to equip all young people with an understanding of the world and an appreciation of their own inner-strength, their own ability to be something unexpected.

And so Round Square is embarking on a new era in which we will strive to reach out to more young people regardless of their background and circumstances. Membership of our global network has more than doubled in the past five years, and demand is increasing at pace across the world. Alongside a strategy for growth in meeting this demand, we also have a clear vision to become more diverse and inclusive in our membership. These aims are not without their challenges, but combined, they will only serve to strengthen and enhance the Round Square network, offering more opportunities for cross-pollination between schools, not only of different countries and cultures, but also of different social and economic populations.

*Rachael Westgarth is director of development at Round Square.*

# What can we learn from MOOCs?

## Mark Stimpfig believes we are about to write a new chapter in the delivery of course content

The education landscape is poised for change. Education is no longer simply about teachers standing in front of their students delivering all the course content that they require. It is no longer simply about ensuring students get the right grades.

Schools must prepare students for the onset of a revolution in higher education. Studying at a university located at the other end of the country or in a different country entirely, may soon be less common. Sometime in the near future, undergraduates will be able to attend virtual lectures from the comfort of their own home and mingle with their fellow students in the virtual world with the development of Massive Open Online Courses, otherwise known as MOOCs.

Recently, delegates from the secondary, further education and higher education sectors gathered at a workshop at Merchant Taylors' School to debate the issues surrounding MOOCs and how they are breathing new life into education.

The event sought to press home why schools need to take notice of MOOCs to meet the needs of their technology-savvy student bodies and prepare them for the new world of higher education.

But what is a MOOC? Essentially, a MOOC is a free course delivered by an institution to students with internet access, anywhere in the world usually with peer-to-peer rather than teacher assessment.

At the workshop, it was clear that MOOCs are still very much an evolving concept which have been embraced by members of the education community in entirely different ways.

In the UK thus far, they have mainly been embraced by the higher education community. Last September, The University of Edinburgh launched a series of six MOOCs. At the conference, Dr Hamish Macleod, a senior lecturer in education, community and society at the university, shared a series of statistics that highlighted both the scope and the limitations surrounding this relatively new format of delivering course content.

More than 300,000 students enrolled for the university's pilot – 90% from outside the UK. Almost 42,000 signed up for the e-learning and digital cultures course alone – yet only around 10% completed the final assignment.

The results demonstrated the keen interest to learn online but also that without the structure of a standard



*Mark Stimpfig is managing director of ConnectEd*

tutor-student relationship, the desire to learn can fizzle out come assessment time.

What the MOOC debate did demonstrate, however, was the benefits of using multimedia content in learning in a way that can be instantly translated into schools. People want to learn online and are engaged by the variety of learning materials provided and the ideal of collaborative learning which is why 300,000 signed up to the courses.

The debate highlighted the increasing importance of video and how schools can incorporate online videos into coursework. Is there a means by which teachers can set video-based assignments, for example? And can this be done in a way that still allows for teachers to control the delivery of the content? This sort of structure would ensure that students are not left undirected like the 90% of MOOC students who did not finish their course.

This was a key theme for the schools present on the day. Merchant Taylors' School discussed the use of a new video delivery platform called SANSSpace. It allows a teacher or tutor to set a series of bookmarks within any video file. These can be in video format or even text or audio. They give students all the information that they require to cement their knowledge of a particular subject.

Students are able to respond to teacher-driven videos by recording their own comments again, in either text, audio or video format. All this can be uploaded, stored and retrieved from the school's website. It is these advances in video technology that are providing a real scope for change. The developments are allowing the introduction of the 'flipped classroom'. This involves the distribution of a series of videos

which must be viewed in advance of a lesson so homework takes place before the lesson, rather than after.

It enables language students to work with a clip in the language they're learning, asking questions in that language. It exposes students to real language in use by native speakers. The use of video engages students in a subject and also develops their independent learning skills – vital once they progress to higher education.

A recording can be distributed of a science teacher conducting a chemistry experiment that can no longer be reproduced in real world laboratory conditions due to changes in health and safety legislation. Expert commentary can be added to enhance students' knowledge of a particular topic and overcome the time limitations teachers regularly face.

The technology also allows students to access the material via any device, so a student with a tablet or smartphone at the school bus stop can brush up on their French before the next lesson.

Student expectations have radically changed over the past decade as has the technology able to deliver it. Students now want and expect to learn in a different way. The secondary, further and higher sectors must all accept this brave new digital way of learning, whether that is via MOOCs or other ways of embracing a more multi-media, self-directed learning style.

*Mark Stimpfig is managing director of ConnectED, who supply SANSSpace, a new video delivery platform. [www.connectededucation.com](http://www.connectededucation.com).*

## International education – forthcoming conferences

'Strike The Balance' is the theme of the ECIS Annual Conference 2013, which will be held at the RAI Convention Centre in Amsterdam on November 20-24.

Keynote speakers include Dr Michael Thompson, Dr Yong Zhao, Peter Dalglisch, Danny Gregory, Kakenya Ntaiya and Poll Moussoulides.

For further information on the programme, exhibition and travel and accommodation arrangements, visit [www.ecis.org](http://www.ecis.org).

Other upcoming events include:

### October

3-6: IB Heads World Conference, Buenos Aires, Argentina ([www.ib.org](http://www.ib.org))

6-12: Round Square International Conference, Boca Raton, Florida, US ([www.roundsquare.org](http://www.roundsquare.org))

20-23: AISA, Educators Conference, Accra, Ghana ([www.aisa.or.ke](http://www.aisa.or.ke))

24-27: IB AEM Regional Conference, The Hague, Netherlands ([www.ib.org](http://www.ib.org))

### November

1-2: COBIS Head Boys and Head Girls Conference, King's College, The British School of Murcia and La Torre Golf Resort Conference Centre ([www.cobis.org.uk](http://www.cobis.org.uk))

20-24: ECIS Annual Conference, Amsterdam, The Netherlands ([www.ecis.org](http://www.ecis.org))

**Note: If you would like details of your events to be published in *is* magazine, please email Jonathan Barnes at [jonathanbarnes@johncatt.com](mailto:jonathanbarnes@johncatt.com)**

# Breaking down the barriers

## Jenny Walsh gives a practical demonstration of the link between science and art

In 1959 the scientist and novelist C P Snow gave a public lecture at the Senate House, Cambridge entitled ‘The Two Cultures and the Scientific Revolution,’ which discussed the widening rift between science and humanities:

The clashing point of two subjects, two disciplines, two cultures – of two galaxies, so far as that goes – ought to produce creative chances. In the history of mental activity that has been where some of the breakthroughs came. The chances are there now. But they are there, as it were, in a vacuum, because those in the two cultures can’t talk to each other. It is bizarre how very little of twentieth-century science has been assimilated into twentieth century art. (Snow, C.P. Two Cultures, p. 16)

Snow may have over exaggerated the divide by implying that nothing existed between the two cultures, but his message was valid. In order to improve and better the society we

live in, we need the communications between science and humanities to be permeable. More than 50 years on, there still seems to be a divide in many schools between the two, and by the time children leave primary school, they view science and art as separate subjects.

Pre-school experiences and understandings of the world, however, are explored through uninhibited play, where diverse methods of learning; visual, audible or kinesthetic, are used in order to piece together the world we live in. A combination that ensures we experience it to the full, and at no point do we consider whether the choice of engagement is academic or vocational. Yet upon entering formal education the division of subjects disciplines us into seeing the world from specific points of view that are rarely assimilated.

Society tends to associate the arts as questioning the world around us, and the sciences as the rational and experimental enquiry into nature, each having their own



The peacock artwork was inspired by an experiment exploring the properties of light



specific hierarchies and technical jargon. These cultural differences appear to have very little in common, and yet it is often the collaboration of the two that has created our most innovative successes. The iPad, very much part of our everyday life, combines technological innovation with visual creativity, indicating that science and art, rather than being separate, compliment each other.

As an artist I see the positive benefits of collaborating within a cross-disciplinary environment. I work in glass and often find when investigating glasswork that by approaching it from a scientific point of view I am able to solve a creative problem. By remaining open to alternative techniques and methodologies I discover new and innovative ways of manipulating the glass. Indeed without science my artwork would not exist!

I have recently been involved in a project that brings together scientists, artists and writers to engage an audience in a scientific concept. SAW (science, art and writing) uses a diverse range of activities to break down barriers and traditional hierarchies in the hope of communicating to an audience a scientific idea. By taking it out of the textbook, removing jargon and over-technical terms, SAW uses hands-on activities to demonstrate that science is exciting, non-threatening and relevant to everyday life. Sceptics could argue that bringing in other disciplines may well water down the science, but each discipline remains true to itself. Taking the lead from the scientific concept we then go on to explore the same theory through art and writing.

Earlier this year I was part of a workshop held at the New Science Centre, Cambridge where the properties of light and the colour waves within light were explored. Using a simple experiment we were able to demonstrate that light is made up of different colours and each colour has a different wavelength.

