INTERNATIONAL SCHOOLS SERVICES

NEWSLINKS

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INSIDE

3 From The President

3 Students Create Book to Celebrate Their Community

7 Exciting Changes in ISS and Shekou International School

7 Proudly Announcing a New Initiative with ISS and Lehigh University

8 Head of School Appointment at American English Academy

9 American Embassy School

9 UNIS Hanoi's Year of Triple Celebrations

10 Life-Centered Education: A New ISKL Middle School Program

11 Cutting-Edge Science Centre Officially Opened at ACS Hillingdon

12 Two American School of Milan Graduates Receive Perfect IB Diploma scores

12 AIS Celebrates First Graduating Class

13 State-of-the-Art New Boarding House Officially Opened at ACS Cobham

14 International Programs Schools is Now an IB School

15 Clean the Beach

17 ISS Managed Schools

22 Celebrating 50 Years at the International School of Uganda!

24 Creativity, More Than an EDU buzzword

30 The Impact of Professional Development for our Students

EDTECH SHEKOU SUMMIT @ SIS

By Carlene Hamley
Director of Curriculum and Learning, Shekou International School, China

#ShekouSummit17

In September Shekou International School hosted the first ever **Edtech Shekou Summit** in China. The event was hosted at the Bayside campus and had high attendance from educators that traveled from all parts of the world to attend. The focus of the Edtech summit was to 'create, connect and learn'. During the two days attendees were involved in empowering hands-on breakout sessions, inspiring keynote speakers, and fun activities including a high-energy demo slam.

Attending the Edtech Shekou Summit as keynote speakers was a host of well-known educators in the field of innovation and best teaching practice. The lineup included **Jennie Magiera**, **Patrick Green**, **Ruston Hurley** and **Jay Atwood**. In addition many of our SIS staff presented throughout the weekend covering a whole host of topics ranging from passion based learning and creating still motion movies to supporting ELL learners and tips and tricks to using Office 365.

By the end of the two days participants were eager for more, hence we have secured the date for next year's Edtech Shekou Summit, to be held September 22 and 23, 2018. SIS and the Edtech team look forward to seeing you all in attendance and promise another great weekend, plus a few surprises in the plans!

TRI ASSOCIATION CONFERENCE REFLECTIONS

By Laura Light
ISS Director of Global Recruitment

The TRI Association held their annual conference in San Jose, Costa Rica in October—and once again, Sonia Keller and the team that organized the event did a wonderful job! The conference, held at the Intercontinental Hotel, had representatives there from schools all over the Central American and Caribbean region, with about 750 educators in attendance. While there was much professional development happening, there was also quite a bit of camaraderie and fun to be had, too!

The theme of this year's event was: **What Matters Most? Leading Learning in an Era of Change.** Outstanding keynote speakers supported this great topic. ISS was

privileged to sponsor Dr. Michael Fullan who opened the conference on the first day with a talk about *'The Role of Coherence Making and Deep Learning.'* Heidi Hayes-Jacob was the keynote speaker on the second day with a talk about *'Navigating Unchartered Waters: Globalizing and Personalizing Learning at the International School'*. And the conference finished on Friday with another outstanding speaker, Dr. Douglas Fisher, who talked about *'Engagement: The Impact of Relationships, Clarity, and Challenge'*.

The event held a wide variety of breakout sessions, from discussions about the Global Issues Network (GIN) to breaking into leadership

(continued on page 5)

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NEWSLINKS

The Newspaper of ISS, Serving the International School Community

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The ISS Mission

As the nonprofit leader in global education, ISS provides comprehensive, customized, student-centered services to schools and educators that exemplify best practices, catalyze innovation, foster collaboration, and connect educators around the world. We are committed to creating and supporting world-class schools across the globe that educate students to be thoughtful, imaginative leaders and promote global understanding.

International Schools Services is a private nonprofit organization founded in 1955. For more than 55 years, ISS has been dedicated to supplying international schools with everything they need to provide their students with a world-class education. Headquartered in Princeton, New Jersey, USA, ISS offers only the best in staff recruitment, job placement, school supplies and other services that help position your school for success.

For advertising information contact: advertising@iss.edu

Liz Duffy, ISS President

From The President

MAKING A WORLD OF DIFFERENCE

The ISS tagline was inspired by the work that ISS and other international school educators do day in and day out to educate students to become thoughtful and imaginative global citizens and leaders. One needs only to read a newspaper, watch TV, or follow social media to realize why the type of education provided at international schools is essential to our shared futures. I hope and expect that international school graduates will help combat the nationalism, parochialism, hate and terror that unfortunately seem to be resurgent today in many parts of the world, including the United States. I'm also optimistic that the type of multicultural, interdisciplinary and experiential education that most international schools practice will prepare students well to help tackle the complex global issues that their generation will face, such as climate change, immigration and global trade.

For those of us who work in ISS's home and regional offices, "making a world of difference" means serving the myriad needs of international schools and educators.

Among the services, ISS provides are:

- **Global Recruitment**—Whether you're searching for your next teaching opportunity, your first teacher leader position or your next headship, check out our state-of-the-art platform, extensive job listings, and personalized coaching support.
- **Professional Learning**—From the latest in creativity, innovation, and design to carefully curated curricular resources to the science of learning, ISS has developed a variety of face-to-face, blended and online learning opportunities of particular relevance to international educators.
- **ISS Communities**—We love seeing educators around the world share teaching strategies, discuss their practices, and even co-create teaching resources. We invite all international educators to ***join an ISS community*** and contribute to the dynamic conversations.
- **School Supplies**—ISS combines new technology and old-fashioned customer care to help schools streamline purchasing, save money, minimize shipping paperwork and customs headaches, and most importantly, equip teachers and students with the supplies they need in their classrooms.
- **School Start-Up** and **Management Services**—SS has started and managed over 100 schools in the past six decades. Although ***ISS schools*** vary in size, location and mission, they all share a commitment to student-centered teaching, ongoing professional learning, and global understanding, and they all benefit from the myriad of ISS services, the expertise of experienced school leaders who serve as coaches and mentors, and the strong ISS community.

My ISS colleagues and I look forward to another year of serving the international school community and by extension nurturing the next generation who will "make a world of difference." Happy New School Year for many of you and Happy Spring to those of you in the Southern hemisphere!

STUDENTS CREATE BOOK TO CELEBRATE THEIR COMMUNITY

By Liz Duffy, ISS President

Last fall as I was preparing for my first trip to visit **Independent Schools Riau (ISR)**, an ISS managed school in Pekanbaru, Indonesia, I got a few tour books on Indonesia out of the library. I couldn't find more than a paragraph about Pekanbaru in any of the tour books and none were particularly encouraging.

It turns out that the students at ISR had seen the same tour books, and didn't think they had done justice to the community they had come to call home. So, being young idealists and burgeoning global citizens, they decided to do something about it.

With the 8th graders serving as editors and every other grade contributing information on the area, the ISR students created a Lovely Planet Tour Book

about Pekanbaru, called **Life in the Jungle**, featuring the history, food, fauna, flora, culture, and landmarks of the region. Their problem wasn't that they didn't have enough material to fill a paragraph, it's that they had so much information that they wanted to share that they had to carefully choose what to include and exclude.

The Lovely Planet wasn't ISR's first foray into book publishing. In 2015, the second graders at the then ISR Duri campus wrote, illustrated and published a book called, **Little Blue and the Tricky Tiger**, which is an Indonesian adaptation of Little Red Riding Hood and features a boy named Little Blue who ventures in to the Sumatran Jungle and encounters a cunning tiger. The book reflects Sumatran culture, and while written in English, it also includes a Bahasan translation so that local Indonesia students can enjoy the book as well. **Little Blue and the Tricky Tiger** is available for sale **on Amazon** and proceeds go to a fund to protect

(continued on page 4)

STUDENTS CREATE BOOK TO CELEBRATE THEIR COMMUNITY

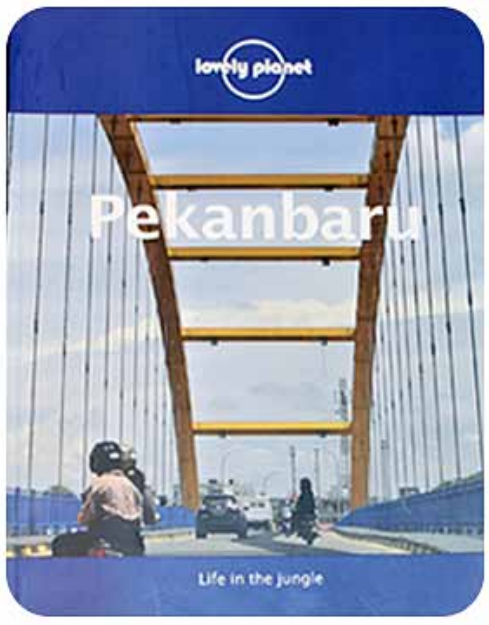
(continued from page 3)

