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Across the divide

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From *Glimpses of Utopia, A Lifetime's Education* by George Walker.
See page 59.

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Taking the lead

Dr Siva Kumari is the International Baccalaureate's new Director General

Carol Bellamy, chair of the IB board, made the announcement to the hundreds of school leaders who attended the recent bi-annual IB Heads World Conference in Buenos Aires.

Dr Kumari is the seventh Director General in the IB's 45-year history and the first woman to hold the post. She succeeds Jeffrey Beard who, since 2005, has led the IB through its continued remarkable transformation into a prominent global institution known for its educational excellence.

Dr Kumari brings more than 20 years experience both in secondary and higher education. Since May 2010 she has served the IB as chief operating officer (COO), prioritising and strengthening support to IB Heads of school, teachers, students and schools throughout the IB worldwide community. Together with a strong team, she expanded the IB's impact through research, university recognition, and professional development.

Dr Kumari joined the IB as regional director for Asia Pacific in 2009. She is credited with implementing a new structure within the organisation to better support IB World Schools through services and systems, and with initiating new forums through which IB leadership has created closer ties to school leaders. She has overseen impressive growth of the IB, helping to facilitate the expansion of IB programmes worldwide.

Before joining the IB, Dr Kumari ended a successful 15-year career with Rice University, Houston, Texas, USA as associate provost of K-12 initiatives. There she led major programs for teacher training in Advanced Placement and started IB teacher training. She also created a one-of-a-kind graduate program for Heads of schools with the dean of the business school. Throughout her tenure there, she worked on innovative technology and programmatic solutions for educational problems, always providing researched and sustainable solutions.



Dr Siva Kumari.

Her experience in initiating, designing and implementing major educational projects in collaboration with school teachers, faculty at the university and community organisations has been invaluable to the IB. She also served as assistant research professor in the instructional technology program at the University of Houston, and as associate dean and director of programs at Rice's School of Continuing Studies, where she was awarded institutional and national accolades for her work.

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To promote excellence
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Volume 16 Issue 2

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are dramatically different today than when the IB was created 45 years ago,” Dr Kumari says.

“It is our responsibility to lead the way in international education and harness these capabilities as we create programmes and services to engage students in deep learning. I am honoured to be entrusted with this position and I look forward to working with all members of the IB community, who continue to inspire me to do the best for the IB and the best for our schools.”

In her announcement, Ms Bellamy said: “Dr Kumari’s

inspirational leadership and standing in the broader IB global community will serve her well as she further develops, articulates and implements the IB’s strategic vision and promotes the IB as the most attractive and effective curriculum of choice for schools and education systems around the world – at a time when many factors that shape education are changing rapidly.”

Dr Kumari’s appointment became effective on 1st January, 2014. She has relocated to the IB’s global centre in The Hague, Netherlands.

Dr Kevin J Ruth to be next Executive Director of ECIS

Jean Vahey steps down as Executive Director and CEO of ECIS on 1st July, 2014, following more than five years of service to the council and its members.

The ECIS Board of Trustees, in collaboration with the search firm of Carney, Sandoe began in the process in April last year of finding her successor. More than 50 applicants submitted CVs and more than a dozen were involved in the first round of interviews. Three highly talented educational leaders were then invited to meet the board in London for further interviews, as a result of which Dr Kevin J Ruth was unanimously appointed to be the next Executive Director of ECIS.

Dr Ruth is currently the director for strategic initiatives at Tower Hill, a leading independent school in the state of Delaware in the US. He has also played a pivotal role as director for philanthropy and grants at the school.

His academic background is in comparative literature, with degrees from Penn State and Rutgers University as well as a year of study at the universities of Strasburg and Regensburg. He has also completed post-doctoral studies in advanced project management and strategic decision-making at Stanford University.

In addition to his school-based leadership, he has served as a consultant at the prestigious Santa Fe Leadership Center and has presented at numerous conferences on topics ranging from school culture to digital texts, design thinking, and philanthropy.

In a letter to ECIS members Dr Edward Greene, chair of the ECIS board, said: ‘Kevin struck all of us on the board as a high energy, talented, compelling, strategically brilliant individual. Importantly, we also found Kevin to be an extremely good listener, with a keen sense of humour – traits that will serve him well at ECIS. We, as a board, were convinced that Kevin Ruth can and will steer the organisation toward the great horizons that lie ahead.’

Dr Greene also complemented Jean Vahey on her leadership of the organisation as a standard against which all future Executive Directors will be viewed. He noted:



Dr Kevin Ruth.

‘It was Jean’s leadership that led the organisation to a vastly improved financial foundation. It was her determined leadership that led to the move from the pleasant but distant offices of Petersfield to the heart of a truly global capital city. And it was Jean’s understanding of the issues that face all of us that led to improved conference formats, publication and communications, the creation of the international schools survey, and the development of improved relationships with international organisations and corporate entities.’

Kevin and his wife Amy, who is a corporate attorney, have two young children and are eagerly looking forward to their move to London. The appointment becomes effective from 1st July, 2014.

Farewell, but not goodbye

Caroline Ellwood steps down as editor of *is* magazine

It is with sadness we announce that Dr Caroline Ellwood has decided to step down as editor of *international school (is)* magazine, a post she has held with distinction since the spring/autumn issue of 2002.

Since then, her profound knowledge of so many aspects of international schools and the increasingly complex business of running them successfully, her understanding of the challenges facing teachers and sympathy for them, plus an enviable address book of those in the thick of it, has reflected through the pages of the magazine.

Doors opened for Caroline. Consequently, as international schools have flourished so has the magazine. At John Catt we are very grateful and we are sure that readers will join us in thanking her and wishing her well.

Caroline writes:

It is almost 12 years since Mike Maybury phoned me and suggested that I might like to edit *is* magazine as Jennifer Henley (who had helped to found it) was giving up the position. I had recently retired from my post in the Vienna International School and done a stint as a supply teacher in Cairo. I was looking forward to a quiet time in

a peaceful little village in England and since I had never 'edited' anything my response was unenthusiastic.

Mike, as usual, got his way and, 48 issues later, I look back on a most exciting and rewarding period of continued contact with the world of international education. They have been years of remarkable growth and change which it has been a privilege to record through the pages of *is*. Indeed it was through this opportunity that I have been able to keep in touch with colleagues across the world and make a whole host of new friendships.

So thank you to Mike for having faith in my ability to do the job and thank you to Dixie McKay and Jean Vahey for the support of ECIS over the years. It was of course to John Catt, the publisher, that I looked for professional help and Jonathan Evans and his staff have always been my point of reference. In particular it has been Derek Bingham, a 'real' editor, who has guided me through the years

Finally my thanks go to all those contributors who have ensured that *is* would have variety and interest, who have put up with me pursuing them for stories and nagging at them over deadlines. Do not relax: Jeff Thompson and Mary Hayden are taking over ... and I continue as the editor of *The International Schools Journal (ISJ)* so will still be on the prowl!

The new editors of *international school* magazine will be Jeff Thompson CBE, Professor Emeritus at the University of Bath, and Dr Mary Hayden, Director, Centre for the study of Education in an International Context at the University of Bath.



Caroline Ellwood in discussion with Prince Edward when he attended the ECIS Conference at The Hague in November, 2005. With them are Jonathan Evans (second from right), Chairman of John Catt Educational Ltd, and Derek Bingham, Publishing Director.

Springtime in Vienna: With Caroline at the 2012 ECIS Spring Conference are, from the left, Professor Jeff Thompson and Dr Mary Hayden, the new editors of *is* magazine, and Alex Sharratt, Managing Director of John Catt Educational Ltd.





Theory of Knowledge: crossing the divide

Malcolm Davis asks if TOK still fulfills its original function: where all the attributes of a learner profile could be demonstrated?

TOK has in the past been described as the ‘jewel in the crown’ of the International Baccalaureate Diploma Programme. It was seen as crossing the divide.

In good TOK style there needs to be both historical and current analysis of what that divide is or could be. To reflect upon this it is necessary both to look at the origins of TOK and where it has reached today and whether it continues to serve its original purpose.

The mere nomenclature creates a problem as it is read by many as a simpler way of saying epistemology. Confusion begins to reign as it comes to be seen as a study of the nature of knowledge in a philosophical sense. In the IB sense it is a study of the nature, function and purpose of knowledge.

So, already it might not be clear as to what it was and has become: it can often be seen as an excuse for teaching watered down philosophy or, on the other hand, a mishmash of general studies, current affairs and criticism. In reality it was never intended to be any of these things exclusively. It was to ‘make a unity’ and be a ‘methodology of subjects’.¹

In its beginnings the pioneers of the IB debated how to

draw the best from the classic national systems they had been educated within. The IB, being driven by Alec Peterson² and those in this circle, including Kurt Hahn³, were rooted in Oxford. They had to marry with the educational theories and practice from a strong French⁴ and more generally a more mainland European tradition.

With the European continental tradition was the notion that well-educated young people should have encountered some basic philosophy prior to moving out of secondary education. In contrast at the time, (the later 1960s), the English tradition was to leave what was often seen as esoteric philosophy studies to university. (How things can change; now philosophy is well established and a respected A level course in England and Wales.)

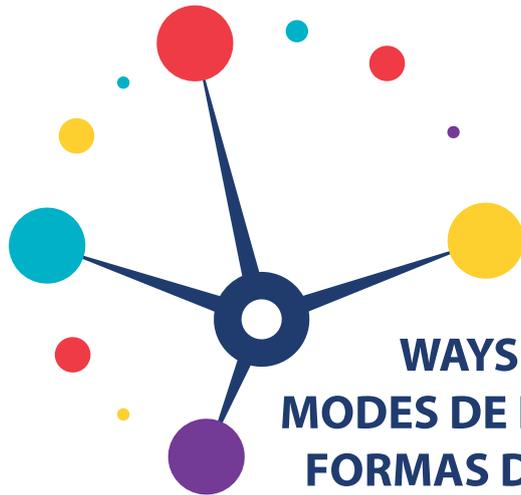
The debate and actual resolution of these differing perspectives is at the heart of Theory of Knowledge in its development today. Rather than have a history of ideas (largely then western ideas) and/or a complex programme of philosophical analysis, it was agreed that a compromise would be made. →



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A completely new compulsory programme was evolved that asked IB students to reflect upon their encounters with the knowledge found in their normal course subjects. This meant a time set aside to gain insight into the nature of their subjects beyond mere bodies of knowledge and content; a space for students to explore the problems of the value and changing nature of these differing areas or ‘knowledges’ they were meeting across the IB programme. The divide was being breached in a quite exciting way.

Knowledge might, it was hoped, be seen as more holistic instead of boxes of knowledge taught in different classrooms and never joined together. However it must be said that only a certain type of teacher felt comfortable with leading such classes; there was no fixed knowledge/content basis and it required teachers to be very creative, flexible and skilled at drawing insights and perceptions out of the students.

This might be seen as an effective compromise but, like all compromises, it is flawed as it does not please everyone. With an absence of dedicated content it was often seen as either disguised philosophy or an activity with no clear aim. The latter was echoed by students who do not see direct value in the activities that happen in the TOK classroom.

Only after the TOK programme had finished, and usually well into university, did many IB students really admit to having gained much from their TOK experience. However this ‘gain’ was often reinforced by the perception of many university lecturers declaring that students who passed through TOK had insights in their respect fields which non-IB students did not display.

Furthermore the apparent aimlessness of the syllabus was often seen by subject specialist teachers within IB schools as taking valuable time away from their important subjects. It would not be until the specialist subject teachers dared to venture into the TOK classroom that they began to appreciate the true value of a good TOK session. The divide that had to be crossed was seen as a credibility gap.

When the IB was much smaller, in the 1970s and the beginning of the '80s (no more than 150 schools), TOK was a rather isolated, almost independent activity with pioneers of the syllabus understanding the basic philosophy of the programme and developing student-based reflections on the knowledge they were encountering.

However, with the ever-increasing growth of the DP, there came a drive from the centre of the IB for increased control and a recognition of the need for systematic and consistent guidance. This direction and standardisation in both classroom practice and assessment has meant that the divide between TOK and other IB subjects has become much smaller. Before the latter part of the '80s there was a reluctance to have a TOK text book. Far better, it was thought, to have to search out stimulating material and devise activities and then share them by word of mouth – there was no thought of an internet then.

It would take until 2000 for Woolman⁵ to be the first to dedicate a book solely for the TOK programme (teachers in the early days relied on *Man is the Measure*, by R Abel, and some even just drew from Plato's *Republic*). Unfortunately the ‘text book’ approach often leads to the solidification

Knowledge might, it was hoped, be seen as more holistic instead of boxes of knowledge taught in different classrooms and never joined together.





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of TOK into yet another subject, to be taught rather than encountered.

Books were produced as the market for guidance and ideas grew. At the time of writing there are at least five books in print that address the programme as now described in immense detail by the IB, not to mention a myriad of websites that offer support material, even some with the 80 basic TOK lessons to be taught.

The divide has been crossed in that TOK has seemingly moved from an opportunity for students, in their own way, to reflect upon the knowledge they encounter to having almost, if not actually, become a disciplined subject that is systematically taught.

Suffice to say that with very much more directed teaching comes the very formalised assessment that drives TOK into the box of another subject which was not the original intent. In early days, merely the keeping of a diary of reflections and a record of activities externally moderated produced the incentive and focus to keep on track. But that was only realistic in a small IB world. With the growth of participating schools came the need for more standardisation, more direction and more control so that all students could have a common experience.

As to the current means of assessment, the school-based presentation still seems to pay tokenism to the origins of the programme. In contrast, the seemingly very intellectually-demanding externally set and marked essay very much takes TOK across the divide into the realm of another subject to be examined, which is quite contrary to the original objective of the early days.

Of course there are clear advantages for the wider community of thousands of IB DP schools but the excitement and creativity of the early TOK classes might be lost. I do wonder how criteria-driven assessment authorities might now judge an essay written completely backwards, not just for the fun of it but to stress the point of the essay. (It was produced by a talented IB student who went to Cambridge and who is now a QC in the English legal system.)

Similarly, how would a student who produced a 3D shape that, with maneuvering slowly revealed a complex piece of writing, be graded? The divide between creativity and conformity has not yet been resolved. It might even be said that unless one is prepared to risk a lot in the TOK formal presentation then real creativity has been driven underground.

There is no doubt that in the coming years TOK might be systematised even further. It is hoped that even if this does happen in good lively TOK classrooms good teachers can create opportunities and establish forums where students

can both reflect and challenge their assumed knowledge. It might even be possible, with the power of technologies and the internet (something the original pioneers of TOK did not even dream about), to create a forum where the original purpose of TOK can be re-set; a space where students can risk and challenge and question and debate without fear of the grade consequences.

Has the jewel in the crown become tarnished or cut to better refinement? Does TOK still fulfill its original function: a place where all the attributes of a learner profile could be demonstrated?

Malcolm Davis is Director of the International School of Bremen, Germany.