The experiment was as follows: Take a piece of black card and submerge it into a tray of water. Then take one drop of clear nail varnish and allow it to fall on to the surface. When the nail varnish hits the water it will spread out into a thin film. Lift the card carefully out of the tray and catch the nail varnish film on to the card. As the card leaves the water a rainbow of colours appear. This is

a simple and effective experiment that demonstrates the colour wavelength properties. The science behind the effect is due to the fact that the varying thickness within the nail varnish film affects the reflected colour wavelengths; some are cancelled out and others enhanced, creating a rainbow effect. The rainbow colours reminded me of peacock feathers and I used this association to translate a scientific concept into a collaborative piece of art.

This is an example of how students from any part of a school, within two hours, can create an artwork that is not only visually effective but has an underlying scientific message. This simple but effective workshop demonstrates how artists and scientists are often interested in the same concepts, but they use different processes to understand them. I believe that relying on a single viewpoint in the pursuit of knowledge is rather like having the yin without the yang. We all have different ways of perceiving and understanding the world and it is important to remain flexible in our teachings to ensure we engage as many students as possible. There are innovative teachers who are already using a diverse approach, but I would encourage all teachers to draw from the talents of their community, by inviting scientists, artists and writers to work alongside them.

A collaborative approach in breaking down the barriers and hierarchies that so often prevent us from crossing the divide would ensure we achieve a clearer insight into the world.

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 Snow, C. P. (2012), *The Two Cultures*. Cambridge: Cambridge University Press.

#### Internet

- [www.bbc.co.uk>Factual>Arts,Culture & Media](http://www.bbc.co.uk>Factual>Arts,Culture & Media)  
 BBC Radio 4 – The Value of Culture, Two Cultures 02/01/13  
 SAW the Saw trust Reg.charity no 1113386, [www.sawtrust.org](http://www.sawtrust.org)

*Jenny Walsh is an Artist in Residence at The Stephen Perse Foundation in Cambridge interested in cross-disciplinary teaching.*  
[www.jennywalsh.co.uk](http://www.jennywalsh.co.uk)

*The project at the New Science Centre takes shape*

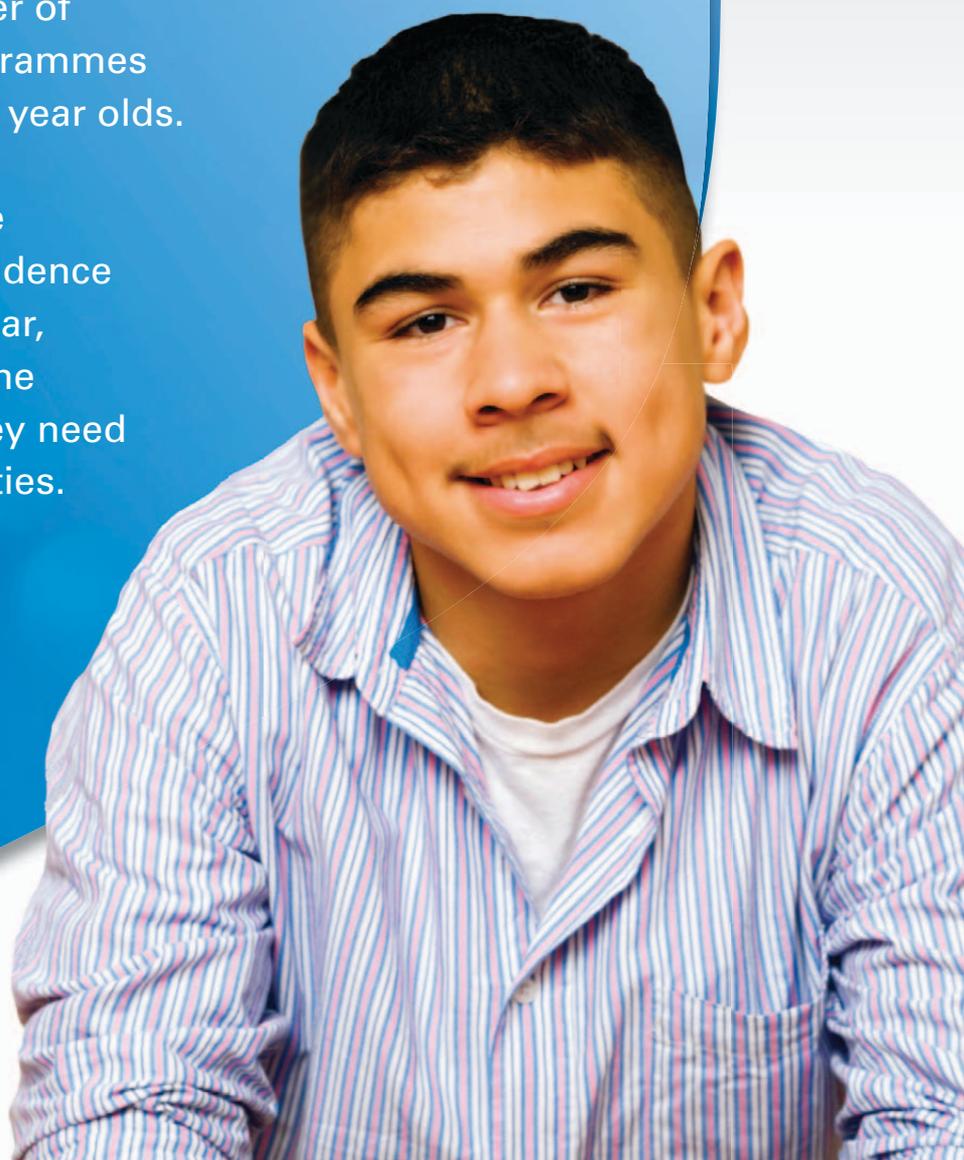


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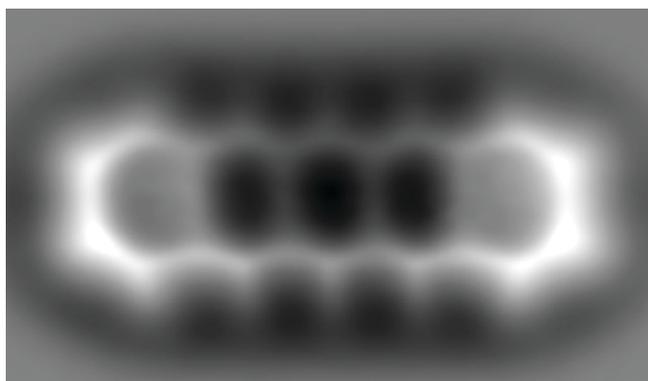
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# An amazing discovery

## Richard Harwood reports on new pictures shedding fresh light on the atomic world

IBM researchers have given us some amazing and iconic images of the atomic world over the years. From the IBM logo picked out in individual atoms to the corralling of an atom amongst the circling ‘enemy’, their images have excited all interested in how our world is structured at a sub-microscopic level.

Well, they have now moved even further and given us the first images of molecules in which the bonds between the atoms can be discerned. The pictures are of a molecule of pentacene – a linear construct of benzene rings – and it is possible to make out even the bonds between the outer carbon atoms and the hydrogens attached to them.



*Image of the pentacene molecule – note the bonds protruding from the edges of the rings to the adjoining hydrogen atoms (image courtesy of IBM)*

The researchers, from IBM’s laboratories in Zurich, were awarded the Feynman Prize for Experiment in 2012 and the citation commented as follows. ‘The work of these Feynman Prize winners has brought us one step closer to answering Feynman’s 1959 question, ‘What would happen if we could arrange atoms one by one the way we want them?’

The same team have also produced images of the molecular orbitals involved in bonding and their work can be seen at: [www.zurich.ibm.com/st/atomic\\_manipulation/pentacene.html](http://www.zurich.ibm.com/st/atomic_manipulation/pentacene.html). The work has been reported in *Science* (the journal of the AAAS) and various internet sources – for instance: [www.bbc.co.uk/news/science-environment-19584301](http://www.bbc.co.uk/news/science-environment-19584301).

### A new lifeline for cod in the North Sea

Living as I do just outside the fishing port of Whitby, I was most interested to hear the report just recently that North Sea cod stocks are on the road to sustainability. This report was from the Marine Stewardship Council. The body, which certifies whether fish are caught through good practice, says it is too soon to tell exactly when the North Sea fishery will meet its mark. But a spokesman said on current trends, it would be ready for certification within years rather than decades.

This is really good news for what remains of the inshore fishing fleets of the UK that have undergone massive decommissioning over several years. The return of cod availability to this sort of level is a massive turnaround and will obviously need to continue to be protected. It would also seem to give impetus to the proposal to set up 127 marine conservation zones around the UK coast. Such zones have proven successful in various parts of the world and appear to be an effective way of combating some of the challenges to our oceans.