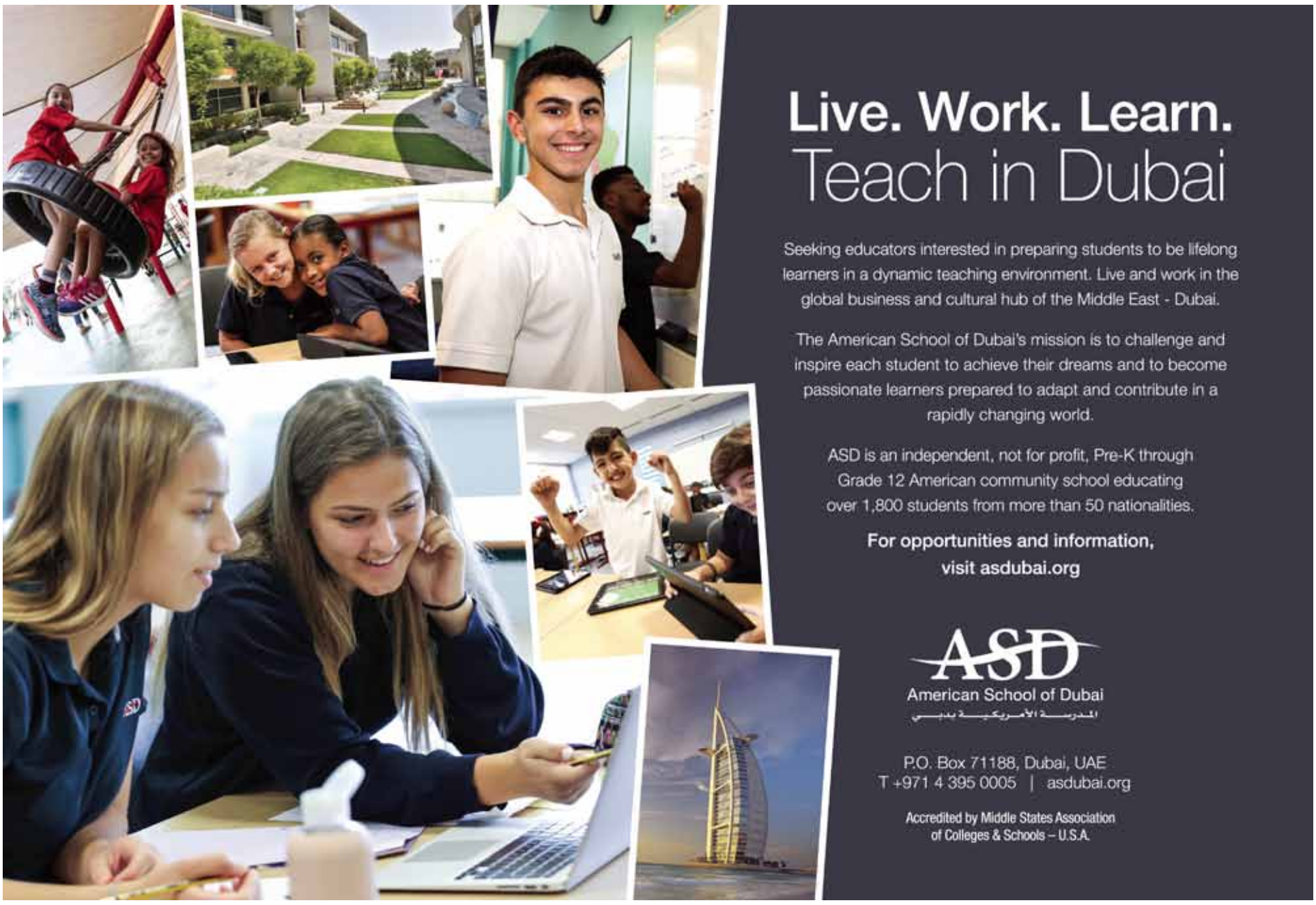
Indonesian tigers.

To me, both books epitomize what we hope for all students at international schools: that they will so immerse themselves in the local culture, that they will understand deeply both our common humanity and our distinct differences and want to celebrate and share their discoveries and appreciation with others.

I recently took The Intercultural Development Inventory® for a foundation board on which I sit. The IDI® helps individuals and institutions identify where on the Intercultural Development Continuum they want to be, where they are, and given the gap between the two, how they can continue the developmental journey toward greater intercultural sensitivity and collaboration by developing the knowledge, skills and orientation for interacting across cultures. The continuum begins with the monocultural mindsets of Denial and Polarization, transitions through Minimization, and then culminates in the intercultural mindsets of Acceptance and Adaptation.

While to my knowledge none of the ISR students have taken the IDI®, I suspect that they are well on their way towards the Adaptation mindset, and thus as adults they will be able to navigate well cultural commonalities and differences wherever their life journeys take them on our lovely planet.





TRI ASSOCIATION CONFERENCE REFLECTIONS

(continued from page 1)

and diversity, tackling global issues, creating advisory programs—and so much more! Each day was full of great discussions and much learning. The TRI Conference, which is attended by administrators and teachers, focused on pushing this area of the globe to continue to be outstanding in all areas of each school, and sought to support a variety of initiatives that are coming about in schools from Havana to Panama City to Mexico City. The event ended, in true Latin American style, with an outstanding dinner and dance for all who attended.

Kudos to Sonia Keller for once again putting on an exemplary conference—and everyone looks forward to the next one in Santo Domingo, Dominican Republic!

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ABOUT US

Founded in 1952, the American International School of Jeddah is a US accredited Pre-K through Grade 12 college preparatory institution with an enrollement of 1220 students. We offer a rigorous American-based curriculum through a holistic approach. Our student body, representing 51 different nationalities, and passionate highly-qualified staff are our greatest assets. In addition to the strong sense of community on our campus, Jeddah is a historically unique city on the Red Sea with a bustling expatriate community.

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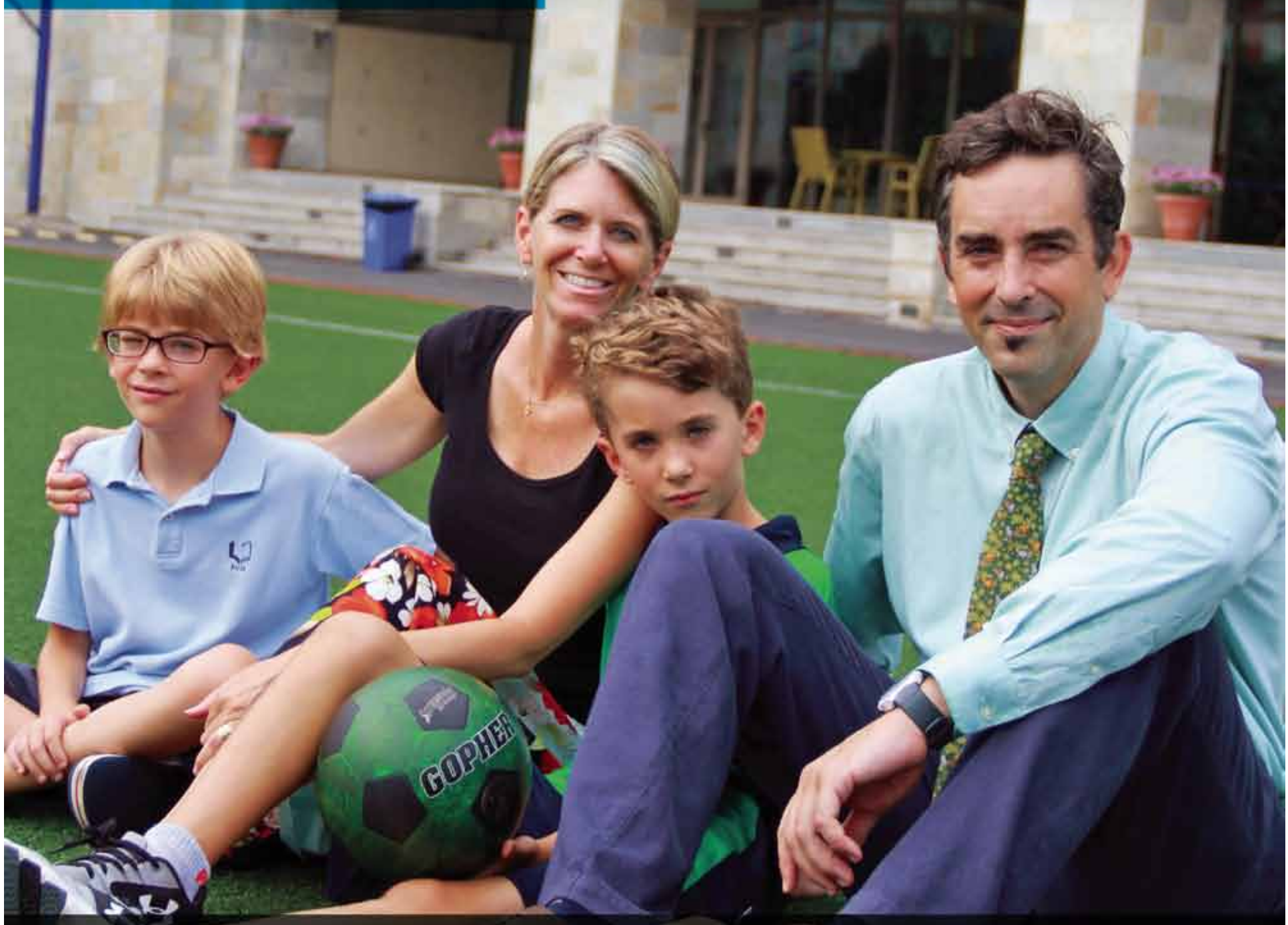
– Kate Dobson (Speech and Language Pathologist) & Marin Dobson (Science Teacher) at SCIS Pudong Campus