Books that bridge the divide

Theory of Knowledge for the IB Diploma by Richard van de Lagemaat
Theory of Knowledge by Nicholas Alchin
IB Theory of Knowledge by Eileen Dombrowski
Theory of Knowledge for IB programs by S Bastian
Ways of Knowing by M Woolman,
Man is the Measure by Reuben Abel
www.theoryofknowledge.net/ the source of 80 TOK lessons

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1. Peterson A. *Schools across frontiers* Pg 47 Open Court Illinois 1987.
2. Sutcliffe D Alec Peterson A memoir 2001.
3. Kurt Hahn, German born British educationalist: More information can be found at the Kurt Hahn Archive at the District Archives of Lake Constance District Germany. Kurt-Hahn-Archiv@kultur-bodeseekreis.de
4. Among others Gerard Renaud, teacher of French and philosophy at the International School of Geneva, Deputy Director General of the IBO 1967-77 and Director General until 1983. He worked with Alec Peterson in Cologne in 1967. Later he played a major role in setting the foundation for what would become the IBO's Middle Years Programme.
5. Woolman M, *Ways of Knowing* IBID press Victoria 2000

As to the current means of assessment, the school-based presentation still seems to pay tokenism to the origins of the programme. In contrast, the seemingly very intellectually-demanding externally set and marked essay very much takes TOK across the divide into the realm of another subject to be examined, which is quite contrary to the original objective of the early days.

After the darkness

The role of Japanese youth in the future of Tohoku: Naomi Funahashi describes a journey from despair to hope through action

On 11th March 2011 a powerful 9.0-magnitude earthquake struck Japan and generated a tsunami that devastated the eastern coast of Japan's Tohoku region, destroying small towns and villages along the coastline. Homes, farmlands, fishing ports, and schools were washed away, resulting in a tremendous loss of life and property.

Naomi Fukuda, then a high school student in Rikuzentakata, described her once-beautiful hometown of scenic mountains and ocean views as "black whirlpools as far as I could see". Masahide Chiba, a 20-year-old college student from Ofunato, a coastal city in Iwate Prefecture, among the hardest hit by the destructive earthquake and tsunami, lost both his mother and grandmother to the disaster.

Nearly three years later, families and communities continue their struggle to recover and rebuild and many survivors, particularly the young, suffer from feelings of guilt and anxiety about their future. But some survivors, including Naomi and Masahide, are part of a new generation of young Japanese who hope to play important roles in the recovery and redevelopment of their hometown Tohoku communities.

How are Japanese youth coping in the wake of these disasters? What role will they play in Japan's future?

Driven by these questions, the Stanford Program on International and Cross-Cultural Education (SPICE) developed *After the Darkness*, a short documentary film that features the stories of Masahide and Naomi, two students from the Tohoku region who were directly impacted by the events of 11th March, and how they are working to rebuild their lives and communities in the aftermath.

Tohoku students worked in teams to develop action plans for improving their Tohoku communities.



Directed by award-winning filmmaker Risa Morimoto (Edgewood Pictures) of New York City, this film aims to highlight the adversity experienced by Tohoku youth, as well as the inspiring ways in which they are overcoming their challenges by seeking opportunities for educational and leadership development.

In March 2013 the documentary film crew spent roughly two weeks in Japan with 29 high school and college students from the Tohoku region. These students were selected to participate in a scholarship-based leadership program organized by BEYOND Tomorrow, a non-profit organization that was established to support the young victims of the 2011 Great East Japan Earthquake and Tsunami.

As BEYOND Tomorrow executive director Minami Tsubouchi notes, despite facing great hardships, these students have not lost hope and continue to embrace a dream to give back to society.

Participating students engaged in discussions with prominent Japanese corporate, government, and nonprofit leaders, and drew upon their expertise in developing action plans for responding to the seemingly endless concerns and problems that continue to face Tohoku communities. While the 11th March disasters appear to be fading from public memory across the globe, and even within Japan itself, the first-hand experiences of these students are never far from their hearts and minds.

In the film, Masahide speaks of losing his mother and grandmother yet expresses his dreams of helping to rebuild Ofunato and other cities in the Tohoku region. Before the disasters, he planned to go to a local university near his hometown of Ofunato to become a teacher. In the months after these events, he began considering ways in which he could contribute to Tohoku's reconstruction. He chose to study engineering so that he could lead construction work in Ofunato.

Visiting New Orleans during the summer of 2012, and learning about post-Katrina reconstruction efforts undertaken there, he returned to Japan with a strong belief that post-disaster rebuilding is not just about physical construction but also about healing and empowering people.

Without strong leaders to guide reconstruction efforts on the ground in Tohoku, young people may continue to leave for larger cities to seek better employment opportunities. Masahide believes that it is critical to build a system locally in Tohoku that invests in and empowers people so that they can become leaders in their own communities.

Masahide is now enrolled in Keio University's faculty of policy management in the hope of developing a program

Ofunato, Iwate Prefecture, in the weeks following the March 11, 2011, earthquake and tsunami.



Across the divide

that nurtures strong leadership among young people in the Tohoku region. As he recently reflected: 'The great east Japan earthquake and tsunami did not begin and end on 11th March, 2011. It continues on with our battered towns, our broken hearts that we still feel. That is also part of the disaster. So I think this disaster is still not over.'

After the Darkness will soon be available for free streaming on the SPICE website. SPICE is currently developing additional resources for teachers – such as ready-to-go classroom activities and a film-viewing guide – to highlight the interdisciplinary nature of the film's themes. These resources will also be available for complimentary download. While the activities will target a high school audience, the film is appropriate for viewing at all grade levels.

The Stanford Program on International and Cross-Cultural Education (SPICE) is a program of the Freeman Spogli Institute for International Studies (FSI), a university-wide research and education institution at Stanford devoted to understanding the problems, policies, and processes that cross international borders and affect lives around the world.

SPICE curriculum publications serve as a bridge between FSI and K-12 schools and community colleges. Please visit the SPICE website at <http://spice.stanford.edu>.

Illustrations

Ofunato, Iwate Prefecture, in the weeks following the March 11, 2011 earthquake and tsunami. Photograph http://upload.wikimedia.org/wikipedia/commons/a/a4/Flickr_-_DVIDSHUB_-_Operation_Tomodachi_%28Image_14_of_52%29.jpg. By DVIDSHUB (Operation Tomodachi [Image 14 of 52]) [CC-BY-2.0 (<http://creativecommons.org/licenses/by/2.0>)], via Wikimedia Commons.

Tohoku students worked in teams to develop action plans for improving their Tohoku communities. Photograph SPICE, Stanford University.

Naomi Funahashi is Manager, Reischauer Scholars Program & Teacher Professional Development, Stanford Program on International and Cross-Cultural Education (SPICE), Stanford University

IS Tanganyika's Golden Jubilee

Some 88 former pupils, parents and staff met in London last October to celebrate the Golden Jubilee of the opening of the **International School of Tanganyika**, Dar es Salaam, Tanzania.

Guest of honour was the Founding Head of the school, **Irene West** (nee Leach), who spoke briefly of her memories of opening the school with some 200 elementary pupils in September 1963. Irene was delighted to renew acquaintance with **Jane and Gordon Douglas** who had been Founding Pupils of the school.

Since that auspicious beginning, IST has grown so that today it provides an international education for some 1000 pupils from 50 nationalities through the full range of IB programmes as an IB World school. More details can be found on the school's website www.istafrica.com



From the left are Ian Rysdale, Niall Nelson, Mike Maybury talking to Diana McGuire, and Kevin Bartlett.



Sandra Kiy and Jan Ryan.

The maker movement

Patrick Newell discusses creating, learning and sharing, crossing the divide between thinking about it and doing it

What is the only constant? *Change!* When facing change, *Change*. To change we need to revise, reinvent, regenerate, recreate, and create. So is it about creating? Exactly.

To create is to project into the future the change you wish to see utilizing your past wired neural paths and memory. Humanity has always been users of tools to alter our environment: ‘makers’. Society needs children to be makers, creators and it doesn’t matter which type of making they do.

The key is for each learner to experience the creative processes to develop their neural wiring and strive for excellence using tools, whatever is needed, so that all learners can create and lead this change. It almost does not matter what they decide to make. ‘Making’ is a human activity.

The rate that available ‘tools’ have changed, become more complex, less ‘hands on’, has hampered the ability of learners to apply their knowledge by ‘making’ a product from what they have learned. Hobbyists have been doing this for years. Apple Inc was created from an electronic kit created by the Home Brewers Club. Inventions like the computer have taken us to the current maker movement, which is integrating current technology and ‘making’ like never before.

What about the movement? Making has gone public. The imperative for knowledge to not only have meaning, but to have form as well, means ‘products’ are back in vogue. There is a new movement that is a technology-based extension of the do it yourself community. There is a strong focus on learning practical skills and applying them creatively.

Maker Faires that showcase what can be made in our 3D printing world and more are spreading like a virus infecting many areas in the world. The maker movement is driving innovation in manufacturing, engineering, industrial design, hardware technology, education and entrepreneurs.

People are making prototypes and being funded. It is a very exciting moment in history as it is combining creating, purposeful learning and sharing. You might be able to find a Maker Faire near you at <http://makerfaire.com> or create one yourself.

Recently 3D printers and laser cutters have become an option as prices drop and the quality of output increases. This leap in available technology means that learners can design and make something – almost anything – they want and produce it with these new printer and cutters.

The gap between the world of the computer screen and the ability to turn what is found there into ‘real’ world objects is being blown away. There are new versions of ‘drop

in sports gyms’ specifically for makers that have all the tools and toys one could dream of to make something special with your mark on it.

I visited Tech Shop in San Francisco for a tour and was greeted by a cross-section of people engaged in something they felt was relevant with a high level of interest and satisfaction. It inspired me to want to make and create something.

One increasingly popular aspect of the maker movement is its strong focus on shifting digital 3D images and prototypes into actual goods, ‘products’. Digital authoring has been such an important aspect of learning for making presentations, movies and storytelling. The software programs Autodesk has created to collaborate and communicate with today’s makers is quite comprehensive and has become the norm.

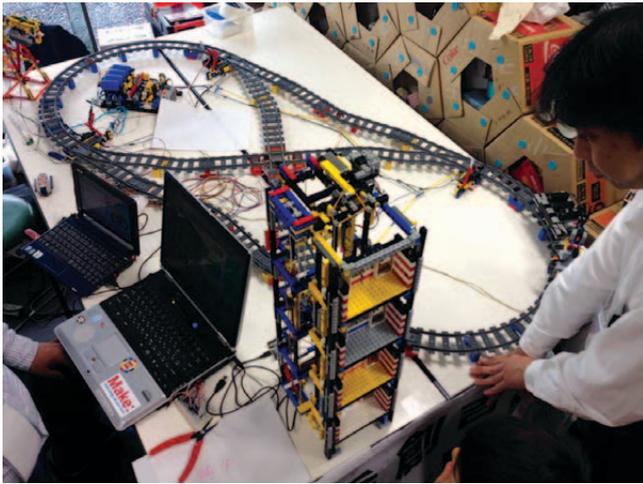
They have free applications for the K – 12 schools that are the kind of food we want our children to engage with and enjoy. Other software programs include introductions to programming like Scratch, simple animation programs like Alice. These programs bring life and understanding into



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how computer technology can have a life of its own, one that belongs to you and gives you the key to making a 'real' product work from conception, design and build, in a quality not thought possible.

A maker schools list was shared in a recent edition of *Wired* magazine www.wired.com/design/2012/04/skills-that-pay-the-bills-top-10-maker-schools/?pid=35&viewall=true. You can also find a list of Maker spaces at <http://makerspace.com/makerspace-directory>. Hackerspaces and FabLabs have also become quite popular as they allow like-minded individuals to share ideas, tools, and skillsets. Hundreds of these spaces can be found around the world.



In learning environments implementing the critical 21st Century Skills (www.21p.org) with the 4Cs are on top of the list, which include creativity and critical thinking. Both of these skills are heavily implemented and imbedded in the maker movement and a maker school.

Schools are starting to realize they need to become maker-focused to ensure their students are developing their 21st century skills in a learner-focused environment to prepare them for a world of rapid change. Woodshop, metalshop and cooking classes are making a comeback in schools in parts of the world. Increasingly, students leaving university with a Master in Fine Arts (MFA) are more sought after in today's world than those completing an MBA. Many universities are realising this and many MBA programs are shifting some focus to design thinking and creativity.

The IBO MYP design technology labs found at an increasing number of schools are living models that align with the maker movement. The design technology program uses human ingenuity in selected activities in order to meet needs and find solutions that are extremely relevant to the real world.

As part of the program learners must go through the design cycle many times through making an array of prototypes, products and art. Assessments are done in rubrics and clearly define excellence and potential outcomes. This is an excellent example of integrating creativity, design and critical thinking into a learning program.

Outside of school is also an optimal time for learners to make things and develop their 21st century skills. School-age children are only in school 16.4% in a year. The 50% of the time children are awake parents have an opportunity to create an environment for their children to make things. This can also take place when parents are outsourcing their child's learning to after-school programs as well.

These programs often include a maker component and have been the spark that has led to schools incorporating making into the classroom. Lego Mindstorm Robotics has become popular in after-school and home environments as well. Mindstorm provides an opportunity for children to program and make robots that use an array of sensors to do various activities.

Little bits <http://littlebits.com/projects> is an array of electronic modes that snap together with magnets to create lights, simple robots and much more.

TED and the TEDx movement has been highlighting many new prototypes and even many of the products that are feeding the maker movement including Little bits and Makerbot. TED-Ed is currently offering a platform for new ideas, lessons and ways to create something new and different. Learners can use TEDx and TEDxYouth allows young learners to feed their curiosity and share their ideas on stage.

The maker movement engages learners in something that is interesting, relevant and empowers the learner to create something of their own. Humans have an innate desire to create and make. It is how the human race survives. The necessary 21st century skills are embedded allowing our learners to excel in the world today through inventing, prototyping, creating, collaborating, communicating and thinking critically. The beauty of it all is making and creating is fun, exciting and purposeful.

Learning across boundaries

The World Studies Extended Essay bridges the gap in understanding global issues, says Angela Rivière

This 21st century in which we live is a time beset with global challenges: an age marked by our struggles to eradicate hunger, disease and poverty, use sustainable sources of energy and find ways to live together more peacefully when differences seem increasingly polarised.

These issues are complex, sometimes contradictory, and are not conveniently organised into discrete areas that can so simply be understood or addressed through the lens of any one perspective. Instead, they result from intersections of differing cultural, political, environmental and economic challenges, demanding ever more innovative and creative solutions.

Our approach to finding solutions to the world's most pressing problems necessitates a blurring of traditional lines and a mode of thinking that enables us to navigate competing perspectives in order to gain a deeper, more considered understanding; a mode of thinking that has us thinking across disciplinary boundaries.

Complex global issues do not abide by disciplinary boundaries. When politicians, economists, scientists or others come together with the aim of finding solutions to the world's problems, what ironically often limits them is their own expertise in disciplinary ways of thinking. Talking across the disciplinary divide is challenging, but not doing so is to ignore reality.

Global issues are not so easily divided as a group of experts congregating in a room; they need to be understood from multiple perspectives and the role of interdisciplinarity and the skills associated with this approach are crucial when dealing with these problems. The academic landscape is beginning to change, with more and more universities offering interdisciplinary courses. However, for many of us, our experience of education is of the prevalence of the disciplines in conceptualisations of knowledge.

Engaging in interdisciplinary dialogue is in some respects more intuitive for young people who have not been rigorously schooled in the canons of strict disciplinary thought. The International Baccalaureate (IB) recognises and embraces this with a continuum of education rooted in constructivist, conceptual, inquiry and context-based learning.