For general background on the issues relating to ocean fishing it is worth referring to Mark Kurlansky’s interesting books: *Cod* and *The Last Fish Tale*. While a more general view of the issues regarding the world’s oceans can be found through the website of the Blue Frontier Campaign ([www.bluefront.org](http://www.bluefront.org)). Many will remember that David Helvarg, the executive director of the campaign, was a keynote speaker at the November ECIS conference a few years ago.

### The Disappearing Spoon

Some of you will be aware of the tricks that can be played with spoons made from gallium (the metal that melts in your hand, *pictured*) or the alloy Field’s metal. This indeed is where the title of a new book by Sam Kean derives from. There have been several intriguing books relating to stories around the elements of the Periodic Table in recent years but this is a particularly good collection. For instance, it gives the clearest account of why the small Swedish coastal village of Ytterby has so many elements named after it (and the significance of a neighbouring quarry). Four elements – Ytterbium, Ytterium, Terbium and Erbium are named directly after it – while another three were discovered in material from the quarry.



*The Disappearing Spoon* by Kean, and the more general book on new materials – *Stuff Matters: the Strange Stories of the Marvellous Materials that Shape Our Man-made World* by Mark Miodownik, both contain material and anecdotes that will help generate interest in our students. The latter author is Professor of materials and society at University College, London and some may have seen his engaging appearances on Dara O’Brain’s Science Club on BBC2 in the UK.

*Dr. Richard Harwood, Education Consultant (Scientific & International Education), Whitby, UK.*



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# The power of expression

## Enid Prasad appeals to teachers to spend more time on creative endeavours

Instead of working at the local ice cream shop last summer, my 15-year old daughter Simi decided to write a book. *Out There* was published eight months later. Her career as an ice cream scooper will have to wait – she plans to write the sequel this summer.

Simi was often asked why she wanted to write a book. Her answer seemed simple enough: “I wanted to determine the story and create my own characters. I wanted the story to be mine.” Now we both know it was more than that. What my daughter realised after the book was published was how much symbolism she had subconsciously included in the story. The book was not just an original story, but also a concrete and entertaining expression of her thoughts and conflicts. Her story shows how ultimately perfection is dissatisfying, and that there will always be a quest to keep questioning the *status quo*. It demonstrates our continual struggle to balance our female and male qualities. And, it questions whether humans can be fulfilled in a technologically-driven society. But you won’t read these issues being discussed directly. You’ll see them through the story and the characters.

Therefore, I see creative writing as a wonderful vehicle to express one’s soul. If this is true, then creative writing is critical and should be thoroughly encouraged in the schools.

At Simi’s schools, she has been required to read books in various genres. Through this she has discovered a breadth of story telling. In addition, she has been exposed to a variety of writing styles. Viewing these different writing styles is what truly captivates her. She could sense the freedom available to express herself. It allowed her to escape the confines of the five-paragraph essay. The quest for originality in both subject and form is what motivates her. It is not difficult to sense the fun she experiences when she tries something new – whether it’s a story line or structure. Her eyes gleam and she shrieks with delight. She is driven to create.

When Simi was young, she was never idle. She occupied her time drawing, creating games and elaborate make-believe, and constructing all sorts of craft objects. Each day, I would eagerly wait to see how Simi would dress herself; what outfit would be conjured up and how her hair would be decorated. Sadly, when she entered her reception class and the school uniform arrived, her spirited dress disappeared. The rigidity of the school day eventually seeped into her weekend wear and activities (I believe this impact was more than what would be expected from the stages of normal child development). Over the years, class assignments tended to be confined to a fairly structured form. While there is some choice as to presentation, it is not as broad as she would like it to be.

Today, homework and after school activities absorb most of her time. “I don’t have time to create,” she laments. And by create, she doesn’t necessarily mean always creating something distinct from the school assignment. She is also

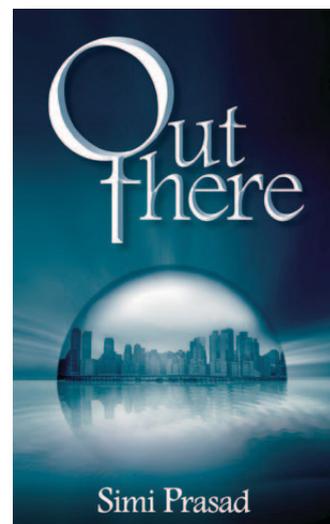
frustrated that the time given for each written assignment isn’t sufficient to adequately reflect on the material. With more time for reflection, there would be more time for analysis, creativity, and for self-assessment. Now, during the school year she longs for the summer months so she can be freer to experiment in her writing, and, I believe, in her thinking. I even notice that in the summers she moves more expansively and her smile widens.

I wonder: could schools reduce both the standard in-class lesson requirements and the out-of-class homework assignments to allow for the pursuit of less structured and more creative endeavours? I know many educators struggle with this dilemma, of teaching children what society requires them to know, while attempting to stir the pot of a student’s imagination. As a parent, I face the same dilemma since I shape my daughter’s day outside of the school. I seriously take responsibility for the development of her character and socialisation. She must be ready to be independent and function within societal rules. How can I do this while keeping her soul free to explore and express itself? Ultimately, I have found the secret is that it is best to take her lead. I use her level of exuberance as a guide. Are her energy levels high? Is she grinning with the satisfaction derived from creation and exploration? Have I assisted in all of this by giving her the tools and the challenges to spur her on to keep questioning and exploring? Does she remain open to others and to herself?

For Simi, creative writing is an outlet for her conscious and subconscious essence. I believe this is true for most children. If you read their writing and look into their eyes, you will get a glimpse of their souls.

*Enid Prasad is the mother of Simi who attends the American School in St John’s Wood.*

*‘Out There’ by Simi Prasad, (£11.99 Panoma, formerly Ecademy Press) is available from Amazon.*





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*Students at The Nazarbayev Intellectual Schools (NIS) in Kazakhstan, where curriculum is taught in Kazakh, Russian and English*

# Developing multilingualism through partnerships

Tristian Stobie says educators are seeing the benefits of learning in more than one language

Increasingly, the benefits of 'bilingualism' or 'multilingualism' are being recognised by schools around the world. Students seeking the best national and global opportunities see proficiency in languages as a key part of an essential skill set required for accessing those opportunities. Speaking more than one language provides a deeper appreciation of culture, both that of the learner and the acquired language(s). Educators around the world are also starting to see that there are significant cognitive benefits for students learning through a bilingual or trilingual educational programme, a perception increasingly supported by research that bilingualism improves cognitive functioning (Mehisto, 2012: 6-9). 'Bilingual education' is defined as programmes where two or more languages are used as the medium of instruction for non-language subjects.

At Cambridge we value multilingualism and believe that:

- There are benefits to being bilingual: There is a growing body of evidence suggesting that there are benefits to individuals, schools and societies in being bilingual.
- Every learner is a language learner: Language plays an important role in the school curriculum – either as a subject or as a medium of instruction.

- Every teacher is a language teacher: Students need to be competent not only in reading and writing to be able to take examinations, but also in speaking and listening in order for learning to take place. One strategy is for all subject teachers to be 'language aware' and to plan language support in their lessons (Chadwick, 2012).
- Every school can support multilingualism: Even if a school is not running a bilingual education programme, there are other ways of developing 'language awareness' in international English-medium schools in order to help support bi/multilingualism.

Cambridge International Examinations (Cambridge) is collaborating with schools and governments around the world to support multilingualism, including bilingual education programmes of learning.

## **Netherlands: bilingualism**

TTO (Twee Talig Onderwijs) schools are a network of state-funded national bilingual schools in the Netherlands. Many TTO schools are following the Cambridge Secondary 1 programme (for learners aged 11 to 14) and are using Cambridge Checkpoint, a diagnostic test which provides



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feedback in English, maths and science.

Learners in TTO schools are already taught some subjects through English as part of a bilingual education programme. Teachers and school administrators wanted to give learners in TTO schools recognition for their English-medium work and provide an international benchmark.

In partnership with Cambridge, the TTO network and the European Platform, which oversees the quality of bilingual education in the Netherlands, decided that using existing international programmes and qualifications was the best solution to give the learners recognition for their English-medium work. Using examinations that had already been developed was easier and cheaper than the Netherlands developing their own new exams. It was also logistically simpler as the examinations are administered and marked by Cambridge.

Schools involved in the project found that Cambridge Checkpoint helped to get feedback on learners' strengths and weaknesses in the core subject areas of English, maths and science. Following on from this success, some TTO schools are now entering learners for Cambridge IGCSE exams at age 16 and Cambridge International AS and A levels alongside the local Dutch exams in the last year of their education at age 18.

### **Kazakhstan: trilingualism**

Study: Kazakhstan

The Nazarbayev Intellectual Schools (NIS) in Kazakhstan is working with Cambridge to create a broad curriculum that combines a focus on science and mathematics with trilingualism and international best practice in pedagogy and assessment. The objective is to create a world-class education system that will prepare learners for university level study in all of the three languages of instruction and a workforce which has the collaborative and critical thinking skills needed to compete in the global market place.