Shanghai Community International School
operates independent, not-for-profit, co-ed day schools for students from Nursery through Grade 12. There are over 1600 students from more than 60 countries enrolled in our two schools in Shanghai. The majority of our teachers come from the United States, Canada, Australia, the United Kingdom, New Zealand and South Africa. All of our campuses are purpose-built and include state-of-art facilities. All campuses are authorized to offer the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP) and IB Diploma Programme (IBDP) and are accredited by the Western Association of Schools and Colleges (WASC).

Recruiting for all campuses is ongoing as long as positions remain available. Please visit our website as **www.scis-china.org** to learn more about our openings at SCIS. Candidates should submit a resume with recent photo to Mr. Daniel Eschtruth, Director of Schools, at teach@scis-china.org.

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EXCITING CHANGES IN ISS AND SHEKOU INTERNATIONAL SCHOOL

By ISS Communications Team

We are very proud to announce several exciting changes taking place within ISS and our community. **Dale Cox**, who has been the Head of Shekou International School (SIS) in China since 2012, is now ISS Vice President, Asia-Pacific starting in the 2017—18 school year. Dale has lived and worked in Asia for more than 15 years and is fluent in Mandarin and Cantonese. He worked for 25 years as a teacher and administrator in public education in the United States before becoming an international school administrator in Beijing in 2006.

Dale Cox

Dale tells his ISS colleagues, "I am honored to have a chance to continue with ISS in this new role. International education is growing and transforming around the world and in the Asia-Pacific region in particular. It will be an exciting opportunity to take on new responsibilities with the ISS team as we expand the organization's contributions to education in these changing situations."

With Dale changing positions, SIS began their search for a new Head of School. The school has appointed **Robert Stearns** to be at the helm for the 2017–18 school year, while **Greg Smith** has accepted the appointment for 2018–19 and beyond. Both are experienced heads of school who know SIS and the region well, so SIS looks forward to smooth transitions and a sustained community.

Robert Stearns

Robert is a respected international school head and educational leader who has served as a school leader in Mongolia, Hong Kong, and Germany, as well as in Canada. He currently serves on the board of trustees for the Association of China and Mongolia International Schools (where he and Dale have served together for the past three years). Robert left the International School of Ulan Bator to join SIS. He and his wife Yvonne are from Canada and have three adult children living there. We are pleased to have such an experienced leader working together with Dale to lead SIS this year. Greg Smith, who will follow Robert's leadership, has spent his life in education.

Greg Smith

After teaching primary and secondary grades in his native Australia, he has been a principal, school advisor, and superintendent. Over the past ten years, his leadership roles took him to Beijing as an elementary principal and K-12 curriculum director, and Laos as a director of the Vientiane International School. He embraces technology as a great accelerator of learning and productivity and has spent the past two years using his passion to build a school services company. Greg sees SIS as a great match for his skills because of the commitment to excellence in curriculum, pedagogy, diversity and innovation. He will be joined in Shekou, China by his wife, Morven; their adult children are great ambassadors for an international education as well. Greg was most recently the COO of the Schrole Group, a recruitment and educational services company which he co-founded.

ISS is very excited to see the work these leaders will do in China, Asia, and our global community. Dale, Robert, and Greg: we look forward to making a world of difference with you!

PROUDLY ANNOUNCING A NEW INITIATIVE WITH ISS AND LEHIGH UNIVERSITY

ISS and Lehigh University's College of Education are pleased to announce we are moving forward with a joint initiative to provide graduate courses to administrators, teachers, and counselors at ISS schools worldwide! Through this joint partnership, ISS and Lehigh's College of Education will begin offering courses in their Educational Leadership and International Counseling programs starting in 2018.

Results of a previously issued survey indicated that a majority of ISS school personnel are interested in pursuing graduate coursework in Educational Leadership and International Counseling, whether in Certificate program or Master's Degree formats. Cohorts of 12-20 students will be accepted for each program. Lehigh's College of Education is working with ISS staff to create instructional videos and individualized live Zoom sessions to help interested ISS teachers and administrators navigate the application process. The College of Education will provide dedicated staff to answer questions and assist during the entire application and admissions process.

Graduates of the Lehigh College of Education courses become part of a larger K-12 international school alumni network spanning nearly the past two decades. Intended to be a multi-year, sustainable partnership, this program will provide relevant, research-to-practice graduate courses to ISS school personnel. As stated by Nick Mitchell, a current Educational Leadership student based in Qatar, "Lehigh professors balance academic and practical sides of learning…I recommend this program to anyone looking to lead learning forward in their school."

Stay tuned for a launch of the application process on or about November 15, 2017 for consideration of a Summer or Fall 2018 start. We look forward to working with Lehigh's College of Education and continuing to provide ISS schools with cutting-edge graduate education opportunities.

American School of Madrid

Benjamin Weinberg, Headmaster

The American School of Madrid was founded in 1961. It is a private co-educational Pre-K through 12 institution for approximately 900 students from over 50 countries. ASM offers the traditional U.S. curriculum as well as the International Baccalaureate Diploma Program. It is sponsored by the U.S. Department of State's Office of Overseas Schools and accredited by the Middle States Association of Colleges and Schools, the International Baccalaureate Organization, and the Spanish Ministry of Education.

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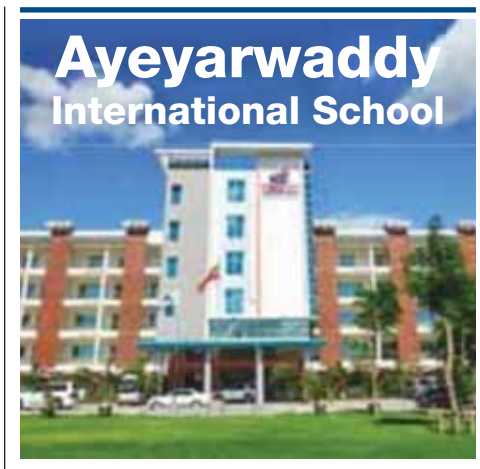

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Contact **Dr. Gary Robson**, Head of School, at **aisheadofschool@gmail.com**

Announcements

HEAD OF SCHOOL APPOINTMENT AT AMERICAN ENGLISH ACADEMY

By ISS Communications Team

The American English Academy (AEA) Board of Trustees and International Schools Services (ISS) are pleased to announce the appointment of a new Head of School/International Program Principal. **Dominique Velociter**, a well-qualified and experienced school leader, will join AEA for the upcoming school year. She completed her Bachelor's Degree and teacher certification in France, received her Certificate in Leadership from Cornell University in the USA, and is completing a Master's in Teaching and Learning at Paris Est Creteil. To get to know Dominique better, we asked her a few questions about herself.