Throughout the IB continuum, students are encouraged to think across and beyond boundaries whether through the transdisciplinarity of the Primary Years Programme, the interdisciplinarity of the Middle Years Programme, or in the Diploma Programme's Theory of Knowledge (TOK) course.

With the introduction of the World Studies Extended Essay (WSEE) in 2011, Diploma programme students have an additional opportunity to engage with the knowledge, skills and aptitudes that interdisciplinarity promotes

(Rivière, 2013). Through an in-depth interdisciplinary study of an issue of contemporary global significance, WSEEs examine issues such as the global food crisis, climate change, terrorism, energy security, migration, global health, technology and cultural exchange.

Since global issues of this nature tend to play out in local contexts, any in-depth examination of these local instances of globally significant phenomena provide students with opportunities to engage in a well-grounded appreciation and understanding of the issue under study (IBO, 2012). Examples of recent essays submitted have explored:

The extent to which the rights of Filipino domestic workers are violated by government policies in the Hong Kong Special Administrative Region.

The effect of climate change on rural-urban migration in Mongolia.

The effects of the BP oil spill on the environment and economy of the Gulf Coast of Alabama, and BP's financial responsibility to this.

Blood Doping: where to draw the line between acceptable and unacceptable practice? A scientific and ethical comparison of altitude training, hypoxic tents and blood transfusions.

By employing an interdisciplinary approach, students are able to further appreciate the fact that a more comprehensive understanding of these issues requires them to actively engage across boundaries – not only local and global but also the boundaries between disciplines (Rivière, 2013).

Students undertaking a WSEE must think critically and creatively about the issue they are exploring. They must also develop the intellectual skills of 'integrat[ing] knowledge and modes of thinking from two [...] disciplines in order to [...] offer explanations in ways that would not have been possible through single disciplinary means' (Boix-Mansilla and Dawes, 2007: 219). The tripartite system that Boix-Mansilla and Gardner (2003) espouse is clearly reflected in the aims and approach of the WSEE. It is:

Integrative – bringing together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise.

It is purposeful – students connect disciplines to solve real world problems, or address complex issues in ways that would have been unlikely through single disciplinary means.

It is grounded in the disciplines.



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As a consequence of undertaking a WSEE, students synthesise differing perspectives in tackling real, locally grounded and personally relevant research questions (Rivière, 2013). They develop an appreciation of the fact that in trying to answer complex questions they may need to look beyond the limits of a single discipline or approach.

Furthermore, the interdisciplinary opportunities of both the WSEE and TOK in the Diploma Programme are not just about gaining a deeper understanding of issues or questioning the nature of knowledge itself, but also about facilitating the development of transferable thinking skills: skills for university and for life.

In an increasingly interconnected world, future employers will demand graduates who are able to engage with complex issues from multiple perspectives; transforming the way in which we respond to the challenges of our changing world (Rivière, 2013b).

As IB students reflect on the world in which they live and want to live, facing the challenges and complexities of the 21st century, the WSEE offers them an opportunity to learn across boundaries. By undertaking the WSEE, IB students explore issues of global significance and personal interest through sustained independent enquiry, fostering a broader view of knowledge: one more closely linked to the way in which the world actually works (Rivière, 2013b).

Blurring the lines and thinking across boundaries are important features of an inquiring, reflective IB student and the WSEE adeptly embodies this. It is an opportunity for students to begin to see their position in the world as global citizens and to consider how they can, indeed, bridge the gap in understanding global issues and make a difference.

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International Mindedness

The theme for the next issue of *is* magazine: Mary Hayden and Jeff Thompson, the new editors, will be looking for articles on all aspects of this broad, topical and sometimes controversial interpretation of international education

For long lurking on the borders of educational philosophy (there is a reference to it in a PhD thesis on the IB written in 1978 by James Durrell Wagner, University of Connecticut), it is now commonly used by the IB, the IPC and the ECIS International Teacher Certificate as 'the preferred term' (Roberts 2013). Indeed the IPC is described as an Internationally Minded Curriculum.

In recent years there has been extensive discussion as to what the term means, how it can be taught (indeed can it be taught? Is it possible to assess an attitude of mind?). In an extensive analysis: 'International education and global engagement: education for a better world?' Boyd Roberts challenges some of the recent developments describing international mindedness as 'a term whose time is up'.

Hill describes international mindedness as

The study of issues which have application beyond national borders and to which competences such as critical thinking and collaboration are applied in order to shape attitudes, leading to action which will be conducive to intercultural understanding, peaceful co-existence and sustainable development for the future of the human race (Hill 2012).

Is 'international mindedness' an aim of your teaching, and if so how do you interpret its meaning, put it into practice and recognise that something has happened? How do you encourage international mindedness in school (not only in the classroom, but in non-classroom based activities too)? Or do you agree with Skelton (quoted in Roberts 2012), who states that international mindedness has 'an unbearable weight put upon it'.

Articles should be sent to the editors at ceic@bath.ac.uk

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Displaced people cross lands and frontiers

Anne Keeling reports on how a primary topic links learning to community service and to fundraising success

Year 6 primary students (10 and 11 year olds) at **British International School Jakarta** recently raised Rp.30,000,000 for refugees as part of their learning. The students had focused on the theme of 'Moving People' as part of their learning with the International Primary Curriculum.

To introduce the theme, the children experienced some of the circumstances that refugees face: packing up their valuables with no notice; relocating to a safe location; and creating makeshift shelters in which to eat and rest. This experience, and the subsequent six weeks of subject learning, all linked to the 'Moving People' theme, inspired the primary students to take action.

Throughout the unit they researched and shared ideas on Edmodo (a multi-faceted, cyber-safe social network for schools, www.edmodo.com) about how they could help the various charities working with displaced people around the world. They also investigated the finances of a number of different charities to identify which of them spend their money most effectively to actively support refugees. So to end their learning of the theme, the students decided to organise and host a sale to raise money and awareness for refugees around the world.

The children organised the printing of notebooks, posters and wristbands featuring messages that the students created, such as 'No human is illegal ... help refugees'. Students from the entire school, plus their parents and the staff, were invited to the sale which included the children's themed merchandise plus a wide selection of cakes, biscuits and sweets that the students and their families had baked.

The sale raised an incredible Rp.30,000,000 (over \$US3000). Based on their research into the different support that charities provide for refugees, the students selected the British Red Cross as their charity of choice to receive the profits.

Year 6 students Finlay and Jennifer said: "The money is being used to support people in Syria, saving lives by giving much needed food, water and medicine. It is also being used to help refugees who have moved to the UK to rebuild their futures. It's amazing to think that our learning in Year 6 has led to a real difference being made in other people's lives."

Anne Keeling, ISC Research.



Selling the merchandise.



Wow Day Journey to Safety.

Why interdisciplinary science is here to stay

Richard Myhill reports on a recent youth forum

For current and future generations of scientists, the need to develop an increasingly interdisciplinary approach to tackle the challenges facing the global community is growing by the day.

It will be the role of those embarking on careers in science now that will benefit most from this approach, as they work within their own specialisms, while drawing on the work of others to answer questions relating to medical research, energy solutions and more.

This theme was widely discussed at the 2013 London International Youth Science Forum, an annual event which brings together the leading young scientists from around the world. More than 350 students from 60 countries were present for the two-week event to discuss the 'Crossing Science Boundaries' theme with learned scientists, thought leaders and those working behind the scenes in major scientific research at some of the UK's finest institutions.

Dr Pantelis Georgiou led the forum with an opening lecture on his work at Imperial College with Professor Christofer Toumazou. Dr Georgiou lectures in electrical and electronic engineering but has been working closely with specialists from Imperial College's medical, physics and biology labs on some front line medical devices.

Georgiou's work focuses on the evolution and improvement of medical device technology; utilising his own electronics specialism with that of professors on the medical side to deliver more intelligent solutions. A major breakthrough and example was the creation of the bio-inspired cochlear implant.

This team of scientists focused on our ability in the modern world to create smaller and smaller transistors and applied it to create a silicone version to mimic the role of the cochlea in born-deaf patients. This has since been implemented in many cases with great success.

Lord Robert Winston was a lecturer at the conference, and conducted a question and answer session.



The overall aim of the work in this team is to maximise the opportunity for turning technology to our health's advantage. Georgiou said: "We are facing many challenges, such as increased life span, obesity, poor diet and sedentary lifestyles but our medical device technology is still relatively primitive. Our digital solutions are not attuned to the body's analogue design and as such current devices only produce unintelligent data in high volume that is not being interpreted or put to best use."

The answer to this problem is to design technology that can mimic the body, tune into it and deliver selective data. These remarkable devices are at varying stages of development but the department has had success with the world's smallest ECG monitor which allows patient movement, portability and rests on the skin. Other major works include an attempt to create a more biology-led answer to insulin production and secretion. Current diabetes treatment, which sees patients injecting insulin up to three times per day, is not representative of the body's system for secreting it; so while it is a workable solution, it is not the most sophisticated.

The team is working on a silicone beta cell which mimics insulin secretion closely and this is currently going through clinical trials. This major development could revolutionise diabetes care and now it is more important than ever as percentages of sufferers continue to increase as a result of our lifestyles.

The final and arguably the most impressive creation to come from this interdisciplinary team at Imperial College is its work on genome sequencing. Using these hybrid technologies and areas of expertise, Dr Georgiou and colleagues are making headway with a chip which can identify an individual's DNA SNPs (Single-nucleotide polymorphism) – the small differences in our genetic make-up that can identify which illnesses we are more pre-disposed to and potentially which drugs we will be most resistant to.

This work could seriously impact patient treatment and preventative medicine. Georgiou said: "Current DNA testing takes two weeks in a large, laboratory setting. With this SNP chip, we can have results on site within 20 minutes. It could be the key to looking at cancers before they develop.

"Look at what doctors can do with a medical history, imagine what they could do if they could look at our medical futures."

This rousing start to the forum was an unquestionably perfect and fascinating insight into the importance of embracing interdisciplinary science. These real-life applications are already significantly impacting medical science and quality of life for patients.

Of course, the theme of the forum was to examine the whole spectrum of ways in which these collaborations could address a whole host of global challenges, not just those posed by medicine. Another keynote speech, presented by Professor Sir Chris Llewellyn Smith, director of energy research at Oxford University, gave an incredible insight into the use of multi-specialist approaches to energy challenges.

Professor Llewellyn Smith opened with a clarification on the need to approach science in this joined up way: "We will always need specialists, but we must also seek to use a broad approach. We must encourage scientists to keep 'looking over the fence' in case something happening in another area

could actually benefit a different area of research," he said.

He provided students with an excellent example of research altering another area of science: the creation of x-rays, designed initially for examining the behaviours of electricity, going on within just three months to be widely used in medicine. The role of x-rays in the modern hospital is a powerful example of science crossing over to have multiple and often unexpected uses.

Professor Llewellyn Smith's work is focused on meeting the contemporary challenges of resourcing the global future: sufficient food, water and energy to allow everyone to live decent lives. "We are going to need significantly more energy in the future and to find these answers we must draw on social sciences, economics, politics, engineering and more," he said.

He also drew on his experiences of collaborative science as a major factor in strengthening links between traditionally problematic socio-economic and political neighbours. He gave the examples of both CERN, where he has been heavily involved in the set-up of the Large Hadron Collider and more recently SESAME in the Middle East, a new centre for scientific collaboration which is building bridges between countries with traditionally troubled relations.

He believes that science approached in this way can be a successful method of gaining respect among people from differing cultures and can be the perfect breeding ground for successful working in other areas.

"Collaboration lifts everyone to the highest standards," he added.

These examples were just the tip of the iceberg on offer to participants who also went on to see first-hand how joined-up thinking was revolutionising science in this country and further afield. It certainly seems that both these participants and these methods will play a significant role in the future developments to shape our global community.

LIYSF returns in 2014 from 23rd July to 6th August. More information can be found at www.liysf.org.uk.

Richard Myhill is Director, London International Science Forum.



Get tongues wagging!

International Mother Language Day, 21st February, 2014

An opportunity for your school to celebrate linguistic and cultural diversity, linking history, literature, language and art, International Mother Language Day aims to promote linguistic and cultural diversity, as well as multilingualism.

The festival gives teachers of students of all ages exciting possibilities for innovative lessons. For those who worry about the fact that international education works mainly in English, with English language text books, here is an opportunity to develop exciting cross cultural projects in poetry, drama, art, history and of course language.

Use the poem *Search for My Tongue* by Sujata Bhattas as a discussion point for your international school students and also teachers to test the attitude and status of mother tongues in the school:

And if you lived in a place you had to
speak a foreign tongue,
your mother tongue would rot,
rot and die in your mouth.

In Vancouver, Canada, Mother Languages Day is celebrated with a festival called 'Hold onto Your Tongue', which brings together dance, music, spoken work, food, vendor, community groups and cultural activities. The object is to promote linguistic diversity and multilingual education, and to develop fuller awareness of linguistic and cultural traditions based on understanding, tolerance and dialogue.

In Bangladesh, 21st February is the anniversary of an important day in the country's history. People lay flowers at a *Shaheed Minar* (martyr's monument). They also purchase glass bangles for themselves or female relatives; eat a festive meal and organise parties; and award prizes or host literary competitions. It is a time to celebrate Bangladesh's culture and the Bengali language. They do this to mark how important language is in their history.

At the partition of India in 1947, the western part of Bengal province became part of India and the eastern part became a province of Pakistan known as East Bengal and later East Pakistan. However, there was economic, cultural and lingual friction between East and West Pakistan, which intensified when, in 1948, Pakistan's government declared that Urdu was the sole national language.

The Bengali-speaking majority in East Pakistan protested and the government outlawed the protestors. On 21st February, 1952, students at the University of Dhaka and other activists organised a protest. Police opened fire on the demonstrators and killed four students. Their deaths, in fighting for the right to use their mother language, are now remembered on International Mother Language Day, and in February 1956 Bengali became an official language in Pakistan. Following the Liberation War in 1971, Bangladesh became an independent country with Bengali as its official language.

If you think that your international school could be more internationally minded, here is an ideal opportunity to get together with your colleagues and 'get tongues wagging'.



Cursive writing and self-identity

In the first of two articles, Lawrence Burke defends an essential literacy skill in an age of digitalized learning

In the 1997 sci-fi classic *Gattaca* key themes and ideas around reproductive and design technologies and their effects on the societies of the future are explored.

The manipulation of our DNA is now a reality and, although the movie was made 16 years ago, the subject of eugenics, along with the manipulation of our identities through digitalized augmented realities, is a feature of life in the early years of the 21st century.

In a case of life imitating art, in 2009 a Chinese woman was arrested while attempting to enter Japan after having her fingerprints manipulated through surgery to avoid detection on the Japanese immigration department's data base (Heussner, 2009).

Her extreme actions seemed to embody aspects of the bizarre evolution of human kind in *Gattaca*, turning herself into a partially designed creature like Vincent Freeman, reliant only upon how he's programmed to think, act and behave through his DNA and being forced to go to extreme measures to live in an augmented, manipulated reality.

How far are we progressing towards this brave new world of science and bio-technology to manipulate and co-create our identities? From my perspective as an educator there are some subtle and quite deceptive developments occurring in a ways which are passed off as essential skills in the development and education of future generations.

One in particular is the replacement of handwriting with keyboard skills – argued as a necessary 21st century teaching skill. Leaving aside the misnomer of 21st century skills, the decline in teaching cursive writing and its deliberate and purposeful elimination from school standards and the curricula in the developed world is a cause for concern worth some exploration.