The curriculum is taught through Kazakh, Russian and English so that, by learning certain subjects in certain languages, learners develop academic language ability in all three languages. We are working closely with our partner, Cambridge English Language Assessment, to help develop the English language programme. A critical component for NIS is also the improvement of English among teachers so that they can teach other subjects through the medium of English. NIS also understands the importance of developing teachers' language teaching skills (as well as their own subject specialist skills), and Content and Language Integrated Learning (CLIL) methodology is used to support this process by being infused into subject curricula. In this way, language learning objectives sit alongside subject-specific learning objectives and subject teachers support language development. Likewise, the language programmes are designed to support content learning. The programme is very ambitious and represents an example of a curriculum designed from first principles to develop multilingualism.

Cambridge is providing guidance on whole school and school system development including strands of work on leadership, curriculum development, educational evaluation and research as well as assessment so that the NIS awarding body can administer its own exams. Some exams will be



taken in English and other subjects will be assessed in the students' first language, either Russian or Kazakh. Cambridge will also ensure that these Kazakh and Russian-medium assessments in core subjects are aligned with appropriate international standards. Cambridge is working closely with the Faculty of Education at the University of Cambridge in providing comprehensive professional development for teachers and school leaders. The Centres of Excellence project, run by the faculty, is providing teacher training in a cascade model nationwide.

### **International schools: multilingualism**

Even in schools which are not running bilingual education programmes, such as English-medium international schools, learners may not be 'native' speakers of English and so some of the bilingual pedagogies (such as CLIL) are used in these schools to help facilitate the learning. Also, the CLIL pedagogy can be used to make a foreign language programme more motivating by teaching real content (eg history) through the language.

Cambridge is keen to share good practice and we are aware that solutions depend on individual contexts. We would therefore be interested to hear about your own experiences.

### **Further information**

Mehisto, P. (2012). *Excellence in Bilingual Education: A Guide for School Principals*. Cambridge University Press & Cambridge International Examinations.

Chadwick, T. (2012). *Language Awareness in Teaching: A Toolkit for Content and Language Teachers*. Cambridge University Press & Cambridge International Examinations.

Details of these and other Cambridge resources on bilingual education can be found at: [www.cie.org.uk/qualifications/bilingual\\_education](http://www.cie.org.uk/qualifications/bilingual_education)

Contact: [info@cie.org.uk](mailto:info@cie.org.uk)

*Tristian Stobie is Director, Education, at Cambridge International Examinations.*



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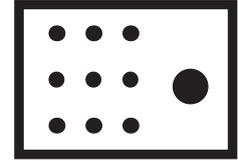
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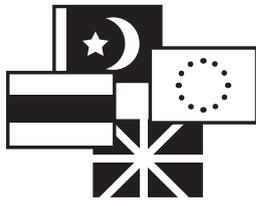
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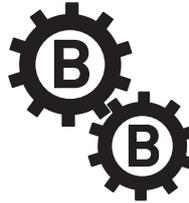
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# Dinner with the Machiavellis...

## E T Ranger offers a fresh perspective on dealing with 'problems'

In a conversation following a recent conference, a diverting idea cropped up. We are often confronted with what we call 'problems'. There are things – plenty of them – which we think are a good idea but we cannot get put into action. One way to handle this is to label the issue a 'problem', present our idea as the solution, and get it done. Almost invariably, I suggest, we have the solution in mind before we go public on the problem. We know where we would like to be, have an idea of where we are now, and challenge our colleagues to find a way from A to B.

But as we do so, we have a darned good idea of how it will eventually be done. 'To a man with a hammer, everything looks like a nail', or so they say. We just want them to 'buy in' to our scheme, sharing responsibility – or complicity – for what may be an unpopular course of action. We have done this by posing the question in a way that presupposes a certain answer. It isn't a Machiavellian plot, it's how human minds work. We see things in one way, and we are trying to get others to do the same, and to achieve this we want them to stand where we do. I believe this is the basis of a number of charismatic models of leadership, and it might help if we acknowledge it. Charisma is all very well as a basis for leadership, but we are not all equally gifted with it, and here is a technique that is open to anyone.

The great American educationist, James Banks, wisely wrote: 'I believe that every piece of research has a philosophical basis, and it is the responsibility of the researcher to make it plain.' Some years ago I was able to engage in a small group discussion with Banks, in which his approach was clearly shown as based upon the needs of the black community in the USA, and its rise from slavery to equality. In my mind I saw this as distinct from the issues of international education. But Banks's honesty in the words quoted above makes this an epigram for all of us, meriting a pokerwork plaque on every administrator's wall, alongside the degree certificates and the long-service award from the local Round Table. How many times have we presented ultimata by offering only the possibility that we desire? I know for sure this was how my mother ruled us as children: 'do you want to eat your greens or shall we sit here and not go to the party?' She hadn't read Machiavelli, but she was a primary teacher.

An alternative is to invite other solutions, but we may fear that they would trespass into areas where we don't want to go, offering solutions we haven't imagined. But isn't this just what creativity is, finding new ways by taking a broader view of the scene and the possibilities? Could it be that we cling to our personal vision, and feel uncomfortable moving more

than one piece on the board? Or is it that we don't have the confidence to let others make proposals, for fear of losing control? Maybe this is a moment to become a 'risk-taker'. All right, this IB characteristic is Western and individualist, but if that's what we are, isn't it better to accept it, and state, with Banks, that this is our particular stance? We have each got a stance, each different in some respects, and if it is public then all parties can see and choose, and go forward on our creative way.



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ACS students Harry Meier, Maria Morelos, Kingsley Giles at the ECIS Technology Conference 2013

# Meeting the educational needs of the iGeneration

## Sue Wakefield on working with young people who are 'always connected'

ACS International Schools recently hosted the ECIS Technology Conference 2013 and is currently rolling out its one-to-one iPad programme for students, embedding technology across the curriculum.

Today's students are digital natives. Born in the internet age, they belong to the iGeneration. Education must meet and enhance students' technological skills. As a demographic which is 'always connected', they instinctively use technology outside of the classroom. Educators need to embrace this within the classroom walls, evolving the tired scheduling approach to technology to one which supports student development across the curriculum all day long. As technology itself advances, educators must learn to utilise the new benefits to match the innate digital wisdom of their students and to support student learning. Simply installing hardware to do traditional tasks in the classroom in different ways will not in itself lead to deeper pupil engagement levels.

For example, Dr Ruben Puentedura's SAMR Model (Substitution, Augmentation, Modification, Redefinition)

helps educators effectively integrate technology into teaching and learning. Following the SAMR Model, teachers are able to design, develop and integrate digital learning experiences into the classroom, transforming the way students study and consequently, leading to higher levels of achievement.

### Assimilating mobile technology

At the recent European Council of International Schools (ECIS) Technology Conference 2013, hosted by ACS International Schools, educators increasingly found that more international schools are realising the benefits of effectively integrating mobile technology in the curriculum. It is forecast that, by 2015, tablets will jump from 6% in 2012 to 22% of all pupil-facing computers; a further 82% of teachers, interviewed by the British Educational Suppliers Association's (BESA) research in May 2012, said that their pupils had a strong interest in using tablets.

ECIS Tech 2013 presenters, Dr Leah Marks, University of West Scotland, and her co-researcher Dr Dougie Marks,



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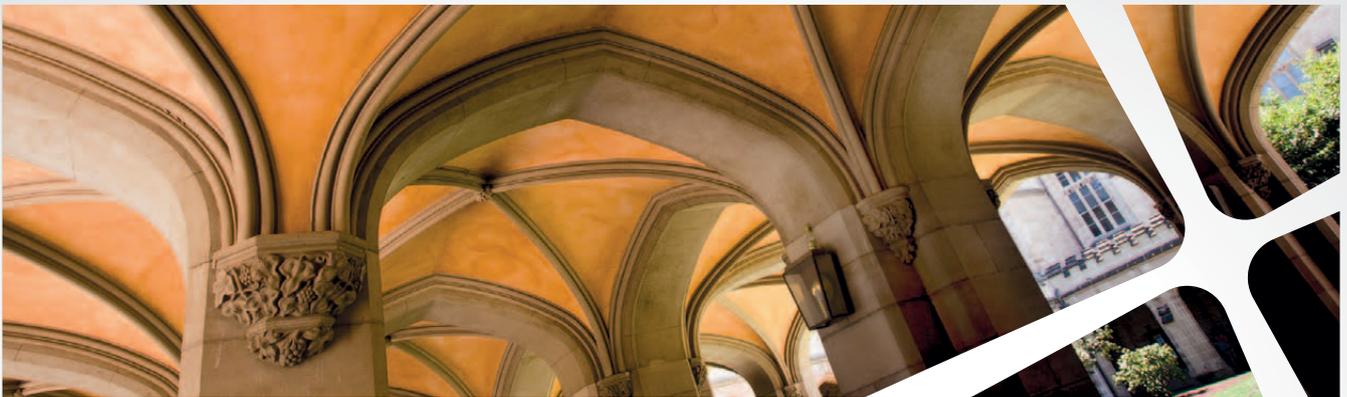
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Glasgow University, explored the use of iPad one-to-one deployment in schools in Scotland and Northern Ireland. In both primary and secondary levels, they found that pupil engagement increased in classrooms using iPads with students scoring higher on emotional, cognitive and behavioural levels.