This is my favorite quote, from Le Petit Prince, a book full of wisdom and genuine depth:

"Here is my secret. It is very simple: It is only with the heart that one can see clearly; what is essential is invisible to the eye."

ISS: What are you most excited about in your new role at AEA Bulgaria?

Dominique: What I am most interested in in my new role at AEA is altogether the similarities and differences with my previous experience. I will continue to work in an international independent school with a dual language approach, combining two curricula with two accreditation systems, including a national education program, and will explore other connections with the Bulgarian national education system and other accreditation agencies: Accreditation International, the National Council for Private School Accreditation (NCPSA) and the Middle States Association—Commission on Elementary and Secondary Schools (MSA-CESS).

I am looking forward to work with a school offering a full nursery–12 experience; this provides great opportunities for sharing, mentorship and reinforces the community spirit. I am also very excited to work with a new reputable group, ISS, and feel very appealed by the invaluable support this will provide to my headship. I find the school community very welcoming and the geographic location attractive. Finally, the school is experiencing a new phase in its development with a new engaged and motivated ownership and a beautiful new building, and it is great to be part of the renaissance.

ISS: What are some of the trends/opportunities you see in international education?

Dominique: International education built communities and community spirit. They are rich and attractive because they stand for and represent today's world: empathetic, dynamic, diverse, inclusive and adaptable. Their members bring innovation, openness, challenge and open minds and hearts with individual culture and practices. They call for flexibility and inclusion therefore influencing positive thinking and creativity. International education leads to international living. Alumni from international schools are all in either multicultural partnerships, living abroad somewhere, or in a globally connected profession. That is not only progressive, it is also a testimony of what international education creates long term.

ISS: What are some of your proudest accomplishments or evidence of impact on students at your schools?

Dominique: My biggest accomplishment is the international school I founded and developed for twenty years in Providence, Rhode Island. Little Rhody is the smallest of the 50 states. It is not an international destination, and therefore building a successful international School there, accredited by the RI Department of Education, NEASC and France, a foreign country, was an ambitious goal. I only realized this afterwards. Yet, this school opens up all the international growth mindset to the children who attend, and this is fantastic for Rhode Island.

ISS: Any closing thoughts?

Dominique: I do not know for sure how this effectively impact students, however I believe that happy teachers make happy students and I have been increasingly moving in that direction. Education is going thru huge external and internal changes. This is changing the work of teachers; this is changing also the traditional profile of a typical teacher. The demands on teachers are necessary, yet they have become somehow unrealistic if no accommodations are made in their schedule. Teachers are under a lot of stress to meet the needs of their profession. This is why I aim to listen to teachers and support them in order to meet the needs of the students.

Teachers today need teaching time, meeting and management time, former prep time, and reflecting time, alone and with peers. Successful schools structure themselves to best serve a balanced education model encouraging a balanced life style. As educators, we

(continued on page 9)

ISS MSA CESS NCPSA
Accreditation International
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We foster curiosity and engagement educating global citizens who are passionate about life and learning.

AMERICAN EMBASSY SCHOOL

Jim Laney

Jim Laney Jr. has been named Director of the American Embassy School, New Delhi. Prior to this, he served as Head of the International Community School of Addis Ababa, where he worked for 12 years.

Karen Dunmire

Karen Dunmire has been appointed interim Middle School Principal at the American Embassy School, New Delhi. She served as Middle School Principal at the American School of Warsaw for 10 years.

Bob Elliot

Bob Elliott is now Director of Technology at the American Embassy School, New Delhi. Previously he was Director of Technology at the American School of Doha for six years.

Shirley Droese

Shirley Droese has been named Director of Teaching and Learning at the American Embassy School, New Delhi. Before this, she was Associate Director of Academic Affairs at the Qatar Foundation, Doha for two years.

HEAD OF SCHOOL APPOINTMENT AT AMERICAN ENGLISH ACADEMY

(continued from page 8)

have a role model to play. Our well-being will influence the well-being of students. In the end, the child is my ultimate goal. This is our mission, our focus, and everything we do should aim to this direction, no matter the type of school or the personality of teachers and staff. My two former missions were in healing and culture restoration and brought great exchanges and relationships with the faculty.

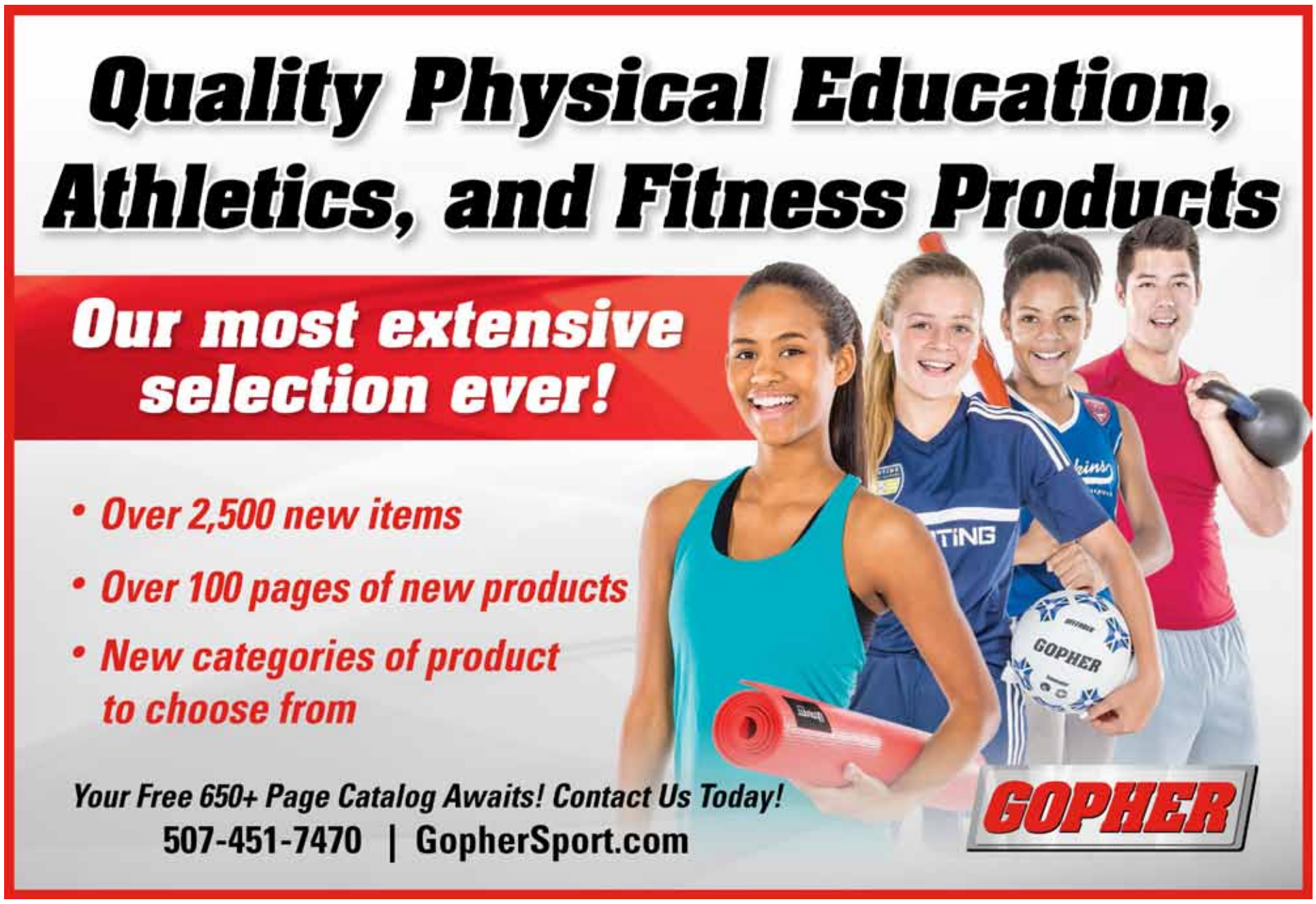
UNIS HANOI'S YEAR OF TRIPLE CELEBRATIONS

The 2017–2018 academic year will certainly be a year to remember for the United Nations International School Hanoi (UNIS Hanoi) as it celebrates three significant milestones!

This year marks the School's 30th year in operation, 20 years as the first IB school in Asia and the Head of School's 10th year at the helm of UNIS Hanoi.