Recently the United States Education Department announced through its updated teaching standards that cursive writing as a key literacy skill was no longer a requirement in its public school teaching standards and has been replaced by keyboard skills as the natural evolution of cursive writing.

Notwithstanding the shortsightedness and ignorance of the essential role of cursive writing within the foundations of literacy, this move has been supported by a number of key influential educators at the highest levels within public service sector of the United States government. It is also supported by individual educators like Morgan Polikoff, assistant professor of education at the University of Southern California's Rossier School of Education, who argues that

just as we got rid of the abacus and slide rule it is time to get rid of cursive writing (LiveScience.com, 2013).

To argue that the abacus is an obsolete and irrelevant learning tool is profoundly naïve and demonstrates a complete lack of understanding of this extraordinary aid for mathematical computation. A highly skilled and proficient operator of this piece of technology can operate at the same speed as someone adding or subtracting on a calculator. Furthermore, for some it may be their preferred choice of technology over an electronic calculator.

It's staggering how a governmental body charged with overseeing educational standards, along with individuals in the field of education, can make such claims without any understanding of the essential role kinesthetic learning holds in the scaffolding and supporting of future learning.

Generally speaking teaching and learning is defined by multiple processes in literacies in the 21st century and is not defined purely through digitized learning. For example following the initial introduction of a course/unit/module of learning where the overall aims and learning outcomes are explored and explained, each lesson begins with an outline of what the intended learning outcomes are for that specific class.

This is what I term informed communicative literacy development. This is further enhanced through extension activities and evaluations of the lesson content as an integral part of the lesson review or closure. In addition, teaching and learning incorporates multiple literacies aside from the content. For example, learning to write cursively requires the development of fine motor skills, and its theory and content help to develop the social and emotional skills of patience and perseverance—essential life skills for all learners.

Lesson content developed from appropriate curriculum and syllabus documents includes learning which is targeted at the ability levels of the students in the class. Initially a teacher may have to experiment, get feedback from her/his students on what is engaging and workable and what isn't.

Essentially teaching and learning is a practical, hands on social and communicative process in which learners participate in the overall planning of how they will learn. It is a functional, communicative literacy. Students will only be actively engaged with their learning if they are challenged appropriately and in an engaging manner.

For example, learning to write with an interactive white board where cursive letters are created and practiced in a variety of styles, colors and densities engages a variety of

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intelligences not only limited to kinesthetic learning but also to the visual, spatial, affective and cognitive domains. These kinds of literacies of 'learning by doing' may be used across subjects and disciplines.

Cursive writing is an essential literacy skill which not only provides the foundation for narrative writing throughout a child's education and later under examination conditions, but it also serves quintessentially to link the body, mind and spirit in one activity. It is a masterful example of integrated learning using a variety of intelligences.

It is a combination of physical and mental functions. The writer must intellectualize a sound, link it with a symbol and then initiate a psycho-motor activity. It is a profound extraordinary combination of mind, body and spirit learning to work together. Berry captures this symbiotic relationship beautifully:

Language is the most intimately physically of all artistic means. We have it palpably in our mouth; it is our *langue*, our tongue. Writing it, we shape it with our hands. Reading aloud what we have written – as we must do, if we are writing carefully – our language passes in at the eyes, out of the mouth, in at the ears; the words are immersed and steeped in the senses of the body before they make sense in the mind. They cannot make sense in the mind until they have made sense in the body. Does shaping one's words with one's own hands impart character and quality to them, as does speaking them with one's own tongue to the satisfaction of one's own ear? ... I believe it does

(Berry, 1990, p 192)

Such a reflective and philosophical insight into writing helps us understand how a child's developing sense of subjectivity and objectivity is formed through the process of them becoming fully literate in their language and culture. They are acquiring an essential skill to differentiate between a spoken language and a written language.

Recognizing a letter on a keyboard and touching it do not produce the same intricate and integrated development of the affective, cognitive and psycho-motor domains in a child's or a student's holistic development. It is a disembodied, mechanistic process in denial of the satisfaction to be derived from creating a narrative no matter the level of ability and achievement.

Dr Lawrence Burke teaches on the Education Faculty on Early Childhood Education with the Higher Colleges of Technology in Al Ain, United Arab Emirates.

Part two, 'The pen is mightier than the keyboard', will consider handwriting in its historical context.

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International Schools Theatre Association (ISTA)



Some upcoming theatre festivals

Izmir High School Festival

March 6 - March 9 2014 Turkey ... Theme: 'Heroes and Legends'

Chennai High School Festival

April 25 - April 27 2014 India ... Theme: 'Equality, Dignity, safety'

The Academy, Act 2 2014

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Finding a place for existential intelligence in school

Terry Haywood explores spirituality and religion as potential drivers of intellectual values and intercultural awareness

Not long after the success of his influential work on multiple intelligences, Howard Gardner's attention was drawn to evaluating whether there might be additional variants to the original seven forms that he had identified and promoted.

A prime candidate for consideration was 'spiritual intelligence' and he went on to write a highly reflective article on this topic. Although concluding that it did not qualify as an additional intelligence in its own right he raised the tantalizing suggestion that it might be one subset of a distinct 'existential intelligence' that was worthy of further exploration:

I think it is best to put aside the term spiritual, with its manifest and problematic connotations, and to speak instead of an intelligence that explores the nature of existence in its various guises.⁽¹⁾

In the intervening years many schools and teachers have enthusiastically adopted Gardner's notion of multiple intelligences in general, but the notion of providing explicit curriculum and learning opportunities for spiritual awareness (let alone the idea that it might even be a form of intelligence) is still a highly contentious terrain.

The question becomes even more complex for teachers when spiritual and existential questions are linked to religious belief, which in many contexts they inevitably are. This combustible mixture is one that causes trepidation and embarrassment in many classrooms. Instead of seeing spirituality and religion as potential drivers of international values and intercultural awareness, teachers more often shy away from questions that relate to personal faiths and belief systems. It is probably the most serious and frequent omission from international learning experiences that we encounter today.

Why is this the case? It is certainly not because educators are oblivious to the importance of religion and spirituality in the lives of students, the implications of which are widespread. We can easily recognise how young people refer to family and community belief systems as they construct their own personal and social identities, and so long as these can be treated at a superficial level, we are happy to incorporate them in our programmes to encourage respect for personal and cultural differences.

Many primary schools operate comfortably at this level, showing pride in the references they make to festivals, places of worship and community rituals in the lives of diverse faiths and religious groups. But it is an altogether different matter to engage students in a more profound dialogue about what they actually believe, especially in the more critical ages of adolescence in secondary schools.

The authors of a recent Theory of Knowledge textbook make the point very clearly:

Many people hesitate to discuss religious beliefs outside their faith communities because of their own sensitivities; or their desire not to trespass on other people's sensitivities.⁽²⁾

I suggest that the first part of this sentence describes the situation faced by the typical adolescent, but the second part describes the dilemma of the teacher.

I have come across a wide range of attitudes to the way that spirituality is viewed in schools. At one extreme, there are still some international schools that actively discourage (as a matter of policy) any reference to religious or spiritual themes, sometimes out of the fear of provoking contentious reactions and sometimes out of an enlightenment belief that spirituality is a private matter for the home and not a legitimate topic for the academic context.

At the other extreme I have encountered schools that were founded on an explicit religious principle and that incorporate spirituality widely into daily routines as well as into curriculum content; ironically these schools often attract families who do not ascribe to the particular faith promoted by the school, but who are seeking an environment that is more aware and responsive to their spiritual needs than local secular schools.

A particularly insidious approach to existential questions is to view them uniquely from academic perspectives, allowing for psychological, anthropological, historical or sociological insights but failing to respect the authenticity that students feel their personal engagement with these experiences deserve. I once visited a school which operated in a context where the national curriculum in religious studies was a mandated component of the curriculum, only to find an internal report which stated: —————>

Across the divide

there is no evidence to show that Christian Studies and Islamic Studies leave room for the issue of global mindfulness.

The same report went on to suggest that:

The language belonging to critical, analytical and speculative methods is embedded in proper Religious Studies scholarship—but in our school we teach exclusivism, indoctrination, catechesis and supersessionism.

What a missed opportunity to engage teachers and students on a genuinely inclusive intercultural project! On the other hand, I have found many examples of individual teachers struggling to react to issues that emerge in their classrooms and that demand a spiritual response.

These might derive from religious and faith questions in a social studies class dealing with world history, or in a science class which gives rise to ethical concerns about the direction of genetic research. But they might equally occur

in the way that students respond to poetry, art, music or literature. Howard Garner himself confessed to be having a rather secular worldview but to finding a spiritual dimension in his love for music.⁽³⁾

Whether it is a case of respecting a student's position on a given topic when it is justified in terms of religious belief, or of recognising that their emotional engagement in a particular exercise has a spiritual dimension, young people need to have space to express and discuss their commitments and their experiences.

Ironically, the kind of big questions raised in these exchanges are usually of profound importance to adolescents in general. Even young people who have grown up in secular contexts often pose fundamental questions not just about their relationship to family, friends and society, but also about their place in the cosmos as they inquire to find a deeper meaning and significance to life.

Finding common ground

A new curriculum and collaborative are gaining momentum among our schools, says Kevin Bartlett

Where does curriculum come from?

There are those who behave as if 'curriculum', the business of learning, teaching and assessing, somehow involves a pre-determined set of truths, passed down on tablets of stone. The only truth here is that there is no 'Curriculum God'. We have to fall back on are our own flawed and fallible human attempts at organising how our children learn.

Faced with this reality, international schools can draw the stuff of learning from a limited range of sources. They can let teachers do their own thing, but this is indefensible if we care about quality and continuity of learning. Alternatively, they can adopt text books from national systems, but this is also unacceptable in truly international education, which needs multiple perspectives.

Then there is the option to buy a curriculum from an international bureaucracy. Experience has shown us that bureaucracies are not equipped to allow curricula to evolve in response to our shifting understanding of how learning works,

or the expanding body of global information. The emphasis is often more on control than on malleability. Schools can also buy a curriculum from an international business, although costs may be prohibitively high and quality suspect.

Finally, they can develop their own curriculum, but this can put tremendous strains on individual schools. Few have the capacity to go it alone with any hope of sustained success. Parents may also be sceptical of home-grown models, particularly as they anticipate relocating to other schools in other parts of the world.

The power of the network

Each of these options has potential, but from experience each is also far from ideal. Thankfully, there is an alternative: schools can go it alone but in good company. International schools can, given sufficient will-power, pool their resources in a well-managed network. They can agree on the principles of a curriculum. They can pool their knowledge and experience and share the work.



This growing network, *The Common Ground Collaborative* (www.thecgcproject.org) launched its website last autumn.

These students deserve a place in their schools where they can explore and share these considerations comfortably and respectfully. The new Theory of Knowledge syllabus in the IB Diploma has introduced 'Faith' as a way of knowing and it will be interesting to see how teachers and students deal with this.

But there is no single place to which we can delegate spiritual or existential considerations. Every teacher needs to be comfortable in opening dialogue, putting students at ease and encouraging exchanges on these topics when the occasion arises. Of course, some educators have no difficulty in engaging these discussions and they see it as part and parcel of their professional role, but too many are still operating in a state of fear and uncertainty, not knowing how families will react to reports of class debates and not confident that they are entering territory which will be supported by their Principal or board.

Perhaps what we really need is professional development

for schools and for teachers together. Without it, we are not doing justice to Howard Gardner's provocative insights, but more importantly we are not allowing adolescents to explore the big existential questions in the context of intercultural learning that international schools like to claim they are promoting.

Terry Haywood is Headmaster of the International School of Milan, Italy.

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2. Eileen Dombrowski, Lena Rotenberg & Mimi Beck, *Theory of Knowledge Course Companion*, Oxford University Press, 2013, p397.
3. Howard Gardner, 'Are There Additional Intelligences?', in *Intelligence Reframed*, Basic Books, 1999, p 65.

The Total School Conference

April 5-6, 2014 at the International School of Brussels, Belgium.

The Common Ground is a connected curriculum. 'The Total School' concept is about connected schools, where we move from working in silos to thinking in systems.

SO this conference is a connected conference.

On Saturday morning we'll work together to define learning and to understand the Common Ground Curriculum. We will then offer a series of Learning Modules, using our new 'common ground' as the springboard, so that we can all learn what schools look like when they design their systems around a common vision. Each participant will be able to attend two of these Modules so it's worth thinking about bringing a team of teachers, leaders and managers.

Speakers are drawn from schools and partner organisations and we are delighted to be joined by David Perkins, Harvard author and thought-leader.



At least, they can *now*. In a recent, exciting development, an alignment of international schools has begun doing just that.

The 'genesis school', The International School of Brussels, had already designed a curriculum framework to the point where it felt that it was good enough to criticise and was already in conversation with 14 respected schools which were intrigued by the possibilities of a viable and innovative curriculum alternative.

These schools were invited to ISB for a professional conversation focussing on a set of beliefs about learning in an international context; about how learning can be best communicated; and about how best to balance central quality control with local freedom. At the heart of this invitation was a belief that international schools not only need a new curriculum, they need a new way of doing the learning business.

This growing network, The Common Ground Collaborative (www.thecgcproject.org) launched its website

last autumn. The full launch, including opening up for global membership, will take place at a special event, The Total School Conference, to be held in Brussels from 5th to 6th April, 2014.

What's worth learning?

The Collaborative is now fully engaged in the work of developing a set of common tools for learning, beginning with what would traditionally be thought of as a curriculum, but building from that base a set of systems for defining and promoting best practice.

At the heart of this work is a vision for an international education that engages students with content of universal relevance. One of the most challenging curricular dilemmas for international schools is summed up in a classic question: 1,500 students, 70 nationalities; whose history do we teach?

Rather than responding to this dilemma by assembling fragments of content from a range of cultures into some kind



of curricular smorgasbord, the Collaborative has worked from the inside out, identifying major conceptual themes that have powerful relevance for all.

These themes, called the Human Commonalities, include such fundamentals as ‘understanding our need for personal meaning’; ‘understanding our need for connections to nature’; and ‘understanding our need for sustainable production and consumption’; alongside areas such as ‘understanding our need for patterns, problem-solving and predictability’, providing a home for mathematics and experimental sciences. They also shaped the name of the core product for this network: the Common Ground Curriculum.

Independent Learners and Global Citizens, ready, willing and able for the unpredictable world we’re handing over to them.



**Define, design, deliver, demonstrate:
the CGC Learning Ecosystem**

While this set of principles holds promise, it may have less impact on learning than another of the elements in the curriculum design. After years of working experience, the curriculum founders concluded that schools are ineffective at the central element in their core business. They do not actually teach students how to learn in explicit, organised ways.

In response to this reality, the Collaborative stripped away all the accumulated clutter of curriculum design and began with a clean slate, by *defining* learning.

After years of work, these definitions have been distilled down to an elegant and effective essence. The CGC defines three kinds of learning: conceptual learning, competency learning and character learning. These three kinds of learning, translated into deep, enduring standards, interact constantly, forming a triple helix that provides the CGC with its DNA.

The model is simplicity itself: the DNA of learning, shaping a body of knowledge relevant to all peoples, anytime, anywhere: The Human Commonalities. Simply *define*, simply *design*, then work on practical models for the *delivery* and *demonstration* of learning. These four Ds of curriculum work provide what the CGC refers to as its Learning Ecosystem.