Their studies, alongside anecdotal evidence from other pilot programmes in this country and abroad, have clearly identified that when mobile technology is effectively embedded into the curriculum, teachers report greater student independence. The Marks research also found that educators witness increased student participation, deeper pupil engagement and greater problem solving and collaboration between peers.

### Digital educational resources

Teachers now have far greater choice in their digital educational resource arsenal with more programmes being designed specifically for mobile technology. Amy Sidle, from the International School of Stavanger, Norway, and ECIS Tech 2013 presenter, has already made the move to a paperless classroom by using a suite of apps available on the iPad. For instance, Showbie, an assignment workflow app, allows teachers to set work for students and collect it in. Teachers are then able to mark students' work using other compatible apps such as Notability, which allows them to annotate documents onscreen.

Although iPads and apps create easier class facilitation, more importantly, mobile technology enhances individual learning, displaying the curriculum through a variety of online formats. Most apps tend to be divided into three main categories: information discovery and exploration; curation of student learning; and content creation. Between all three groups, students are able to interact with all areas of Dr Puentedura's Substitution, Augmentation, Modification and Redefinition (SAMR) education model.

Students can develop independent research skills with information discovery apps like Wolfram Alpha, a computational knowledge search engine, or Wonders of the Universe, developed in conjunction with the Brian Cox BBC series, allows students to explore and interact with 3D models of the planets, moons and galaxies.

The second category of apps allows students to curate, illustrate and record their learning using still and movie images as well as audio recording. More traditional note-taking apps also include Evernote and Notability and students are also able to create mind maps with Popplet.

However, students reach the modification and redefinition levels of the SAMR model, using content creation apps such as MorfoBooth, Book Creator, Puppet Pal and Explain Everything. These apps can be embedded into the curriculum of all learning levels and help students develop digital skills essential for the everyday world.

### Developing digital fluency and digital citizenship skills

Students need to be equipped with digital skills to help them navigate the rapidly changing social milieu. They also need to be prepared for a more open society, which has been created through information shared over the internet. Virtual content will only accelerate change in contemporary society with video conferencing and online sharing spaces,



*Learning with iPads in the ACS Hillingdon lower school*

such as wikis, becoming commonplace in the working world.

Caliean Hargraves, IBM's Further and Higher Education Client Manager and ECIS Tech 2013 final keynote speaker, reiterated the importance of encouraging students to collaborate digitally, a key skill looked for by IBM's recruitment team in future employees. ACS International School students recently took part in the 'IBM smarter planet challenge', an example which harnesses the power of collaboration. Students worked together in small groups to pose a technological solution to a real world challenge. They then shot their video pitch using the iMovie iPad app, before presenting to a panel of IBM executives.

Alongside collaboration, digital fluency, the ability to effectively find appropriate, authentic and reliable information, is another important emerging skill students will need to develop. In the UK's Office of Communication's latest report, only 58% of 16 to 24-year-olds could judge whether a website was a reliable source of information. Educators need to help students improve their ability to correctly gauge the credibility of online resources and become dexterous online learners with knowledge of different digital tools.

Lastly, students should be fully aware of their responsibilities as digital citizens. This includes guidance on online etiquette, responsible behaviour and appropriate use of technology, including when and how it should be used. Wherever possible, students should be fully engaged in discussing their roles in the ever-changing digital landscape in school and beyond the school gates.

It is vital that new technology, such as mobile tablets and hand held devices, are effectively integrated across the school curriculum. As students use technology instinctively, embedding technology into the classroom will hone the digital skills of today's iGeneration, enhancing the learning experience and preparing them for a rapidly changing working world.

*Sue Wakefield, Mobile Technology Coordinator,  
ACS Hillingdon International School.*

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# Putting the UK at forefront of global youth science

Amy Keen reports on a successful London forum

As the curtain falls on the 55th London International Youth Science Forum, it is clearer than ever that Youth Science continues to play a major role on the global education agenda.

In 2013 this long-standing event welcomed participants from 60 countries; the most ever and perhaps just as importantly garnered the attention of an expanded number of professional and industry bodies. The increased support and involvement of organisations including The British Council, European Patent Office and The Royal Society of Chemistry reinforces that LIYSF is a vital platform for developing those who will ultimately be at the forefront of our major scientific discoveries in the coming decades.

LIYSF is a cutting-edge residential programme – which runs across July and August each year – attracting young scientists aged between the ages of 17-21 from all over the world; most attend as winners of national and international science prizes or competitions. Over two weeks, students board at Imperial College London and embark on a world-class programme of lectures, with access to research centres, laboratories and leading education institutions.

The theme varies each year, as does the speaker list, which always boasts some of the current leaders in diverse scientific research. 2013 brought Professor Lord Robert Winston together with Professor Christofer Tomazou, Director and Chief Scientist at Imperial College London, Professor Sir Chris Llewellyn Smith, Professor David Phillips, Sir Colin Terry, as well as many more.

What sets LIYSF apart and what fuels interest in the programme from around the world is its unique approach to not pitch students in competition with one another. LIYSF is an event designed to spur debate, advance learning and understanding of the scope of science, encourage students to examine their specialisms and socialise with others who share their passions. The majority of science events on offer to talented young students are prize-based and do not allow for the same relaxed learning environment or shared best practice.

Each year the Prime Minister creates the Forum's welcome address, another nod to the credibility of the programme. Students in attendance have often gone on to base their career choices and changes in disciplines on the wealth of knowledge they can tap into and opportunity to examine the benefits of wider-ranging scientific career opportunities available at LIYSF. Importantly, students make lasting, international friendships from their time in London.

Rare industry visits form a huge part of the LIYSF programme and in 2013 delegates were able to visit a series of facilities including: The National Physical Laboratory, Jill Dando Institute of Security and Crime Science, University Departments at Oxford and Cambridge Universities and many more. Students were also given the chance to go to key



centres of industry including; Airbus, Rolls Royce, Culham Centre for Fusion Energy and Tilbury Power Station.

Richard Myhill, Forum Director for LIYSF commented: "LIYSF continues to offer an unrivalled and unique opportunity for participants to share ideas with student peers from around the world, to learn about different international scientific approaches and share in each other's cultures. One message that has been consistent over the last 50 years is that attending LIYSF has had a major impact on the careers of our past participants and friendships made at these events have been maintained for life."

LIYSF offers an exclusive opportunity to participate in an international event which truly comprises some of the world's leading minds and learning experiences. The modern world still presents new challenges and the scientific advancements continue to increase. The students who attend LIYSF are the thinkers of today and they will be the driving force behind moving science forward in the future.

To keep up with announcements on 2014's programme, speaker list and booking details, please visit: [www.liysf.org.uk](http://www.liysf.org.uk) or follow @LIYSF on Twitter.

Former participants share their thoughts of attendance of LIYSF:

Chris McRae, from Australia, said: "I have been immersed in various fields of science, many of which I never knew existed."

Gemma Prunes and Judith Bergada, from Catalonia, said: "All the students are different but share the same interests in terms of science and a real wish to learn."

Daniel Morris, from the UK, spoke of his time at LIYSF and what it means to him: "LIYSF is being surrounded by people who are just as friendly, interesting and amusing as they are intelligent, dedicated and inspiring."



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—María, DP online alumna from Spain, currently studying Engineering at the University of Cambridge, England, UK



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# CELEBRATIONS 2013

2013 is the UN International Year of Water Co-operation

## September

Sept – Oct	Harvest Festivals	Christian
5th	Rosh Hashanah Jewish New Year	Jewish
8th	International Literacy Day	UN
11th	Ethiopian New Year's Day	Rastafarian
14th	Yom Kippur Day of Atonement	Jewish
21st	International Day of Peace	UN
22nd	Autumn Equinox	Pagan
23rd	Shibun No Hi Harmony and balance	Japanese
27th	World Maritime Day	UN

## October

2nd	International Day of Non-violence	UN
5th	World Teachers' Day	International
5th	Navatatri Triumph of good over evil	Hindu
13th	Chong Yang festival – see p. 26	Chinese
11th	Divali Festival of Lights	Hindu
15th	Eid al Adha The end of Hajj	Muslim
16th	World Food Day	UN
20th	Anniversary of birth of the Bab	Baha'i
20th	International Children's Day	UN
22nd	Parvarana last day of the Rains Retreat	Buddhist
31st	Samhain/Halloween festival of life and death	Pagan

## November

1st	All Saints Day	Christian
2nd	Anniversary of Crowning of Haile Selassie	Rastafarian
4th	Al Hijra New Year's Day	Muslim
11th	Remembrance Sunday remembers war dead	National
15th	Shichi-go-san children's future festival	Japanese
28th	Hanukah rededication of the Temple	Jewish
30th	St. Andrew's Day Patron Saint of Scotland	National

## December

1st	Advent Start of the Christian Year	Christian
10th	Human Rights Day	UN
21st	Yule, winter solstice	Pagan
25th	Christmas Day – birth of Jesus Christ	Christian
26th	Zartusht-no-diso – death of Prophet Zarathustra	Zoroastrian
31st	Omisoka New Year festival of cleansing	Japanese
31st	New Year's Eve	International

A selection of special days and festivals. For further information on UN days visit [www.un.org](http://www.un.org).