To commemorate, the School has organised a series of events throughout the year, starting with an all-school birthday celebration which took place on Tuesday 19 September. The calendar of activities will also include a special UN Day event as well as the launch of UNIS Hanoi's very first official school anthem which will be composed by Middle and High School students and performed at a special occasion by young musicians of all ages. In addition, alumni from 73 countries plan to converge on the campus for a mega Hanoi Homecoming event, culminating in a memorable Day of Service and a wonderful community cocktail celebration.

Remarking on the landmark year, UNIS Hanoi's Head of School, Dr Chip Barder said, "It's wonderful to get the opportunity to reflect and celebrate the cumulative achievements of this School, especially during my tenth and final year here. UNIS Hanoi began in borrowed classrooms with just 13 students and a handful of teachers; three decades later we've mushroomed to a School that boasts more than 1,100 students and 315 faculty and staff members from as many as 64 different nations, all learning together on one sprawling purpose-built campus. And as part of our mission to encourage students to be independent, lifelong learners, we are also passionate about Service to our host nation and her people."



People & Places

LIFE-CENTERED EDUCATION: A NEW ISKL MIDDLE SCHOOL PROGRAM

By Chad Conan Laws
Director, Marketing & Communications, The International School of Kuala Lumpur, Malaysia

Learning Support at ISKL

ISKL's Mission Statement embodies our commitment to supporting each student to become a highly successful, spirited, socially responsible global citizen. This commitment is also reflected in the services and programs we offer in order to meet the needs of diverse learners. In collaboration with teachers, the Learning Resource department identifies student needs, then designs and implements research-based interventions and strategies to support these students.

In order to further support our inclusive philosophy, we have a team of highly qualified special educators, counselors, an Elementary School speech and language pathologist, and school psychologists. At ISKL, we provide support for a managed number of students with a wide-range of learning needs.

Mild and Moderate Learning Support

ISKL believes that students learn best in their least restrictive environment. As such, students who require mild to moderate assistance benefit from a range of support including learning opportunities with peers in regular classrooms. Teachers differentiate learning to ensure that the varied needs of our students are met. Interventions are tailored to the individual students and students may receive additional instruction from other teachers and specialists.

If students require more support, our learning resource team develops individualized learning plans (Student Success Plans) that are based on well-researched interventions. Students may also receive support in a more inclusive general education setting, or individualized, or small group instruction.

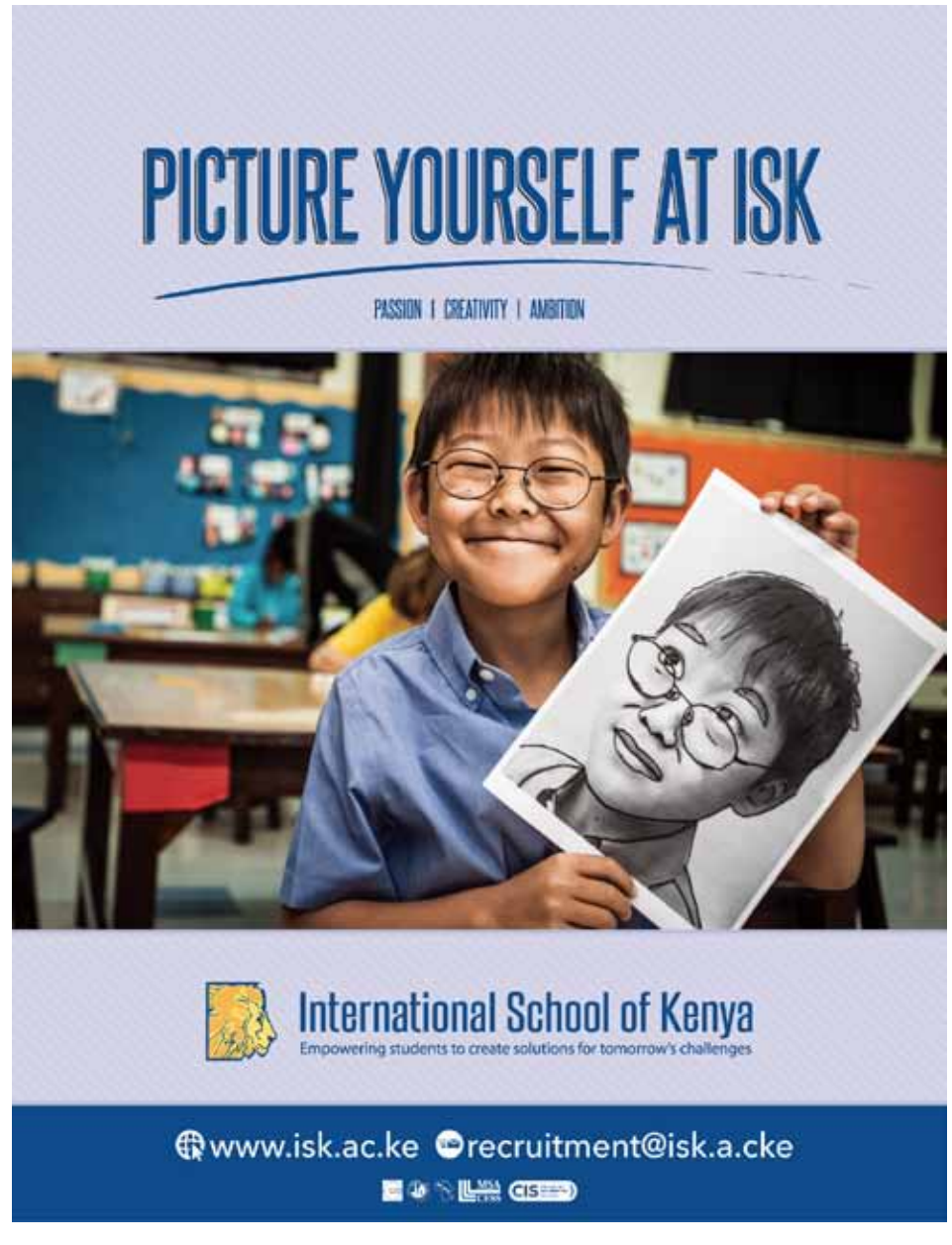
Intensive Learning Support in Middle School

The Life-Centered Education (LCE) program is designed to serve students who have a diagnosed intellectual or developmental disability and require individualized academic and social skill instruction. The program is not appropriate for students with intense emotional or behavioral needs or severe health impairments. Students accepted in our program receive customized instruction and support from highly trained special educators and assistant teachers. Additionally, students are integrated into our middle school elective classes and optional after-school activities.

Life-Centered Education (LCE) focuses on teaching literacy, mathematics, social skills, and life skills to students with intensive special education needs. Individual goals are outlined on ISKL Student Success Plans (SSP), which are developed after evaluation by an Educational Psychologist. Goals outlined on the SSP are addressed daily in Life-Centered Education classes.

In the LCE classroom, students learn how to improve their reading fluency and comprehension through an interactive and multisensory approach to reading and spelling. In mathematics, students improve numeracy and computation through several different math strategies and real life applications. Life skills and social skills are reinforced daily with lessons from the Social Thinking curriculum. Students also receive additional support from the middle

(continued on page 28)



CUTTING-EDGE SCIENCE CENTRE OFFICIALLY OPENED AT ACS HILLINGDON

Mark Thompson, astronomer and BBC Stargazing Live presenter, opens ACS Hillingdon's £10 million science centre.

ACS Hillingdon International School welcomed students, staff, families and special guest, astronomer Mark Thompson, to the official opening of its £10 million science centre last night on Thursday 14 September 2017.

BBC's Stargazing Live's Mark Thompson opened the new centre, giving a fascinating introduction to the beauty of the Universe and highlighting the importance of the practical aspects of science education in inspiring the next generation of scientists. During the evening, guests also took part in practical experiments exploring human spaceflight run by the National Space Academy.

The school's new science centre includes seven new laboratories and features a specialist binocular microscope and reflecting telescope among its cutting-edge technology, as well as a electrophoresis unit which students can use to investigate and visualise DNA.

Students will also benefit from the centre's enhanced testing capabilities, such as the high quality Vernier temperature probes, allowing them to conduct advanced scientific experiments. New flexible furniture has also been used throughout the labs to facilitate student collaboration and project work.

Mr Thompson commented:

"It is fabulous to see the new superbly equipped science centre at ACS Hillingdon. The school clearly understands the importance of hands on science and I am excited to see how the students will respond to this amazing new facility."

Dr Neelu Sharma, Head of Science at ACS Hillingdon, commented:

"This summer several of our graduating students won places to study bio-chemistry, pre-medicine, bio-medical sciences, physics and medicine at top universities. Our new science centre will ensure we provide the best possible resources for any of our students wanting to pursue an interest in the sciences at any level."