The end product? Independent Learners and Global Citizens, ready, willing and able for the unpredictable world we’re handing over to them. The Common Ground Collaborative offers a future for international education as a simple, scalable, sustainable and systemic approach to learning developed by practitioners for practitioners. Its rapid growth is simply evidence of the burning need.

Kevin Bartlett is Director at the International School of Brussels (ISB) and co-founder of the Common Ground Collaborative. www.thecgcproject.org

Jerudong's Principal wins 2013 Heads Masters Golf Tournament



Principal of Jerudong International School in Brunei, Andrew Fowler-Watt was the winner of this year's 2013 Heads Masters Golf Tournament. In the competition, which took place at the Vale Golf Course in Wales, UK, and was organised by Andrew Wigford, 28 contestants including international Headteachers and leaders from as far afield as St Andrews International School in Thailand, PDO School in Oman, British School of Moscow, the International School of Havana in Cuba, and WCL School New York in the USA took part. The runner up was Principal of St Christopher's International Primary School in Penang, John Gwyn Jones.

"It was a superb day of excellent golf and valuable networking. Even the Welsh rain didn't dampen the spirits!"

Sponsors of the event were Teachers International Consultancy, ISC Research, Warwick Mann and WCBS. Anyone interested in participating in the 2014 Heads Masters Golf Tournament should contact Andrew at a.wigford@ticrecruitment.com

Andrew Wigford is Managing Director of international school recruitment specialists Teachers International Consultancy.

Educate Together, Learn Together

Across the divide in Ireland: Luke O'Shaughnessy describes some pioneering education

Educate Together is the patron body of a growing network of schools in Ireland. It is an independent NGO that runs publicly-funded non fee-paying schools that guarantee equality of access and esteem to children 'irrespective of their social, cultural or religious background', are learner-centred in their approach to education and are run as participatory democracies, with respectful partnership between parents, pupils and teachers.

Educate Together has its roots in the Dalkey School Project, a school founded in Dublin in 1978. A committed group of educationalists and parents established the organisation with the stated aim:

To develop and support in Ireland the establishment of schools which are multi-denominational (*ie* with equal

right of access for the children of Catholic, Protestant and other parents, and with the cultural and social background of each child held in equal respect), co-educational and managed under a system which is predominantly democratic in character, wherever and whenever there is viable local support for such a school.

The background to this pioneering school is outlined in an article written by Professor Aine Hyland for *Fortnight Educational Trust* in 1993.

When the national school system was set up in 1831, its main object 'was to unite in one system children of different creeds'. The National Board was 'to look with peculiar favour' on applications for aid for schools jointly



managed by Roman Catholics and Protestants. While some of the schools which were taken into connection with the Board in the early years were jointly managed, the main Christian Churches put pressure on the government to allow aid to be given to schools under the management of individual Churches. This pressure was so effective that by the mid-nineteenth century, only 4% of national schools were under mixed management.

The political dynamics of the Irish education system meant that by the 1970s all state-funded primary schools in the country were privately owned and controlled by religious bodies. They were legally obliged to promote the religious outlook of their 'patrons'.

The introduction of an 'integrated curriculum' in 1971 presented a growing human rights issue in Irish education. The Dalkey School Project was a remarkable experiment that started a striking educational movement that addresses this issue and pioneered many other reforms. In particular, the movement has completely transformed the way that minority opinion and rights are thought about in Irish education.

In the 1980s, Educate Together was established as a coordinating umbrella body for the increasing number of multi-denominational schools being set up around the country. The organisation became a company limited by guarantee in 1998 and, from the year 2000, all new Educate Together schools operated under the patronage of the national organisation.

Educate Together schools are established to meet the needs of parents who have no choice but to send their children to denominational schools and teachers who want a professional environment in which they can respect all faiths equally. Today, there is a growing network of 68 Educate Together primary schools in Ireland, 41 of which have opened in the past ten years.

A historic achievement for Educate Together occurred in 2012 when the Irish government announcement that the first Educate Together second-level schools were to open their doors in September 2014. The Educate Together approach at second-level moves away from 'teaching to the test' and towards an emphasis on the learner. Here, students will develop skills in creative and critical thinking, communication, teamwork, research and leadership.

Educate Together develops and promotes its 'Learn Together' ethical education curriculum and provides teacher education courses on-line and with local colleges of teacher education. This curriculum has been acknowledged as an



example of best practice in intercultural education by the EU.

Today, Educate Together is a modern, dynamic charity that is building a national network of schools, successfully lobbying for policy change and redefining standards in inclusive, learner-centred education. A dynamic national office, based in Dublin, provides professional representative and support services to existing schools, teachers and start-up groups. It is a learning organisation that is building extensive international links. For more information, check it out at www.educatetogether.ie

Luke O'Shaughnessy is communications officer of Educate Together.

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The political dynamics of the Irish education system meant that by the 1970s all state-funded primary schools in the country were privately owned and controlled by religious bodies. They were legally obliged to promote the religious outlook of their 'patrons'. The introduction of an 'integrated curriculum' in 1971 presented a growing human rights issue in Irish education.

Alliance for International Education

World Conference: Mumbai, India
10-12 October 2014

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AIE conferences, held every two years, aim to bring together all those involved in the promotion of intercultural understanding and international education, including researchers and practitioners at every level of education throughout the world. The 2014 conference programme will include keynote presentations by distinguished speakers, and a series of related strand sessions based on small group presentations and discussion around a range of strand topics. There will also be opportunity for those with common interests in the differing age-related phases of education to get together to share experiences, as well as a host of other informal opportunities for the exchange of views and experience around the overall conference theme of **Intercultural Understanding**. All participants will be members of one of the strand groups, and those who wish to make a presentation within one of the groups should submit a proposal as outlined below and on the AIE website.

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Each presentation will last for a maximum of 20 minutes, followed by 25 minutes of discussion. Presentations must relate to the overall conference theme (**Intercultural Understanding**) and may be based on completed research or other projects, on-going programmes, or on ideas for innovative schemes or topics for future exploration.

Strand Topics

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- Intercultural understanding and institutional responsibility
- The role of language in intercultural understanding
- Leadership, governance and management in intercultural settings
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Intercultural Understanding

Reflection, Responsibility and Action

10 - 12 October 2014, Mumbai, India



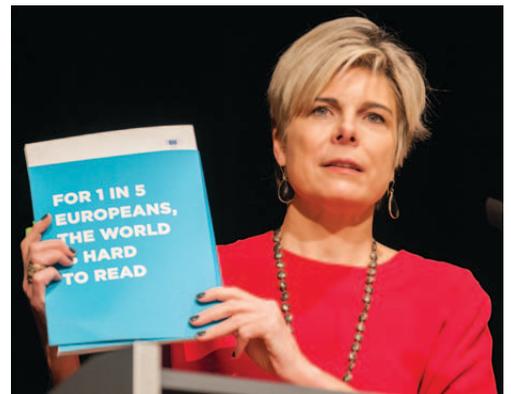
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Striking the balance

Good speakers and a good attendance at the ECIS November Conference in Amsterdam





The moral purpose of accreditation

Lever of improvement or badge of honour, asks Graham Ranger

It is commonly understood, from the data available (*Economist* 04/05/13) that, despite the global recession, the number of international schools, however categorised, is on the increase. As the number rises¹ and the nature of international schools and schools offering international programmes diversifies, the demand from these schools to be accredited by an international set of standards² also increases and the responsibilities on accrediting agencies increases commensurately.

The Council of International Schools (CIS), a membership organisation, finds that for every 100 or so enquiries from schools interested in becoming members, only around 25 do so. Why is this? What leads to such a large percentage of schools deciding not to pursue their initial enquiry? Was their enquiry really so casual?

There are a number of factors influencing the 75%: first, the realisation that membership involves an evaluative process against standards; second that the evaluation actually involves an educationalist making a site visit; third, that, *apropos* the first two factors, this is not a pay a subscription and join membership club and then you can display the logo on your web-site.

And, fourth, that membership comes with strings attached. The strings may be the evaluation and accreditation process, since CIS requires all member schools to be accredited or have an alternative external quality assurance system in place, either with CIS, or with another agency of *standing*.

There is, as Michael Fullan may say (Fullan: 2011:23), a moral imperative here to be derived from the accomplishments of accreditation, those related to sustainable school improvement, a moral imperative both on the accreditors and on the accredited.

Here are three perspectives on the value of accreditation, one from Europe, one from South East Asia and one from Africa:

We find the whole CIS process is a tool for self-improvement: the self-assessment involves all members of the community in an on-going process of self-reflection built into our annual calendar and the time frame allows us to set action plans and targets between accreditation visits that can be realistically achieved or at least worked towards.

We have always found the visits to be most professional and forward-looking and the accrediting team members give us a sense that they are encouraging and supporting our school improvement targets and acting as critical friends in *our* context, rather than judging us from a third party perspective.

Sue Woodroffe, Principal, The British School of Brussels, Belgium.

International Schools in Thailand are required to seek accreditation through an overseas agency and in addition they must undergo review of their Thai Language and Culture program every five years. As an IB World School (offering all three IB programmes) we are also required to have evaluation visits.

This academic year we decided to merge all of these overseeing agency requirements into one synchronised visit and put an end to what had almost become annual Accreditation/Quality Assurance/Evaluation visits. It was reassuring to know that the three 'agencies' were invested in making this process as effective and efficient as possible, and thus alleviate the stress of feeling as if we were being continually evaluated.

Sally Holloway, Head of School, KIS International School, Bangkok, Thailand.

To remain relevant in a challenging age, all schools must introspect, evaluate and assess their offering continuously. In order to ensure that this occurs, a defined, robust process and a suitably structured protocol are required. CIS accreditation provides the rigorous, international and contemporary basis for the quality assurance we need as an international school. The ongoing research and development of the assessment tool by CIS, as well as opportunities for faculty and management involvement in the process, is a further key benefit to LICS.

Martin van der Linde, Head of School, Lusaka International Community School, Zambia.

The accrediting agencies, CIS in particular because of its non-national, non-regional, curriculum-neutral stance, needs to be able to be open to members from all cultural contexts, curriculum frameworks, types of schools, governance models, staffing structures and the rest. However, the accreditation standards need to have universality; they need to be as relevant as well as applied just as rigorously in Rio, Rabat, Riyadh and Rome.

However, universality in applying the standards should not mean an absence of differentiation in other ways, perhaps through the degree of support a school receives during the process (after all it is a collaborative endeavour, more so than a synoptic school inspection), or through the focus of evaluative activity, with a school of proven maturity and quality being able to identify its issues for external (peer-based) evaluation and dialogue from a combination of its strategic plan and its self-study, or self-evaluation.

This would take away the need for already-accredited schools that have sustained their improvement through

the accreditation cycle having to have every facet of school life evaluated to the same depth on every accreditation visit. The key for the accrediting agencies in this model of intervention in inverse proportion to *proven* success is in identifying what constitutes *proven*.

The significant changes in the nature of international schools are causing one-size-fits-all accreditation models to be reappraised. First, many more of the newer, younger schools are proprietary, *ie* they have an owner or proprietor, which may mean they have different styles of governance and also financial management compared to the early wave of international schools.

To use The International School of Geneva as an example, started in 1924, it emerged from the League of Nations and the International Labour Office, founded by parents who wanted to give the child a well-rounded education and one that gave not only knowledge but values, of 'the love and desire for peace, the feeling of the brotherhood of man' (Maurette, quoted in Hill 2010). This should not over-challenge the accrediting authorities given their track-record of dealing with diverse schools.

The second change is one at the heart of the international education protocol, and that concerns its internationalism. The best qualities of international education may be as easily demonstrated in a medium of instruction other than English. For too long, accreditation frameworks have presumed English to be the medium of instruction for international education, or bilingual education at best, as long as one of those two languages was English.

The notion of *host country* is increasingly a redundant one for many schools, both those serving students and families from the country where the school is located, rather than the global, socially and economically-mobile diaspora of business and diplomatic families (Bates 2010:10-13) on which the international school movement was founded, in the 1950s, and those internationally diverse populations that are an integral part of the educational fabric and have longevity in the country concerned.

Many a thesis has been devoted to what defines or characterises the international school, informing the

accreditation protocols and the standards that are central to their implementation. It may be the case, however, that accreditation standards are too generic, insufficiently focused, for example, on the cultural dimensions of school leadership, and the extent to which the leadership exhibits in its actions the ability to think with cultural appreciation and understanding and to translate this into behaviours to benefit the school community.

To return to Michael Fullan and to the moral purpose of accreditation. I believe the only moral purpose for accreditation is to act as a catalyst for positive change in a school community, as leverage for sustained school improvement, with measurable outcomes that benefit the students the school serves, through their heightened ability to think, reflect and act as international citizens.

If accreditation is about a change process, to initiate an educational change process one must have moral purpose, which means behaving in a manner to make a positive difference to the development of the young international citizens we serve.

Dr Graham Ranger is Director of School Support and Evaluation at the Council of International Schools.

Note

1. ISC Research Ltd estimate 6,327 English-medium international schools educating 3.14 million students (November 2012)
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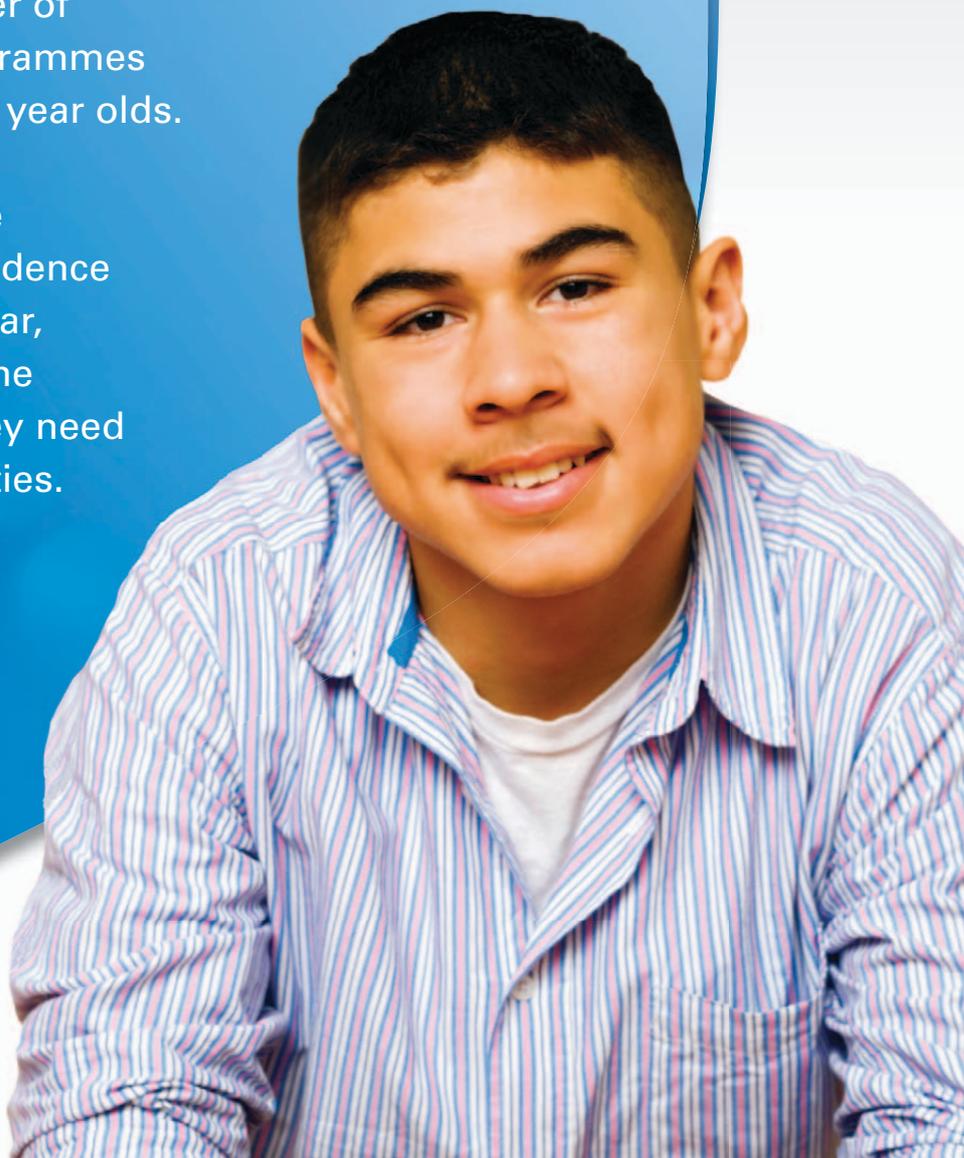


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Sharing best practice

Norm Dean describes the Educational Services Overseas professional development conference

In October 2012 the Board of Educational Services Overseas Limited (ESOL) made a decision to conduct a professional development conference for all teachers and administrators from across its nine schools in the Middle East region. One year later this became reality when the inaugural ESOL Professional Development Conference was held last October in Dubai, hosted by Deira International School and the Universal American School.