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.

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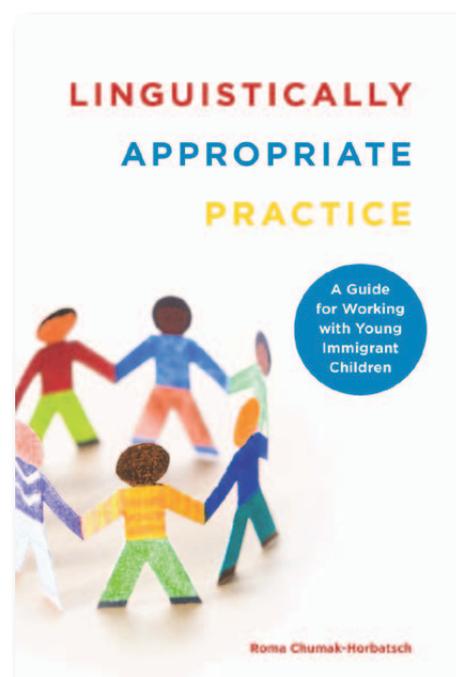
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# Linguistically Appropriate Practice

A Guide for Working with Young Immigrant Children

By Roma Chumak-Horbatsch  
University of Toronto Press



Although written with young immigrant children in Canada in mind, this skilfully crafted book is a treasure-trove for early childhood administrators and teachers. It is of value to anyone wanting to introduce inclusive pedagogies for children with plurilingual repertoires from diverse cultures.

The book looks at young immigrant children in a new way. Far more than learners of their new language, immigrant children are 'bilinguals in the making', who arrive in childcare centres and classrooms with unique language and literacy needs. To meet these needs Chumak-Horbatsch introduces us to a new three-part classroom practice, called Linguistically Appropriate Practice or LAP.

The book is organized into three parts:

Part 1: 'Laying the groundwork for LAP' provides important background information about immigrant children and addresses the following questions: Who are immigrant children? What characterizes their language circumstance? What is LAP?

Part 2: 'Setting the stage for LAP' focuses on preparing the classroom to launch LAP. It explores four tasks that are central to the adoption of LAP: transitioning immigrant children from home to classroom; partnering with families; using home languages in the classroom; and recording classroom language and literacy behaviours.

Part 3: 'Implementing LAP Activities' addresses the following question: How do we work with young children who arrive without proficiency in the classroom language?

Chumak-Horbatsch's linguistic appropriate practice approach is, she tells us, grounded in dynamic bilingualism. She describes this as 'a theory that focuses on languages that speakers use, rather than the separate languages they have'. She goes on to point out that, although practice has shifted in the last ten years from an Anglo-conformity or overtly assimilative approach, to one more 'supportive' of children's languages and cultures, it still remains locked in monolingual habits that do not sufficiently address the dual language realities and needs of emergent bilingual children.

Chumak-Horbatsch embraces the ideas of translanguaging and transliteracy and demonstrates how early childhood teachers can teach for cross linguistic transfer. Her advice and ideas serve as an organisational guide on how to promote other languages in the early years.

Chumak-Horbatsch challenges the concept of the preproduction stage (more commonly known as the silent period) in second language acquisition. She asks 'are children silent or silenced?' She says that, in reality, it is the monolingual classroom that silences children because they experience language shock and extreme linguistic uncertainty. They quickly come to realise that their home language is of little value or consequence and that their way of speaking is discouraged. Chumak-Horbatsch emphasises that 'referring to the silence of newly arrived immigrant children as transitional behaviour or as the first stage of their classroom language learning is inaccurate and personally and socially damaging. In reality these children are silenced by the monolingual classroom agenda.'

The author clearly explains how the changing perspectives of bilingualism have affected her work and she moves with ease from theory to informed practice. The early childhood practitioner will find over 50 exciting classroom activities that can be adapted to match the developmental level of the children and the classroom curriculum. Her closing chapter looks to the future. It appeals to those working with immigrant children to turn their attention to this growing population, take their unique language and literacy needs into account and help them realize their bilingual potential.

I thoroughly enjoyed reading this book. It is extremely readable and provocative. There is an abundance of research-based sources which give a sound theoretical background to her arguments. It is highly recommended as a resource and a manual of what is linguistically good practice for 21st century early childhood programmes.

*Eithne Gallagher is an Independent Educational Consultant, Rome, Italy*

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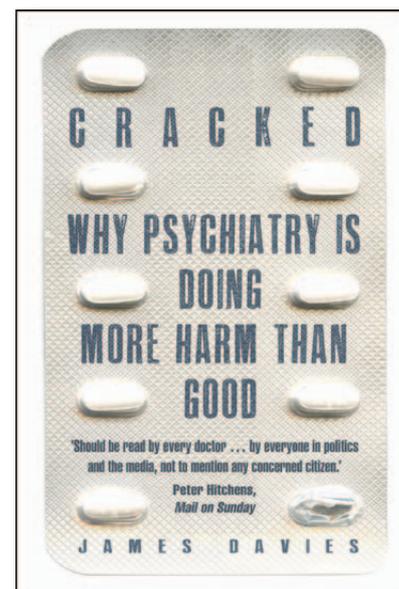
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# Cracked: Why psychiatry is doing more harm than good

By James Davies  
Icon Books



Teachers tend to be either sceptics or believers when it comes to the diagnosis of mental disorders in their students. I have to admit to being a sceptic. Over my period as a Head I saw the growth and extrapolation of psychiatric labels that would explain the reason for behaviours in children. I was quite often pleaded to by parents to give such a label to the child, and to agree that the taking of medication would promote a cure. ADHD has become a disease, a medical condition and, in some areas, an epidemic. How many parents have said when discussing a lack of progress: "I think my child is a bit autistic"? Indeed, Davies discovers that 'we now have a rate of autism 20 times what it was 15 years ago'. It is this bewildering and controversial area that this book aims to clarify.

Davies claims in his book that psychiatrists are not only responsible for over-diagnosing mental disorders but also the resultant taking of medication opens the door for drug companies to make huge profits. Both teachers and parents need to be aware of the background to this development and what the labels that are tossed around actually mean. Not that this is easy, as the field of child psychiatry has proliferated so the jargon has become more obscure to the layman. Davies takes as his example of this obfuscation the basis of diagnosis, the Diagnostic and Statistical Manual of Mental Disorders (DSM) – the latest edition (DSM V) of which was about to be issued at the time of writing. This is 'the psychiatrist's bible', listing all the psychiatric disorders that psychiatrists believe exist. Davies points out how each edition has increased the number of identifiable disorders (DSM IV increase was from 292 to 374).

Much of Davies's argument concerns this increase in described disorders (he spends some time on the newly introduced proposal to make 'grief' diagnosable as a 'disorder'). He also doubts the reliability of this manual and the non-scientific base on which the disorders are quantified. However it must be noted that much of what he argues is through interviews with major players in the field and also not exactly 'scientific'. This is a technique that makes for easy narrative and also gives the book a very personal touch. There is no doubt that Davies is on a crusade! It is through these interviews that Davies gets at information a great deal of which is of concern to teachers who are so often involved in

the making of a diagnosis. Dr Allen Francis, the chairman for the DSM IV, admits that it contributed to 'false epidemics':

...we now have a rate of autism that is 20 times what it was 15 years ago. By adding bipolar II, we also doubled the ratio of bipolar versus unipolar depression, and that's resulted in lots more use of antipsychotic and mood stabilizer drugs. We also have rates of ADHD that have tripled partly because new drug treatments were released that were aggressively marketed. So every decision you make has a trade-off and you can't assume the way you write the DSM will be the way it is used. There will be so many pressures to use it in ways that will increase drug sales, increase school services, increase disability services and so on (p. 49)

Davies spends a considerable section of the book considering aspects of the use and abuse of medication. There are some shocking examples of antidepressants prescribed that work no better than a placebo, of Prozac being rebranded as Sarafem, of doctors seduced by pharmaceutical rewards. He wants more thorough regulation and transparency regarding psychiatry's financial ties to the pharmaceutical industry (p. 275).