A recent survey by One Poll, commissioned by ACS to celebrate the opening of the new science centre, recently found that 54 per cent of UK parents are regularly flummoxed by the deep and meaningful scientific questions put to them by their children. On average a parent will turn to Google six times a month to find the answers.

Martin Hall, Head of School at ACS Hillingdon added:

"We know that students, passionate about science, are a force for positive change in the world. It is important to encourage children's curiosity and their inquiring minds from a young age, and stimulate thirst for learning – even if us parents sometimes have to resort to search engines to find answers to difficult questions.

"The new state-of-the-art science centre and a wide STEAM—science,

(continued on page 28)

Mark Thompson (left) and Martin Hall (right) at ACS Hillingdon Science Centre opening.

People & Places

TWO AMERICAN SCHOOL OF MILAN GRADUATES RECEIVE PERFECT IB DIPLOMA SCORES

At ASM, we are proud of the fact that our students annually achieve IB success. However the elusive 45 sometimes presents a challenge to even our brightest stars. We are always thrilled and very proud when we have one perfect 45, on the International Baccalaureate (IB) Diploma. This year we are delighted to announce that two students from the American School of Milan (ASM) achieved the coveted 45 point score. It is a pleasure to highlight these wonderful achievements of two of our finest students.

Edoardo Rundeddu and Giovanna Pinciroli, valedictorian and salutatorian respectively of the ASM Class of 2017, made ASM history and joined only 210 other students (out of 159,400 around the world taking the exams in May 2017) to achieve a perfect score. They led their class at ASM, supported by 10 other ASM students who earned a 40 or higher on their May 2017 IB exams.

Each is currently attending university in the USA. Edoardo headed to Northwestern University and Giovanna is now a student at Stanford University. This was the first time they began a school year at a separate school, having attended middle school together before joining ASM for grades 9–12. These years were marked by continuous encouragement and a healthy competition between them, while encouraging the success of their classmates through their inspired academic leadership. We know that they will continue to be leaders in their chosen paths, drawing on their inquisitive spirits and ASM preparation.

ASM Director, Maureen O. Madden commented: "This success is a testament to the commitment of these students, their families and the entire ASM community for creating a positive and nurturing environment and continuous opportunities for growth in which our students may thrive. Edoardo and Giovanna are model ASM students who have always been committed to achieving their dreams and becoming more!"

AIS CELEBRATES FIRST GRADUATING CLASS

Ayeyarwaddy International School in Mandalay, Myanmar celebrated it first graduating class in June 2017! All of the graduates will be attending college in the United States this fall.

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STATE-OF-THE-ART NEW BOARDING HOUSE OFFICIALLY OPENED AT ACS COBHAM

ACS Cobham International School hosted a summer garden party to celebrate the opening of its brand new £15m boarding house. Guests included the Mayor of Elmbridge, the Chief Executive of the Boarding Schools' Association and members of the school community, as well as past boarding students and staff.

The new Woodlands house will provide an enhanced world-class school residency for an additional 113 boys and girls, with single en-suite rooms for all senior students.

The celebration saw speeches from Tony Eysele (Head of School) with the Mayor of Elmbridge cutting the ribbon and officially opening the new boarding house ready for the upcoming school year.

As part of an initiative launched by the Boarding Schools' Association to create an international orchard across the UK, an olive tree was planted outside the new house. Joining over 110 British boarding schools, the planting symbolises the 'tree of knowledge' and demonstrates each school's commitment to growth and caring for the environment and sustainability. The olive tree is also a potent ACS symbol as a similar tree was chosen to commemorate the school's founder, EJ Poularas in the walled garden.

"The official opening today was a wonderful celebration of our stunning new boarding house, which we are very proud to present to our guests and students," commented Mark Venn-Dunn, Head of Boarding.

He added:

"To develop the building we asked ourselves 'how should boarding be?' and 'how can we create the ideal situation for today's children?' With light, airy rooms, an array of social hubs and state-of-the-art facilities, we believe our new boarding house provides a modern, family-style space to relax, study and live, just like at home."

The new house has six common rooms and two quiet areas for socialising, studying and eating, including a cinema-style room, games room and work areas with flexible furniture and technology for group projects. A triple height atrium extending over three floors maximises natural light and space, giving boarders commanding views across the campus and woodlands.

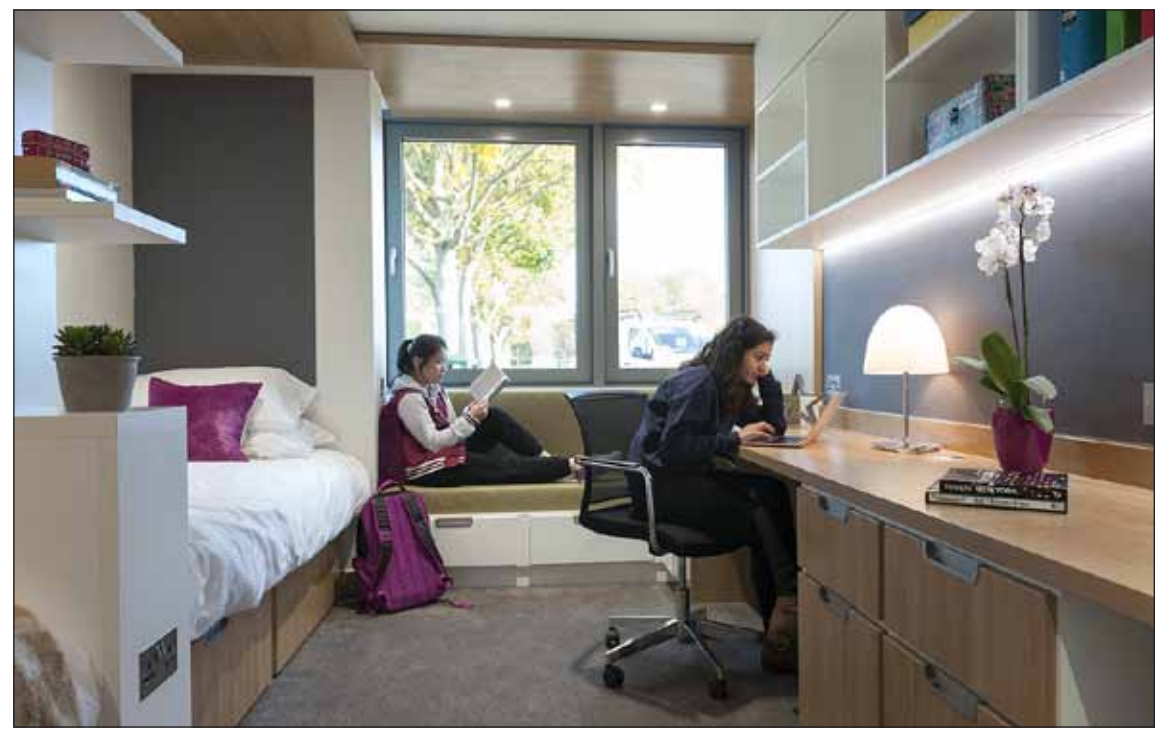
As well as accommodation for boarding house staff, the development includes extensive landscaped areas and a communal BBQ area. The boarding house sits within the school's 128-acre campus allowing boarders 'out of hours' access to the sports, academic, technology and performing arts facilities, including six tennis courts, a 25-metre pool and six-hole golf course.