Over 580 ESOL teachers and administrators attended, with 170 flying in from Egypt, Lebanon and Cyprus. ESOL Superintendent Walid Abushakra opened the conference by recognising the outstanding work of our teachers and administrators in support of student learning. The conference was a unique opportunity to convey this appreciation to our staff in a public manner.

The key idea behind the conference was to facilitate sharing of best practice among our diverse and talented faculty with an emphasis on practical application, and the subsequent creation of a broad ESOL learning community through a newly-created portal. The ESOL portal was created especially for the conference, most particularly to facilitate post-conference communication among colleagues. In this context the conference was viewed as scaffolding a deliberate strategy of fostering communication and shared practice across our schools.

The broad structure of the conference consisted of full and small group presentations, interactive workshops and a 'job alike' session. Sessions were of one hour, allowing for a balance of presentation and discussion/activity/sharing of ideas. Our own ESOL faculty took the lead in sharing best practice with colleagues through facilitating a number of workshops. There were 128 workshops conducted by 86

presenters over the two-and-a-half days of the conference. This represents a phenomenal effort by our teachers!

The conference theme was Engaging Learners, specifically chosen to highlight the core importance of what takes place in our classrooms every day. It is the quality of teacher/student engagement which determines the nature of the learning that takes place. This conference aimed to celebrate that special relationship and provide opportunities to learn from, and with each other, in ways which were reflective, insightful and enduring.

Conference presentations/workshops were grouped under the following topics, directly related to the theme:

- Differentiation - the whole spectrum.
- Curriculum knowledge and understanding.
- The 'digital classroom'.
- Learning and Teaching through inquiry.
- Assessment, data and learning.
- The 'Character' dimension.
- Best practice in Arabic language teaching.
- Effective ESL/ELL teaching.

One of the enduring memories of the conference was the constant excitement and energy exuded by teachers now fully engaged as learners. Meeting colleagues from other ESOL schools for the first time, and sharing best practice together, made for a memorable experience. The commitment and effort of workshop leaders was a key instrument to the success of the conference and exemplified the power of learning communities.

Additionally, students shared their voice throughout the conference by demonstrating their talents musically, through drama and multi-media. These students represented

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the overall excellence and ethos evident in our broader ESOL student body, for which we should all feel proud.

In the first session of each day we were fortunate to hear from outstanding visiting speakers who presented on different topics, all linked to the conference theme. Our keynote speaker on day one was Professor Henry Nichols from the International Center for Talent Development, based in New York.

On the final morning we were privileged to hear from Elham Al Qasimi, an Emirati woman who trekked to the North Pole unaided in 2010. Each speaker inspired, challenged and affirmed us through sharing their experiences, wisdom and a passion for education in the broadest sense. Most particularly, Ms Al Qasimi provided an overwhelming sense of the possible and reminded us all of the important role education plays in developing young people who are equipped to confidently face the future as individuals, community members, and global citizens.

The ESOL Conference Dinner was held on the Saturday evening and provided a perfect forum for a relaxed and fun-filled evening with colleagues, old and new!

The success of an event such as this is truly measured by the impact post conference once the euphoria has faded and reality has kicked back in! The conference itself was a wonderful experience for all, but what difference will it make

in the lives of our students and teachers? Marwa Elgezery summed this up in describing her experiences as not just a delegate but a first time presenter:

During the days of the conference, I had managed to meet almost all the Arabic teachers in our family of schools, swapping ideas and exchanging emails. We even managed to form a social network group and are in touch with each other on a bi-weekly basis.

During my sessions, which were almost full, I met even more teachers. I'm so proud of the feedback I received via email after I returned to Egypt. As is usual during such events, the most valuable conversations and exchanges actually take place at breaks or during meals.

We are now seeing evidence of enhanced sharing of ideas across schools in a variety of ways. The conference was a powerful shared learning experience that provided an impetus for the ESOL family of schools to explore new ideas and meet new colleagues, with some fun along the way, all with the express purpose of more effectively engaging and serving the students in our care. Thinking of the theme of this issue of the magazine, we certainly crossed a large number of divides!

Norm Dean is chief education consultant, ESOL.

'One of the enduring memories of the conference was the constant excitement and energy exuded by teachers now fully engaged as learners.'





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No need to disturb the sheep!

Richard Harwood looks into some virtual worlds



A lone sheep surveys the Lakeland landscape – in typical weather!

How can you participate in a geology field trip without actually visiting the site? Well, that has become possible now through a pioneering project between the Open University (OU) in the UK and the software company, Daden (www.daden.co.uk/).

Through a £1m grant awarded by the Wolfson Foundation the OU are developing The OpenScience Laboratory, an online laboratory for practical science teaching. As well as housing existing Open University practical science applications, the OU has developed and commissioned new applications using cutting-edge technology – one such project being a virtual geology field trip around Skiddaw, a mountain in the English Lake District, using their Trainingscapes system.

In setting up Virtual Skiddaw, Daden worked with a survey specialist to digitise 100 square kilometres of Lake District terrain at a low level of detail (c.2m), and then used photogrammetry to digitise each of six field sites to a high level of detail (c 1cm), and then individual rocks at even higher level of details (c 1mm). All of this was then placed in a Unity3D based Trainingscape, giving the student the

ability to walk from site to site, and carry out all the normal field trips tasks as each site.

A heads-up display guides the student on what to do, letting them tick off tasks as complete, and a narration is provided by one of the real geology tutors. Students can view the rock outcrops from any point, and build up a real sense of being ‘in’ the environment they are studying. When picking up a rock, students can view it from any angle, zoom in and out, and bring up a grain chart and ruler in order to make quantitative assessments.

As well as doing the ‘real life’ tasks, Virtual Skiddaw also lets student do things not possible in real life. Students can take to the air and fly around the environment – getting an idea of the broader geomorphology. They can teleport directly from site to site – saving on travel time, and they can change the terrain map from aerial photographs to Ordnance Survey Maps or even Geology Maps.

The piece-de-resistance is pulling up a cross-section of the underlying geology of the area – and watching it slide out of, and then back into, the ground.

For more information about the project visit the Open

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University project page (https://learn5.open.ac.uk/go/skiddaw_1?) or the Daden website. Two introductory videos are also available:

www.youtube.com/watch?v=5_h4Nl3AvCY

www.youtube.com/watch?v=MOdu5jQukUk

The OU project page links to The OpenScience Laboratory pages where you can see details of how the overall project is developing – with ‘experiments’ in all the sciences including virtual microscopy for A level biology, graph plotting, flame tests in chemistry and more.

The whole project is of interest in showing just how information technology will open new doors for us, giving access for our students to impressive resources.

Citizen science

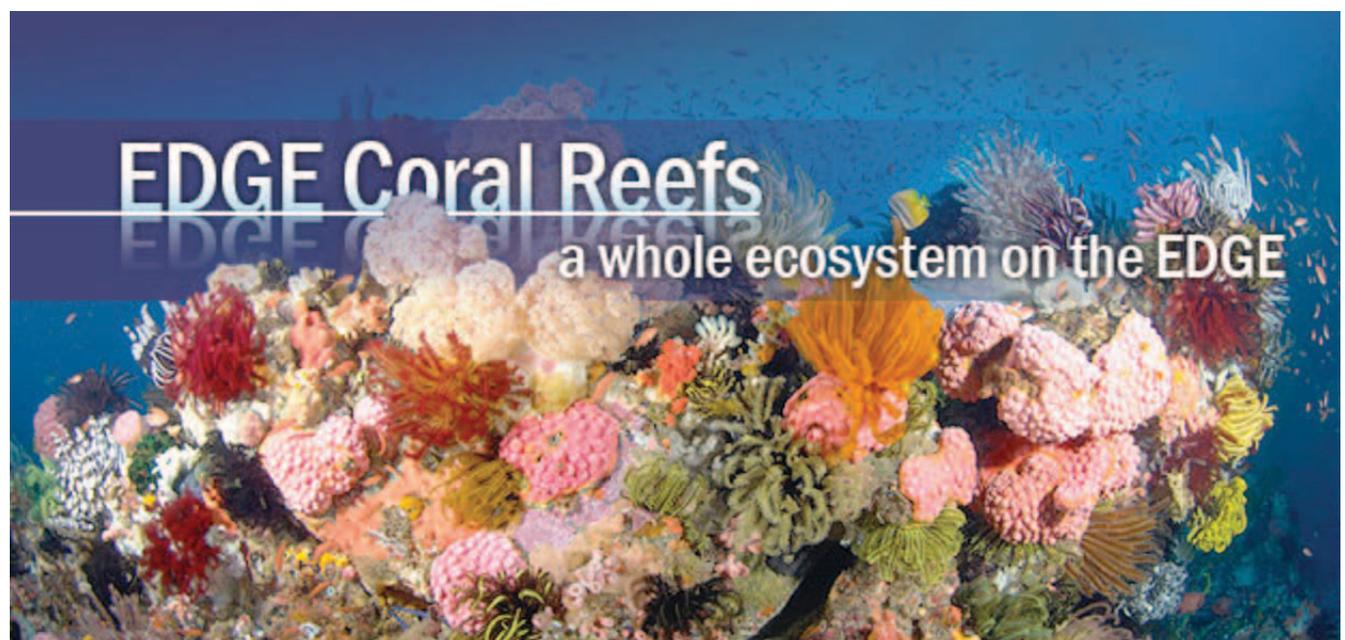
Recently I had chance to attend a day conference celebrating 100 years of the Whitby Natural History Society here in the north east of the UK. The society, born out of the Victorians’

fascination with science and recording the world around them, laid an impressive day looking into the future.

One feature of the presentations was the notion of ‘citizen science’, of using technology to involve the public in science and conservation projects. The range of possibilities being developed again gave ideas as to how schools could benefit from projects that were being developed.

The OpenScience Laboratory is home to the iSpot (www.ispot.org.uk/about_us) and treezilla (www.treezilla.org) projects aimed at involving communities of enthusiasts and experts in mapping wildlife interactions and trees. These show what is possible but are UK based.

However, the Zoological Society of London (ZSL) has more ambitious facilities for participation from around the globe aimed at aiding conservation and the protection of endangered species. Most intriguing and ground-breaking is the ZSL EDGE (Evolutionarily Distinct & Globally Endangered) programme (www.edgeofexistence.org/).





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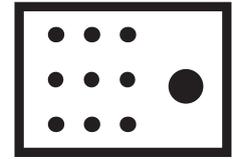
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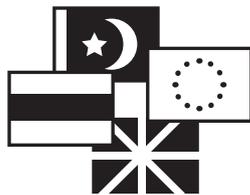
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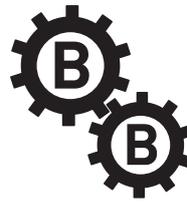
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The programme provides an amazing range of ways of helpful interaction as well as providing resource opportunities for schools and individuals – Instant WILD (live photos from the wild), EDGE TV (fascinating videos) and locating EDGE species using Google Earth, for instance.

There are Google Earth downloads covering endangered mammals, amphibians and coral reef species. The programme recently raised money and won a Global Impact Award to install anti-poaching cameras in Kenya to help protect elephants and rhinos. Other projects in similar vein that are well worth following up are:

www.inaturalist.org/
www.zooniverse.org/projects
<http://expeditionwhiteshark.com/>
www.google.com/maps/views/streetview/galapagos-islands?gl=us&hl=en-us

Incredibly you can now view scenes from the Galapagos Islands through Google Maps – including lava formations and animals (providing they oblige by coming into range of the cameras that have been set up!).

Dr Richard Harwood is an educational consultant. (rickharwood@btinternet.com)

Google-ing in and out of the classroom

Save time and be more organised, says Marika Farrell



As technology advances, the ability to use it to enhance teaching in the classroom is always on the minds of educators and administrators. Everyone wants to find ways to save time and be more organised, and Google has apps for this and much more!

As an athletics director, being able to do on-line sport registrations, calendar fixtures, create presentations that reach out to the entire school community and survey and take data to improve programs are all daily tasks. Google has made this easy with their Google Drive, Gmail, Google Calendars, Google Docs, Good Presentations, etc.

One of my favorite Google apps is the calendar feature. I have been able to create one calendar that can be used by many areas (booking facilities, medical personnel, transportation), and set it up in a way that athletes and parents can also add it to their own personal Google calendars.

As a parent, this is the perfect way to never miss a game! Being able to invite others to events, see changes as they occur, set up notifications sent to phones and by email, has saved everyone much time and ensures everyone involved always has the correct information. As a teacher, I can input my classes, meetings, and coaching, which allows other colleagues and students to know when I am free to meet. No more emailing back and forth: just find a time and put it into the calendar.

At my busiest times, I have run 17 calendars at once, all neatly colour-coded and easy to read. I have been so grateful to Google that I became certified as a Google Apps for Education Qualified Individual. I am so hooked (and could write pages on all its advantages), that I am seeking to finish off my certification as a trainer, and also speak at Google summits. Try it out, you won't be disappointed!

Marika Farrell is MYP and sports coordinator, International School of Moshi.



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Fifth Column crosses the divide

E T Ranger considers the idea of ‘Two Cultures’

In 1959 the British scientist and novelist C P Snow gave an influential lecture in which he spoke of ‘two cultures’, science and the arts, into which British intellectual life was divided.

Around 50 years later, is this true of our international schools? Do we all see the world as divisible by two, or is it just that the English, with a tradition of choosing careers at 14 in preparation for a specialised A level course from age 16, grow up to see themselves in two streams that cannot communicate? If we wanted to describe our world in terms of two cultures, which would they be?