It must be stressed that Davies is not saying that there is no valuable practice going on in psychiatry. He quotes Bracken:

we should start turning the paradigm round, start seeing the non-medical approach as the real work of psychiatry rather than as an incidental to the main thrust of the job, which is about diagnosing people and then getting them on the right drugs (p. 271).

Robert Crampton, reviewing this book in *The Times Magazine*, said: 'If in the world of psychiatry, the DSM is holy scripture, *Cracked* is set to become heretical text.' Whatever your point of view when you start to read, you will be illuminated and often shocked and certainly made to think more about how you view the children in your care. Every teacher should read it.

Caroline Ellwood

**Note:** I received a paper from Fintan O'Regan at the same time as this book. The four pages were he says 'my attempt at simplifying the proposed changes to ADHD in the forthcoming 5th Edition of the DSMV5'. If you would like to check some of the complexities of the field go to [www.fintanoregan.com](http://www.fintanoregan.com)

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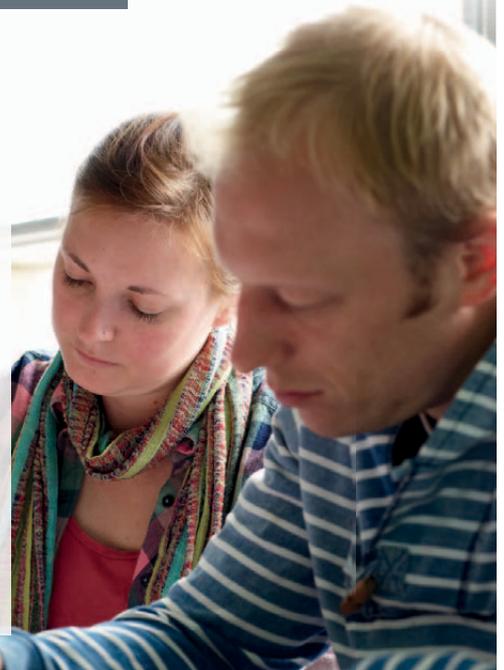
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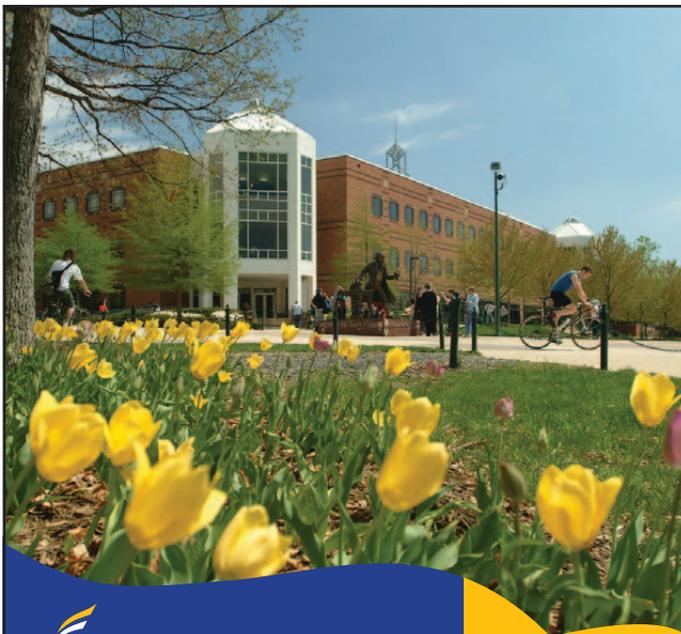
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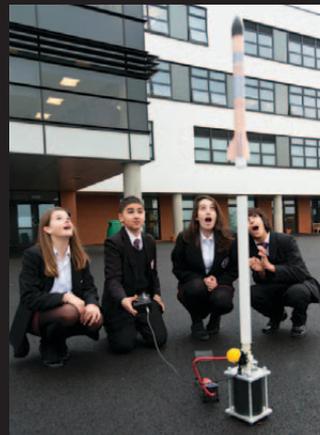
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# Breaking through the language barrier

Effective strategies for teaching ESL students in secondary school mainstream classes

By Patricia Mertin  
John Catt Educational

Patricia Mertin was, until recently, Head of ESL at the International School of Dusseldorf (ISD). Her wealth of experience working in ESL shines through and is the main strength of this book and her depth and range of knowledge about second language acquisition are presented with a light touch, ensuring this book would appeal to any colleagues in international schools who wish to improve the educational experience for their secondary or high school ESL students. She distils the key findings of research and uses them to underpin a raft of practical strategies, designed to support their learning and help them feel they belong in their new school.

Her empathy for the challenges facing ESL students is evident and she cites examples of students who have struggled and succeeded. With refreshing sensitivity, Mertin shares with us the students' comments, in the same raw state as they wrote or said them, grammatical warts and all.

Occasionally, through direct questions, Mertin encourages the reader to imagine what it must be like to arrive in a strange educational culture and wrestle not just with a new and challenging secondary school curriculum, but also with the vagaries of the English language. This is compounded by having at the same time to come to terms with the language of the new host country.

Mertin highlights the linguistic minefields that ESL students have to negotiate when they look inside the covers of any secondary or high school textbook. She provides valuable guidance for subject specialist teachers, so that colleagues in the science lab or gymnasium, the art department or the ICT suite appreciate ways to make their lessons more readily accessible. Her key message for colleagues is: 'Simplify the language not the content,' which is one of over 50 'tips' she offers her readers.

In one of the appendices, we are offered a generic guide, by the ISD students, as to how all teachers might improve their ESL provision and practice which could ultimately

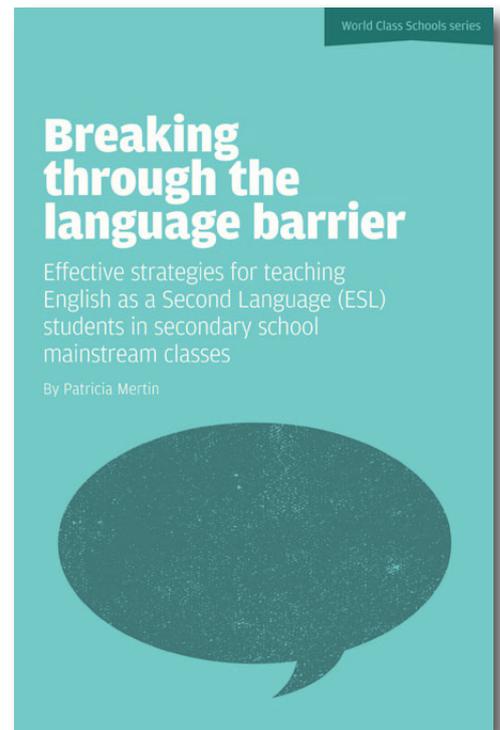
remove language barriers to learning. Of course, refining our pedagogy for ESL students also improves the educational experience for other students as well. If we were to follow the advice of Mertin's students, the barriers to learning for other students, such as those with SEN or low self-esteem, might also disappear.

As a former teacher educator, I particularly liked Mertin's suggestion (p. 42) that we ask colleagues to film us teaching, then review the lesson, with the sound turned down or off. This can help us appreciate the experience of an ESL student. Mertin's hypothesis is that teachers may spend too long on teacher talk which, if not supported by visuals and hands-on activity, is potentially lost on the ESL student.

The book's structure suggests that Mertin intended it for colleagues to dip into in search of relevance for their own department or subject, which is entirely appropriate and would explain the occasional repetitions which might jar on those who read the book as a whole (pages 56 and 106, for example). Indeed tighter editing might have helped Mertin to share her important messages in a more polished form. There are several repetitions and a disconcerting tendency to use the third person, then the first or second and back again.

However, these minor technicalities aside, this book is still a 'must-have' for every secondary or high school staffroom, not only in international schools, but in any school where learners are having to tackle unfamiliar and cognitively challenging curriculum content through a second language.

*Jackie Holderness is Director: Materials Development, Achievement for All, UK: [www.afa3as.org.uk](http://www.afa3as.org.uk).*





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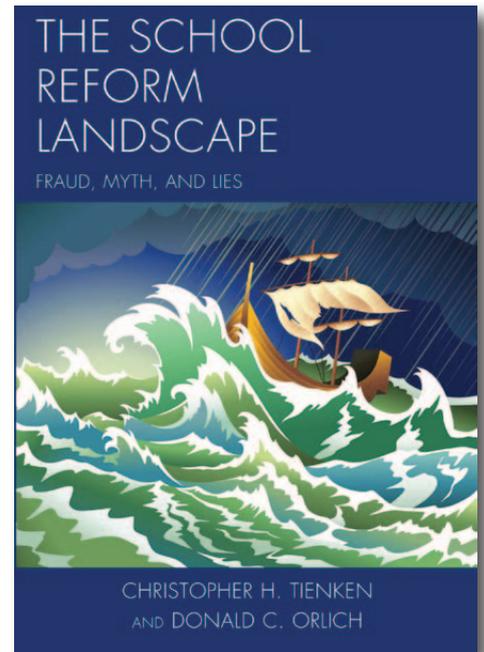
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# The School Reform Landscape: Fraud, Myth, and Lies

By Christopher H. Tienken and Donald C. Orlich  
Rowman and Littlefield Publishers



Recently the Organisation for Economic Cooperation and Development released a study that ranked the United States fourth among its member countries for income inequality (Denk *et al.*, 2013) – a dubious distinction for a nation that takes pride in sitting at the top of the world. As the gap between the haves and the have-nots widens in the USA, we should not be surprised to see its public education system divide itself into two tiers: one of well-equipped, elite schools for the wealthy, and another of bare-boned public schools for everyone else. This is the bleak picture that Tienken and Orlich expertly paint in *The School Reform Landscape: Fraud, Myth, and Lies*, a book that is as foreboding and daring as its title.