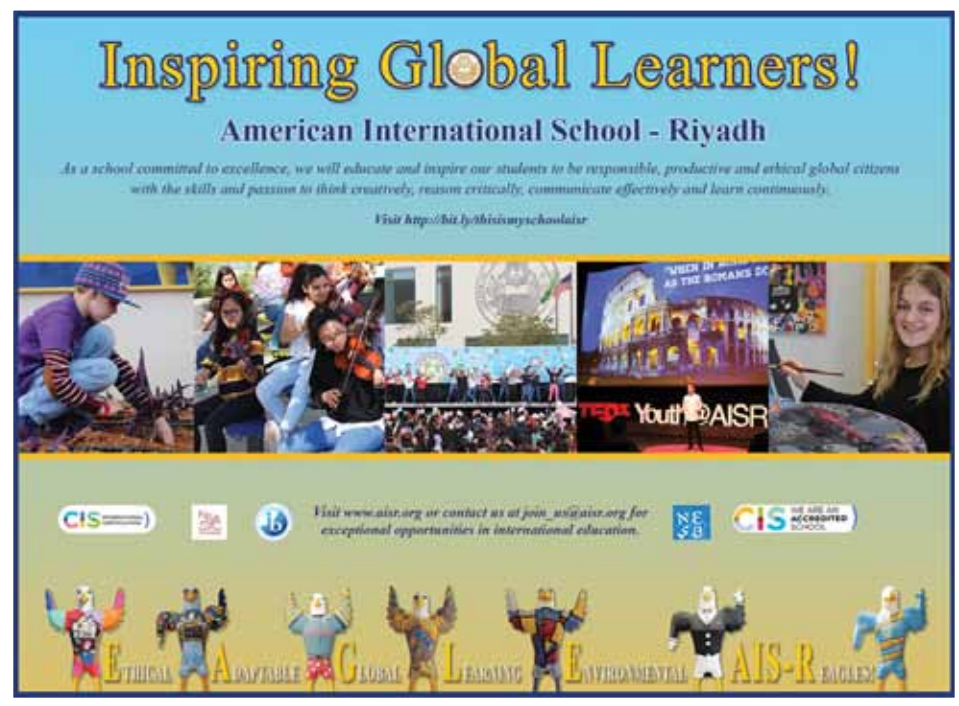
A multi-million pound refurbishment of the existing boarding house Fields is now under way and this will include a new walk-in medical centre with a fully-trained medical team.

Tony Eysele, Head of School at ACS Cobham, added:

"It's been fantastic to celebrate the opening of this outstanding new facility for international and local students who find a home from home at ACS Cobham. I'm sure our boarders will thrive in their new dynamic, modern environment and that they will make the most of the fantastic facilities that support a world class education."

Left to Right: Robin Fletcher (CEO of the Boarding Schools Association), Tony Eysele (Head of School, ACS Cobham) and Rachael Lake (Mayoress).





People & Places

INTERNATIONAL PROGRAMS SCHOOLS IS NOW AN IB SCHOOL

By Ana Leahy
DP/7-12 curriculum coordinator, International Programs School, Saudi Arabia

This past Spring International Programs School (IPS) became an IB School. This goal was set four years earlier after our school's Middle States Association accreditation self-study. IPS is relatively small, with 750 students from over 40 nationalities, but its desire to offer the best education available in town is mighty!

I was honored to work with a wonderful team of dedicated

educators that made the authorization possible. The IB application process—the consideration phase, request for candidacy, consultation, candidacy and the verification visit—offered us an opportunity to educate our community about the power of international mindedness and an IB education.

But the question remains: what does it really mean to be an IB school? To our first DP students, being an IB school means many things. To Laura, it is "having a more focused education because we can choose our SL and HL courses." For Shereen it means "receiving a higher level of knowledge," while for Aseel it means "learning more because more depth brings better comprehension". It means balance for Ayet "because we must balance our personal and academic lives."

As the mother of two IBDP graduates I know first-hand what the IB program did for my daughters' thinking, communication, and problem-solving skills. More importantly the IB program is evident in their open-minded, caring and internationally oriented approach to life; for that I am eternally grateful to their teachers.

At IPS we aspire to enrich the lives of our students by embracing the IB philosophy founded on "common humanity" and "guardianship of the planet". We are more alike than we are different.

To me being an IB school is about much more than the courses and activities we offer, the physical and logistic challenges we face, and the hours of work we poured into the application. It means the total commitment to the learner profile attributes and international mindedness across the board: students, parents, teachers, and administrators.

Celebrating becoming an IB school with donuts before school!

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ISD INTERNATIONAL SCHOOL OF DONGGUAN
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The International School of Dongguan is an ISS managed school in southern China, conveniently located between the international hubs of Guangzhou and Hong Kong. The school provides a collaborative professional environment for pioneering educators who are passionate about creating an innovative 21st century program. ISD has established a strong supportive culture of learners and distributed leaders who strive for excellence by applying a continual improvement model. ISD is a member of both ACAMIS and EARCOS, is authorized to deliver the IB Diploma Program and is accredited by the Western Association of Schools and Colleges.

Positions anticipated 2018 - 2019
Early Childhood Teachers
Elementary School Teachers
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High School PE, English, Math, Biology, Physics, Chemistry, History, Economics Teachers

Each ISD educator has a profound impact on the lives of their students and the school community. We are seeking passionate, qualified and experienced teachers interested in being part of a dynamic setting with substantial opportunities for making their mark. Please forward your resume and current references to David Falconer, Director (davidfalconer@i-s-d.org).

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www.i-s-d.org 86 769 28825882 admission@i-s-d.org

CLEAN THE BEACH

By Brad McClain
Head of School, Ambatovy International School

Earth Day is an annual event celebrated internationally. First conceived in 1970, Earth Day has led to major US and international legislation to improve the environment of the planet Earth. One of the ways Earth Day was celebrated in Madagascar was with a collaborative event organized by the Ambatovy International School (AIS) Parent Activity Club and the Madagascar troupe of Canadian Girl Guides. Collectively, we had a great community turnout for a "Beach Clean-Up!" AIS serves

(continued on page 28)

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Dostyk American International School

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iSS Dostyk American International School is ISS-managed, offering Preschool to Grade Eight, located in Western Kazakhstan with approximately 80 expat students.

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Contact: Lory Thiessen
Dostyk American International School
TCO, Dostyk Village • 37 Vladimirskaya Street
Atyrau 060011 • Republic of Kazakhstan

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Contact: Dr. Michael Cyrus, Director, *mcyrus@ncpachina.org*

Yangon International School was founded in 2004. Located in Yangon, Myanmar, YIS has grown to a student body of more than 550 students. YIS is a private, college-preparatory school that utilizes an American, standards-based curriculum culminating in an impressive AP program. Graduates have been admitted to top U.S. and international universities.

Students range from age 3 to 18. They represent more than one dozen nationalities. The school's mission guides expected student learner outcomes that each individual becomes a lifelong learner who is academically well-prepared, socially responsible, culturally sensitive, and personally fulfilled.

YIS has an additional Early Childhood campus for Pre-School to Grade 2. Ongoing construction will complete an extensive classroom, multipurpose, and common area expansion project.

Teacher housing is completely furnished and within walking distance from the school.

The staff is international, well-qualified, and experienced. Please check the ISS and school website for vacancies.

www.yismyanmar.com

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- Leadership development opportunities

ISA Teachers are empowered through a distributive leadership model to guide school initiatives and program growth. Teachers come to ISA to be part of a vibrant learning community in a beautiful setting. Email Mr. Dennis Willeford at employment@isaruba.com if interested in learning more about ISA and the professional opportunities the ISA Community offers.

Address: Wayaca 238A, Aruba, Tel: 583 5040, www.isaruba.com, info@isaruba.com

ISS MANAGED SCHOOLS

ISS School Startup and Management Services strive to establish schools that meet the highest educational standards of excellence. Every aspect of our school development services—curriculum, facilities, staffing, admissions, marketing, and leadership—is centered on improving the quality of student learning. ISS is committed to working with clients to achieve a successful and sustainable school model whether the school is large or small, profit or nonprofit, or serving expatriate or host country students. In every case, we seek solutions that fit the culture and needs of the host community.

Ambatovy International School

Toamasina, Madagascar
Middle States Association of Colleges and Schools

Founded in 2011 as an ISS-managed school, Ambatovy International School (AIS) is located in a rural area on the east coast of Madagascar, where it serves children of the sponsoring Ambatovy mining enterprise composed of three companies (Canadian, Japanese, and Korean). AIS capitalizes on both the multi-cultural as well as the intimate nature of its learning community. Within a supportive and inspiring environment, AIS equips students Pre-K to Grade 12 to contribute to the global society. The school's supportive and inspiring community empowers students to maximize their potential for success. Despite its modest enrollment, AIS provides a remarkably rich academic program supplemented by extracurricular activities.

American English Academy (AEA)

Sofia, Bulgaria
Accreditation International / Middle States Association
http://www.aeasofia.com/

AEA was founded in 1992 to serve the international community in Sofia. Originally a school following a religious curriculum, it now provides a US common core and Advanced Placement program. The school serves a population from over 30 nationalities along with a significant number of host country nationals. AEA is unique in offering a dual-strand program offering both US and Bulgarian curricula, and seeks to prepare students for post-secondary education both within Bulgaria and internationally. It is located on a new, purpose-build campus between Sofia and the mountains. The school is characterized for its caring and supportive community, and the academic success of its students. While not a new school, it is now an ISS managed school undergoing a significant, yet exciting transition.