International education is seen as binary in many ways and many places. Among academic commentators, Matthews has described international schools as either ideological or market-driven. Cambridge and Thompson suggested that we could see international education as inspired by either globalisation or internationalism. And Robert Sylvester has written of the schools’ encapsulated and open missions, according to the relation between the school and its host country.

Another analysis separates American and British – but this is fast changing as local schools and regional chains come to outnumber those founded by expats; or boys’ and girls’ schools – not a common arrangement, though Catholic or Islamic schools may make this choice; or private and public schools, a division with different connotations in different countries.

And there are divisions within schools: between staff and students, parents and teachers, or administration and teachers; some schools are eternally split between expats and local hires, just as those of the Apple faith feel elevated above unredeemed Windows users. There are even books to be sold for saying that men are from Mars and women from Venus, a questionable claim on many grounds.

The fact is that it is we who divide the world, rather than the world that is divided, and, to complicate things, we

divide the world in different ways. The most common feature of any division is that we are on one side of it, and usually that is the side of Good.

Edward Said described this as ‘Orientalism, the Western commentators’ way of distancing themselves from an inferior Other in the Middle East’. But this echoes the childhood process that gave us our very definition of ‘good’: Mummy says do this, and we do this, and then Mummy says we are Good. Good is what *We* do, Mummy and I.

The trouble is, Others don’t always do the same, and that means they are not Good, and that’s where the trouble starts. Where there is an ‘Us’ there is an ‘Other’, and the only way that ‘Us’ can encompass all of humanity is if the ‘Other’ is the Lizard People from Alpha Draconis.

Maybe it’s just the way we work. We only have to notice a single dimension of difference and we automatically generate two classes, one with, one without. One cut makes two halves, so it is no wonder that if we make distinctions they come in twos. The familiar which we know to be good; the strange that we suspect.

The question is, what do we do about this? Maybe we should accept that we do divide, but put our efforts into doing it safely. After all, it’s perfectly natural to use classifications. We are warned about stereotyping, but unless we can generalise about our experiences we have no language, no memory, no knowledge. Some of our most damaging errors happen when we try to deny difference. Of course it’s unacceptable to judge people by the colour of their skin, but at the door of the men’s and women’s toilets we have no trouble classifying ourselves.

We don’t all of us define the groups in the same way. President Obama is reckoned to be America’s first black president, but he has an equal claim to be called America’s 43rd white president. Where do we put the dividing line? The world is plural – ‘incorrigibly plural’, in Louis MacNeice’s words – but it is we who draw the lines.

Once the lines have been drawn, what are we to do? We could say: this is good, that is bad, you must do the right thing or we will punish you. We could say: we will invade you or bomb you until you do better. But wouldn’t it be better to start by asking what the ‘wrongdoers’ consider they are doing, what set of priorities makes them see it as a justifiable act?

What then, if it was done in good faith? Or, still more challenging, could we imagine that their Good may be as good as ours? As the IB mission statement advocates, can we see that ‘other people, with their differences, can also be right’?

International education
is seen as binary in many
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CELEBRATIONS 2014

January		
Jan 1st	New Year's Day (Hogmannay in Scotland)	National
Jan 1st	Ganjitsu New Year visits to Shinto shrines	Japanese
Jan 6th	Epiphany Magi, (wise men) visit Jesus	Christian
Jan 6/7	Christmas Eve	Eastern Orthodox
Jan 13th	Birthday of the Prophet	Shi'a
Jan 14th	Makar Sankranti/Lohri almsgiving, making up quarrels	Hindu
Jan 27th	Holocaust Memorial Day	National
Jan 31st	Chinese New Year - Horse	Chinese
February		
Feb 2nd	Imbolic awakening of the land	Pagan
Feb 2nd	Candlemas presentation of Christ in the Temple	Christian
Feb 3rd	Setsubun bean scattering ceremony	Japanese
Feb 11th	Losar Tibetan New Year	Buddhist
Feb 14th	Lantern day	Chinese
Feb 20th	World Day of Social Justice	UN
Feb 21st	International Mother Language Day*	UN
Feb 28th	Mahashivatri Great Shiva Night	Hindu
March		
March 1st	St David's Day Patron Saint of Wales	National
March 4th	Shrove Tuesday pancake day	Christian
March 5th	Ash Wednesday start of Lent	Christia
March 8th	Holi Spring Festival	Hindu
March 8th	International Women's Day	UN
March 16th	Purim saving of the Persian Jewish Community	Jewish
March 18th	Mothering Sunday (UK)	Christian
March 17th	St Patrick's Day (Ireland National Day)	Nation
March 20th	Ostara, Spring Equinox	Pagan
March 20th	Shunbun No Hi Spring Equinox festival	Japanese
March 21st	World Poetry Day	UN
March 22nd	World Water Day	UN
April		
April 8th	Hanamatsuri Flower Festival	Buddhist
April 13th	Vaisakhi/Baisakhi Sikh New Year	Sikh
April 15th	Passover	Jewish
April 21-2 May	Ridvan celebrates Baha'ullah	Baha'i
April 22nd	International Mother Earth Day	UN
April 20th	Easter Sunday (West)	Christian
April 23rd	World Book Day	UN
April 29th	International Dance Day	UN

A selection of special days and festivals. For further information on UN days visit the UN's Conference and Events site on Google: 'Festivals in World Religions' is available from The Shap Working Party c/o The National Society's RE Centre, 36 Causton Street, London SW 1P 4AU

*Feb 21st International Mother Language Day see page 22.

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Photography by Campbell Drobny, 2013 WSC student leader at UBC, Vancouver, Canada



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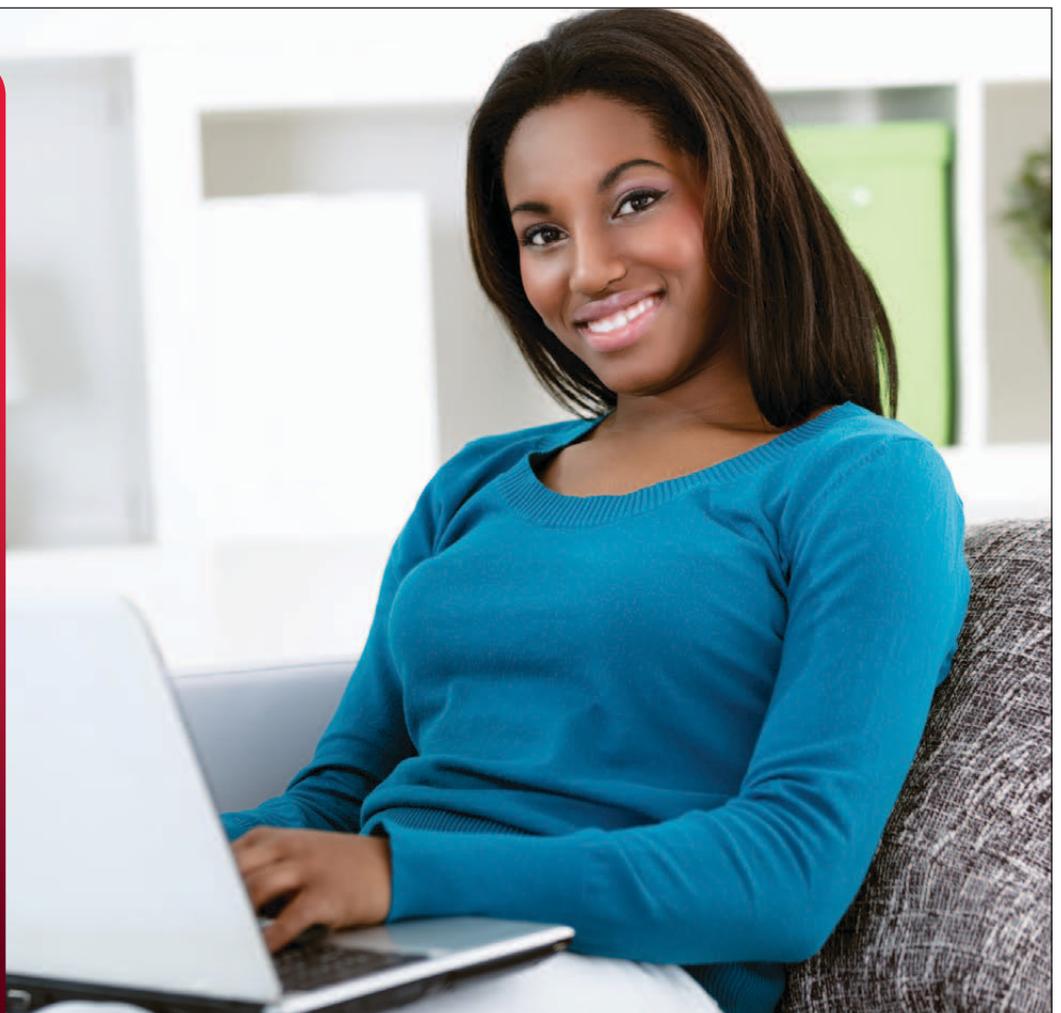
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What is a Thought (A Thought is a Lot)

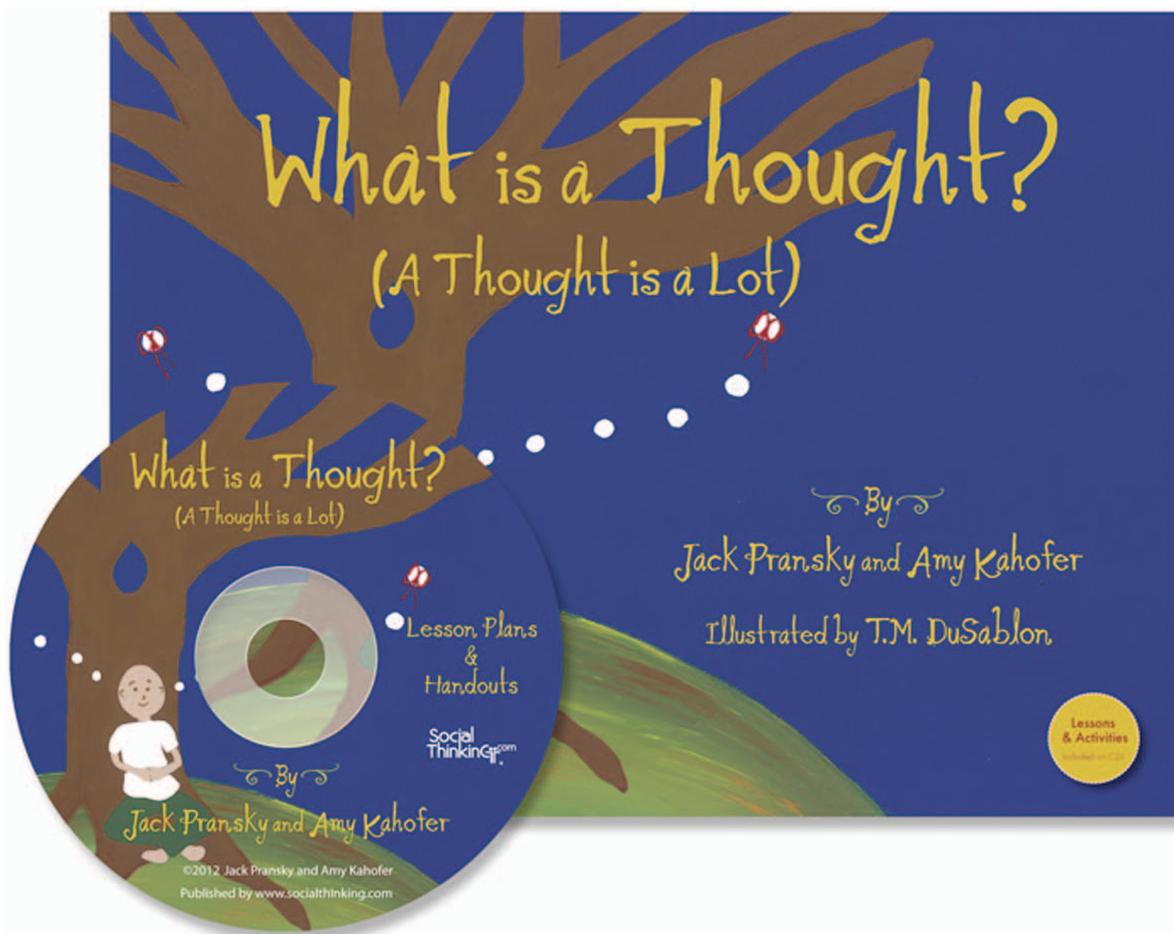
By Jack Pransky and Amy Kahofer,
illustrated by T M DuSablou;
Social Thinking Publishing, 2013;
Library of Congress Number 20111942275

This colourful and, may I say it, 'thoughtful' book is aimed at the younger Primary School child. It is notable for its presentation both through its cleverly-constructed text, bright and colourful illustrations and experiential activities, and handouts. Detailed lesson plans and activities, together with handouts, are provided on an accompanying CD. The authors' aim is to introduce children

to the amazing creative power ... called thought. It is not a book about changing thoughts or changing behaviours, but rather a story to help children (and adults) see how their own thinking creates their lives, moment to moment, day to day.

The underlying message of the book is that thoughts lead to feelings and we can help our students to regulate their feelings by understanding how their own thoughts work.

This well-illustrated story stimulates discussion, questions, and a realisation that thoughts are powerful, and that thoughts and feelings are intertwined. Whilst the book is not written specifically for teachers who work with students with social learning problems, additional information is provided for this group.





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The OIQ Factor: Raising your school's organizational intelligence

How schools can become cognitively,
socially and emotionally smart

By William Powell and Ochan Kusuma-Powell
John Catt Educational Ltd 2013;
ISBN 978 1 908095 91 6

Many, perhaps even most, educational systems have got school improvement wrong. (p7)

William Powell has served as an international school educator for the past 30 years in the US, Saudi Arabia, Indonesia, and Malaysia. From 1991-2006 he served as CEO and Headmaster in two different international schools.

Ochan Kusuma-Powell is co-founder and director of Education Across Frontiers, an organisation that promotes teacher education towards the development of professional learning communities. They have written several books together and are currently working on a project to support differentiated instruction in international schools and focus their attention on teacher professional development in the areas of differentiated instruction collaboration, Cognitive Coaching (sm), school leadership and governance training.

In a book that will hopefully become a classic and a must for educators as well as politicians and for all kinds of leaders, William and Ochan Powell carefully construct the concept of what Michael Fullan (2001) has called 'school re-culturing', based on systematic transformational learning by all members of the school community.

Through bringing together and referring to a vast array of research (from Koestler or Collins to Kegan, from Fullan to Costa and Garmston), they have solidly documented their analysis and ideas throughout. Key concepts are illustrated in guided study questions, simulations or case studies at the end of every chapter.

Starting with and frequently coming back to the essential question 'How to improve student learning?', the premises put forward are that no one can handle this task alone; that the answer lies in collaboration; that collective intelligence has to be developed by design and based on collaborative inquiry.

Educators are invited to take a leadership role as facilitators of learning. Like thinking can be made visible, but requires explicit strategies. Collective or organisational intelligence in schools is visible through the degree of educators' leadership, the emotional intelligence present, the kind of contact architecture (organisation of space and time), the professional collaboration amongst educators, the inclusion of students with special needs and the developmental stage of the school's community.