Teachers and administrators at American international schools will find in this text an array of convincing reasons to avoid following the reform models that have been peddled within US borders since the Russian launch of Sputnik, and which have gained a frightening momentum under recent federal legislation such as George W. Bush's No Child Left Behind and Barack Obama's Race to the Top. At the risk of appearing as conspiracy theorists, Tienken and Orlich argue that the neoliberal version of school reform, which includes more high-stakes testing, tougher standards, and various models of school choice, has been designed to dismantle the public education system. Crucially, though, the authors marshal the necessary evidence to reveal the profit motives and disingenuous marketing behind the celebrated Common Core and its promise to increase American economic competitiveness.

What sets this critique apart from a growing literature that recognizes the profit-driven motives of a marketised model of school reform is the authors' treatment of the history of public education reform in the US. In their very readable account of this history, Tienken and Orlich show how current reform efforts are only a 'reincarnation' of past failures. They link the new Common Core and the American Diploma Project, for example, to what they call the 'mechanistic' and 'straight-jacketed' systems promoted by the Committees of Ten and Fifteen in the 1890s – systems

that were 'bankrupt' and 'empirically destroyed over 85 years ago' by Thorndike's early research on mental discipline and Tyler *et al.*'s landmark Eight-Year Study. Readers see that by the 1940s, non-standardized, problem-posing, learner-centered curricula had gained more evidence of effectiveness – as measured by success on K-12 standardized tests, college outcomes, and critical thinking skills – than the standards movement ever has, and probably ever will.

Tienken and Orlich provide readers with a behind-the-scenes analysis of the Common Core and its accompanying assessment movement, revealing the new standards as 'empirically vapid', and demonstrating how the performance of US students on high-stakes and international exams has been interpreted in misleading and amateur ways – only to manufacture a crisis in our public schools and sell a reform model that purports to close achievement gaps between privileged and disadvantaged groups. Ironically, this current reform model only places a larger wedge between these groups of children, promoting a homogenized curriculum that cares little for local needs and student interest.

Readers of this text get an insider's view of the dirty politics of American education reform and the mainstream media's ill-informed and unsophisticated portrayal of it. Analysis of declassified presidential files, for example, shows us how the Eisenhower administration used the Russian launch of Sputnik in 1957 to create a sense of inferiority in science and math education among the American public; how evaluators of the National Assessment of Educational Progress, the 'Nation's Report Card' have made sweeping claims of educational decline founded on arbitrary and ideologically-based notions of 'proficiency'; and how international test scores and the use of national standards have no statistical relationship to economic competitiveness.

In order to move beyond critique, however, Tienken and Orlich make a series of substantive recommendations, including a discussion of how the federal education department might be repurposed with a view toward creating a more equitable and adequately funded system for all. Rather than denying the need for standards, the authors

argue for better standards, with developmentally-appropriate objectives based on cognitive psychology and room for local teachers to create curriculum and assessment according to students' needs and interests.

Educators in international schools have a special stake in this book, that argues that curriculum developed close to the child, not in a distant federal office, and honors local autonomy, is the only curriculum that has empirical evidence in its favor. The political class, federal bureaucrats, and their lobbyists may be more comfortable with national standards and measures, but our students and the health of our democracy need something very different. What they need, ironically, is a 21st century education that bears much similarity to the models developed by early-20th century progressives like Dewey and Tyler: one that poses problems, promotes critical thinking, differentiates according to individual needs, and aims to create a socially conscious populace.

#### References

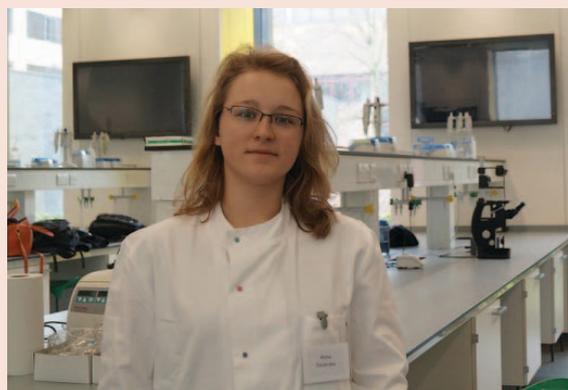
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*Michael Ian Cohen, Ed.D is Vice Principal, Tenafly High School, New Jersey; and Instructor at the Department of Educational Foundations at Montclair State University.*

## Success for Anna

Anna Sozanska was awarded the Silver Medal at the International Biology Olympiad after being chosen as one of four students to represent the UK at the competition which took place in Switzerland from 14 to 21 July.

A pupil at St Leonards-Mayfield School, she beat more than 4200 UK students to join 240 of the world's most promising pre-university students to compete in a series of challenging tests. It is not surprising that she will be taking up a place to read medicine at Fitzwilliam College, Cambridge in September.



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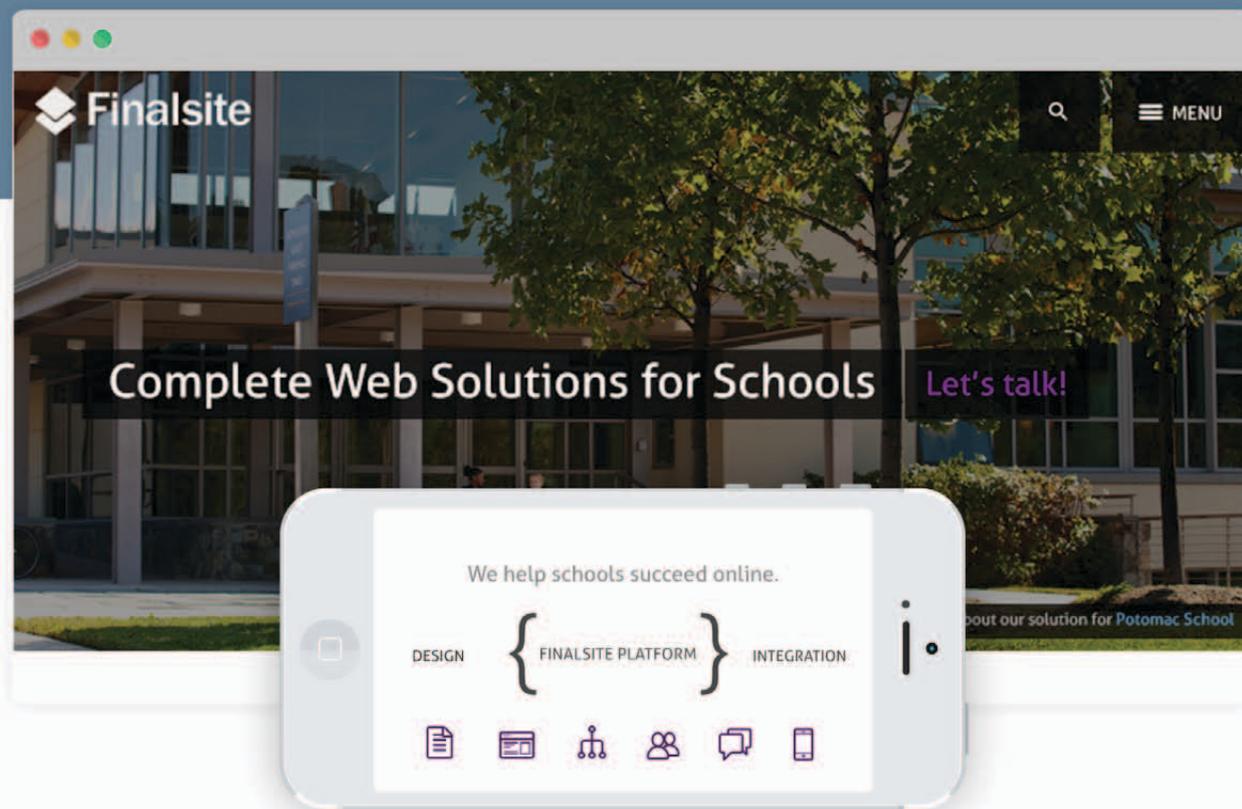
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