What is the OIQ Factor? It is the term given by the authors to the level of intelligence of a group of humans, organisation or school, keeping in mind that it is not simply the sum of the intelligence of its individuals. An organisation or school with maximum organisational intelligence has everyone included, challenged and successful. IO would be noticeable in the patterns of effective interaction, be based on distributed leadership, would see educators open to new ideas, trusting and respectful, thinking critically as well as listening actively and reflectively.

How to develop an OIQ focus? The authors put forward that it involves building capacity in self and others – leadership capacity, based on inquiry where data do not simply remain information but go through a cognitive process before being translated in a change in values, beliefs or identity. Making organisational intelligence visible is giving the permission and taking the responsibility to openly learn, to be transformed.

It is when addressing the central role of emotional intelligence that William and Ochan Powell give the reader the first practical tools. They talk about the three Ps of active listening: pausing, paraphrasing and probing. They refer to the five frames of mind from Costa and Garmston (2002): efficacy, flexibility, craftsmanship, consciousness



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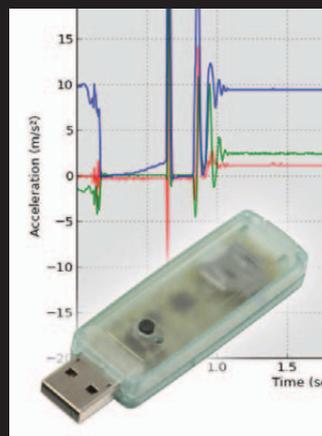
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and interdependence as key behaviours in collaborative situations.

Conscious of the daily pressure to get more done and better results, the authors counter with the imperative of working smarter, not harder. This would be done through improving collaboration skills (honouring Garmston and Wellmann's seven norms of collaborative work (2009) for example), defining common goals, actively sharing responsibility and being accountable for outcomes.

When explaining Covey's (2004) distinction between the 'urgent' and the 'important', they emphasise the need to choose quality time for important matters and the building of 'the memories of the future' (p 89).

Collaboration also becomes effective and powerful through collective and structured inquiry, say the authors. Complementary to this and working well across cultures is inquiry-centered leadership as well as the five-step process of Cognitive Coaching (sm) which they developed.

Another visible sign of organisational intelligence would be the way students with special needs are welcomed and included in the school's learning process. Reflecting on their vast experience in this domain, the authors say that the organisations having rigorously and successfully addressed this challenge have, besides increasing their potential of care for others, seen immediate benefits to all the other students and to their own collaborative interdependence, their creativity, thoughtfulness and expertise.

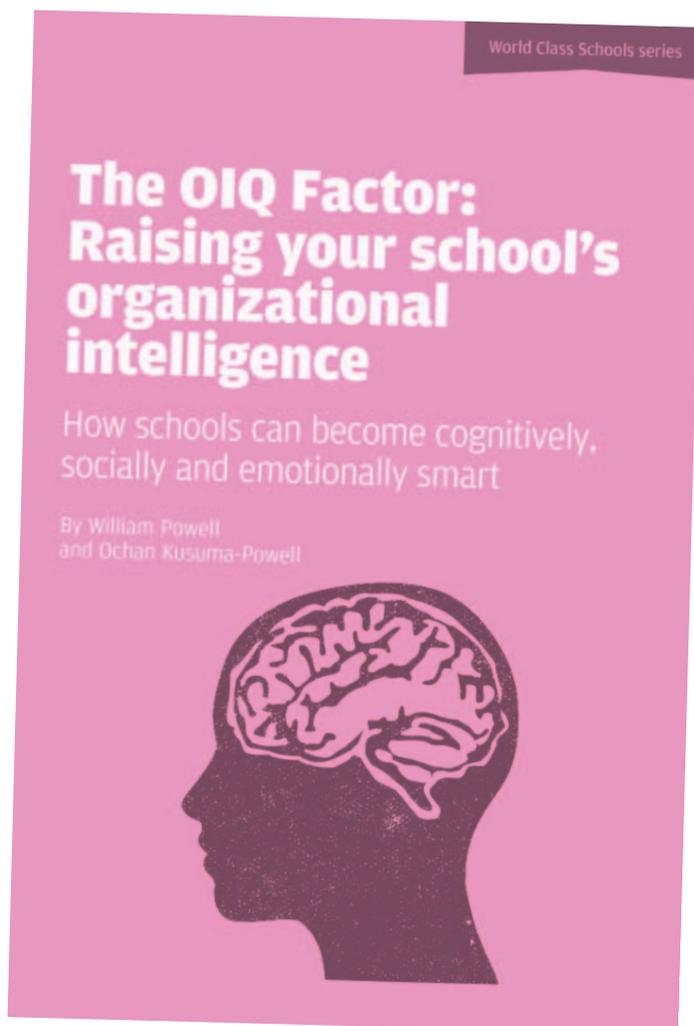
In their chapter about 'leading adult learning', William and Ochan Powell refer to the ascribed leadership of the school as to architects of the organisational culture, having the responsibility to focus with insight and determination on what is truly important. Keeping in mind that real, sustainable change only occurs after transformational learning, it is up to the ascribed leadership to identify the organisation's and the personal developmental levels and to provide the appropriate support and challenges. Here too, the authors give examples of possible tools or methods.

How can the OIQ Factor be measured and improved? Though certain factors and conditions have been identified, social sensitivity, self-assessment and feedback based on data are mentioned as the most powerful measures and tools for future learning.

In their conclusion, the authors name the seven biggest challenges for schools (the development of curricula and meta-cognition; development of highly skilled, creative and responsive teachers, of learning communities and collaborative teams; the promotion of staff motivation; the management of change and of time and tasks). To be successful these need to be addressed by design and through collegial relationships based on relational trust and a sense of group identity and efficacy.

Finally, in the authors' words: 'The bottom line is that any effort to enhance collective intelligence is bound to fail unless it also improves the quality of relationships within the organisation.' (p228)

William Powell and Ochan Kusuma Powell have not only developed a visionary blueprint for real, fundamental change ('adaptive' change) in schools but have written with



such clarity that it would even be possible to dream of 'No school left behind', of all schools seeing the urgency and feeling empowered to grow the OIQ Factor.

This developmental model can grow its roots in every school – local or international – and its immediate rewards are an encouragement to every educator to gradually and systematically embrace all challenge(s) with and thanks to the array of tools the authors provide.

After the central focus on student learning, the paramount importance of adult learning has also become visible again. Schools boldly and thoughtfully addressing their organisational intelligence and the transformational learning it involves can start reclaiming their exemplary role as social creators, as learning hubs in society, as transmitters and challengers of what it is to become more human and more socially (including cognitively and emotionally) intelligent.

William and Ochan Powell's OIQ Factor, as presented and illustrated in their book, is relevant. It requires a conscious and continuous choice. It also, very importantly, requires 'teachers and school leaders' to 'step back from the day-to-day focus of getting more done ... and carve out sacred time for personal and group development' (p229), in order to reflect, to learn, to improve and to grow.

Beatrice Caston is admissions, communication and development director at the International School of Düsseldorf.

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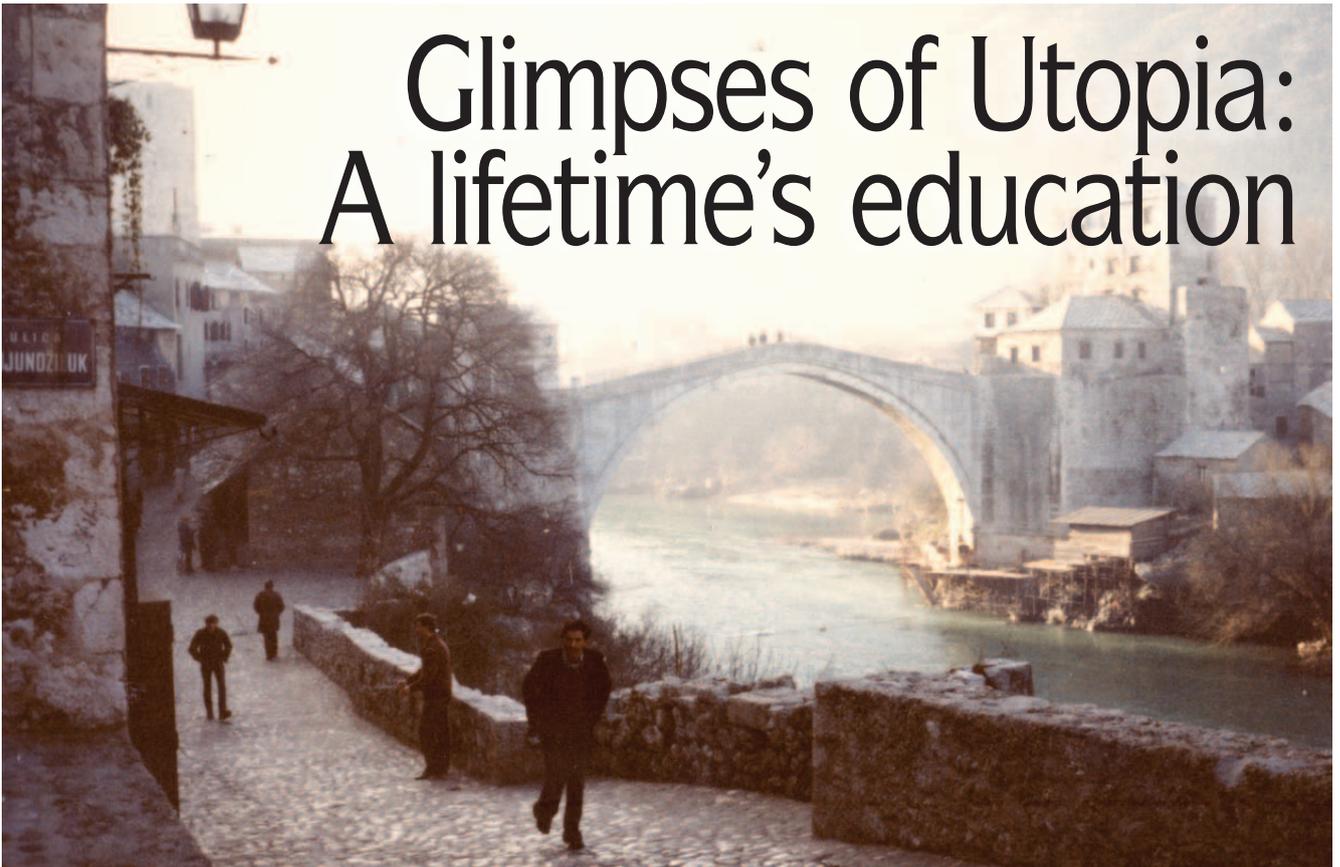
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Glimpses of Utopia: A lifetime's education



The old bridge at Mostar, venue of a joint project between United World Colleges and the International Baccalaureate. Although the bridge was destroyed, it has since been rebuilt.

By George Walker
John Catt Educational Ltd
ISBN 978 1 908095 99 2;
£12.99

By incorporating the idea of Utopia into his title, George Walker introduces the form of his latest book as 'combining discussion and critical comment'. For, as he points out, 'Utopian books are written to provoke debate rather than programme action.'

With this in mind the book proceeds through a series of vignettes revealing life experiences, describing individuals met along the way and discussing a range of aspects of educational development. He reveals in the process how he has 'engaged with some remarkable people, visited some remarkable places and taken part in some remarkable events.'

What is also in the title is of course the 'lifetime's education' and those who know George Walker (or thought they did) will be fascinated by the dual story of a personal journey and his comments on the educational developments of the last half century.

Biographical detail sets the scene for each stage of the book's journey through George Walker's life and career in education. What an amazing life it describes. He truly 'crossed the divide' between the two cultures combining skills in both the arts and the sciences.

To read about each period of his life is not just to see revealed new skills (he could have been a concert pianist), but to learn more about the particular educational area in which he was involved. We follow his career from student in South Africa, to teaching, lecturing and eventually as a pioneering leader in the field of international education.

Whilst we are privileged to learn the details of his personal biography, particularly fascinating to those who have worked in the field, this information is the peg on which are hung his theories, questions, deliberations and comments. In many ways this is a story and, as such, a 'page turner' but it is not a book to just ramble through. His comments on apartheid, or comprehensive schooling, and of course international education, are challenging and thought-provoking.

In chapter nine, George Walker explains his reasons for moving from the post of lecturer in science education at the University of York to return to the school sector. He did this because he was intrigued and inspired by the movement in England to comprehensive education, 'a huge and exciting reorganisation.'

For 18 years he was a part of this change. 'I addressed conferences, published articles, talked to government ministers, served on national committees.' Here is the same enthusiasm for educational reform and innovation that was later, equally energetically, to promote the international field. As an example of happenstance, I worked for a month as a very anonymous supply teacher at his school in Hertfordshire, little realising that in years to come our paths would cross, with each of us having changed tracks to join the world of international education.

Book reviews

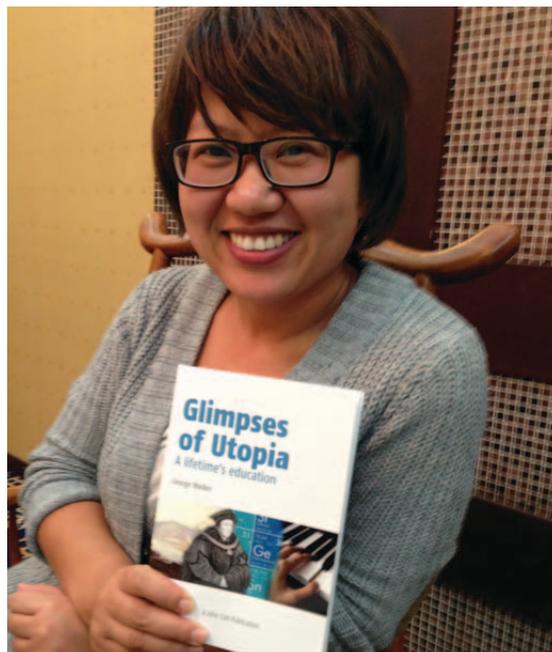
Chapter 11 moves us into that sphere, as in 1990 George Walker becomes the Head of Ecolint – The International School of Geneva. As in his descriptions of his other moves, and following the design of the book, this chapter's personal revelations are associated with the ideas of Jean-Jacques Rousseau, the 'Contrat Social' and the ideas on education from *Emile*.

Here problems in relation to personal liberty are discussed as 'even today, 301 years after his birth, people still get worked up about his ideas ...' Links are made to the ideals and activities of Ecolint. In particular there is mention of the invention (by Robert Leach) of the Model United Nations role play which now involves hundreds of students across the world.

In chapter 14 George Walker moves across Geneva to become Director General of what was then the International Baccalaureate Organisation. The intellectual link for this chapter is the work of 'one towering figure', Professor Jerome Bruner.

Here again the author challenges the reader with the ideas that have influenced not just him but also the founding fathers of the IB: curriculum development based on understanding of the structure of a subject, the importance of the process of learning and the involvement of leading subject specialists in curriculum development. This became a model for the creation of the Diploma and then the Middle Years and Primary curricula.

Throughout this thoughtful book we find a constant rhythm between biographical content, political and social commentary and the provocation of new ideas. We are



Contented reader in China.

reminded that Utopia can of course be nowhere ... unless we make it somewhere:

it is not enough to dream, we must try to get beyond the wishful thinker's 'if only' to propose pathways to the achievement of our dreams. (p108)

Caroline Ellwood

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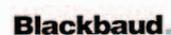
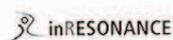
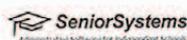
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