Cayman International School

Grand Cayman, Cayman Islands
Middle States Association of Colleges and Schools
http://www.caymaninternationalschool.org/

Cayman International School (CIS), purchased by ISS in 2002, serves Nursery to Grade 12 students from more than 30 nationalities. Cayman International School students achieve academic and personal excellence and prepare for higher education within an international environment that inspires learning, character and service. The thirteen-acre campus, including swimming pool, gymnasium, tennis courts, first-rate athletic field, arts venues and state of the art technology, is the finest in the Caribbean. Students in the CIS community are engaged in an exceptional educational experience that prepares them to be 21st century learners, encourages creativity, promotes problem-solving, inspires innovation and instills integrity. CIS is an IB World School, inspiring students to be active contributing members in a global society and advocates for positive social change.

Dalian American International School

Dalian, Liaoning, China
Council of International Schools, Western Association of Schools and Colleges, and the National Center for School Curriculum and Textbook Development (China Government)
http://www.daischina.org/

Since its founding in 2006, Dalian American International School (DAIS) has grown to include students from over 25 nationalities. DAIS provides challenging, collaborative and responsive experiences that engage learners in developing intellect and character. At DAIS, every learner achieves personal excellence and contributes to the global community. In this resource-rich learning environment, all students are afforded the very best in academic and co-curricular programming. These ingredients ensure that DAIS provides challenging, collaborative, and responsive experiences for all learners—students and teachers alike. In 2010, DAIS launched an exciting new high school division, the Huamei Academy, which serves Chinese national students on the same campus in a boarding environment.

ISS MANAGED SCHOOLS

Dostyk American International School

Atyrau, Kazakhstan
Middle States Association of Colleges and Schools
http://www.daiskz.com/

Dostyk American International School (DAIS) is a small but vibrant Pre-K to Grade 8 school in western Kazakhstan, serving Chevron families posted to Tengizchevroil in Atyrau, Kazakhstan. With a small student-to-teacher ratio and in partnership with parents, the school motivates and inspires students to become well rounded, lifelong learners and positive contributors to a global society. DAIS provides an enriched American curriculum with a global perspective. The school's teachers are creative and flexible professionals who work hard to provide an enriched learning environment, where technology is leveraged to enhance student learning and develop problem solving skills. The school facility is modern, resource-filled, and technologically advanced.

Independent Schools Riau

Pekanbaru, Riau, Indonesia
Western Association of Schools and Colleges
http://rumbai.isriau.org/

Independent Schools Riau (ISR) is located in the province of Riau in Sumatra, Indonesia. ISR is a coeducational day school sponsored by Chevron Pacific Indonesia (CPI). Although founded in 1953, ISR is a fairly recent addition to the family of ISS-managed schools. ISR is a diverse community formed by a partnership of students, educators and community members. We empower every student with knowledge, skills and values to adapt and succeed academically, socially and emotionally. ISR inspires, prepares, and challenges our students to live meaningful lives and to make a positive difference as leaders and global citizens. ISR is bustling school community where students, parents, and teachers live, learn, and play together. Living in close proximity, teachers and parents partner to empower students to live meaningful lives and to make a positive difference in tomorrow's world.

International School of Aruba

ISA is the only school in Aruba to be accredited by both the AdvancEd external review organization, and the Dutch Department of Education.
http://www.isaruba.com/

Founded in 1929, and purchased by ISS in 2004, the International School of Aruba (ISA) has a rich history on this unique and beautiful Caribbean island. ISA hosts students from 35 countries in preschool through Grade 12. ISA's mission is to motivate and prepare students to achieve their academic and personal best within a U.S. accredited, English language, college/university preparatory program that embraces diversity while encouraging leadership, character, and community service. An American standards-based curriculum enables a whole child approach through a balance of academics, arts and athletics embedded in 21st century learning practices. The school's new purpose-built campus has enabled a recent expansion of programs generating considerable enthusiasm among the local community and staff. The 2013 AdvancEd accreditation visit commended ISA both for developing self-directed independent learners and for the supportive and respectful school environment.

International School of Beihai

Beihai City, Guangxi, China
http://www.bhisedu.com/contactenglish

The International School of Beihai (ISB) is a co-educational, non-sectarian early childhood through Grade 10 school, established through a joint partnership of multinational Stora Enso and International Schools Services. It provides a quality, college preparatory educational program through an international curriculum employing highly effective teaching strategies. ISB endeavors to provide each student the opportunity to achieve his or her personal best within an international educational environment that encourages and inspires leadership, character and community service while embracing cultural diversity. ISB teachers guide inquiry-based, student-driven learning, and nurture our students to achieve their personal best. The ISB curriculum, modeled on the Primary Years Program (PYP) of the International Baccalaureate, supports students' successful transition to other international schools or back to their home country. ISB inspires its students to explore and embrace their international experience as they develop academic skills and a global perspective.

International School of Dongguan

Dongguan, Guangdong Province, China
Western Association of Schools and Colleges, and the National Center for School Curriculum and Textbook Development (China Government)
http://www.i-s-d.org/

The International School of Dongguan (ISD) is one of the most recently developed schools managed by ISS. Located in Southern China in an urban setting, ISD serves pre-K through Grade 12 students. The mission of the ISD is to provide a comprehensive and challenging academic program, and to enable students to continue their learning with the knowledge, abilities, and understanding gained from their experience living abroad. The school provides a collaborative professional environment for pioneering educators who are passionate about creating an innovative 21st century program. ISD has established a strong supportive culture of learners and distributed leaders who strive for excellence by applying a continual improvement model. ISD is authorized to deliver the International Baccalaureate Program (IB) for students in Grades 11 and 12.

Nansha College Preparatory Academy

Guangzhou, Guangdong, China
Western Association of Schools and Colleges
http://www.ncpachina.org/index.php/en/

Founded in 2012, Nansha College Preparatory Academy (NCPA) is the first comprehensive US-style secondary boarding school for Chinese nationals in Southern China. NCPA is a learning community that empowers students to achieve academic and social excellence. NCPA offers a college preparatory program that supports students in becoming independent and collaborative learners through active observation, research, negotiation, evaluation and planning. NCPA believes success is defined by strong character based on self-discipline, responsibility, integrity and respect for differences. It combines the best elements of Chinese and Western education with the most innovative education practices of the 21st Century. NCPA has adopted the US Common Core curriculum as well as the Advanced Placement courses of College Board. The centerpiece of school's curriculum is its unique English immersion program that follows the ISS World Language Initiative (WLI).

NCIC-Immersion School

Shenzhen, Guangdong, China
http://www.ncic-immersion.org/index.php/en/

NCIC-Immersion provides a holistic education that balances social, emotional, academic and physical success through a challenging and progressive learner-centered program. We seek to nurture our learners to become skilled negotiators, collaborators, inquirers, and complex thinkers in a changing world. Located in Shenzhen, China, the NCIC-Immersion School is providing a Kindergarten to Grade 2 lower elementary program in its founding year. Additional grade levels will be added in subsequent years through Grade 8. NCIC-Immersion will use a standard-based curriculum, adopting the Common Core States Standards for its framework. The school promotes a dual language immersion model based on current language research and is committed to action research as part of the ISS World Language Initiative for English as an Additional Language (EAL).

Riffa Views International School

Riffa, Bahrain
Council of International Schools (CIS) and Middle States Association of Colleges and Schools (MSA)
http://www.rvis.edu.bh/

Founded in 2005, the intention behind Riffa Views International School (RVIS) has always been to ensure that Bahrain's time-honored values and traditions are blended with the best curricular practices from around the world. RVIS is a non-profit, college preparatory school committed to implementing the best educational practices from around the world, while being sensitive to local cultural values. Every student at RVIS learns the Arabic language in a manner appropriate to their heritage and background. The RVIS college preparatory program actively engages every student in academics, athletics and the fine arts. The latest in educational technology is at the fingertips of all students, at all times, in all classrooms. Riffa Views International School prides itself on being authorized by the IB organization to offer the International Baccalaureate Diploma Program.

ISS MANAGED SCHOOLS

Shekou International School

Shekou-Shenzhen, China
Western Association of Schools and Colleges (WASC), the IB World Organization, and the National Center for School Curriculum and Textbook Development (Chinese Government)
http://www.sis-shekou.org/

Through its association with ISS over the past two decades, Shekou International School (SIS) has grown from a small school to a true 'ISS School of the Future'! SIS provides a rigorous education in a caring community and inspires its students to become principled, innovative contributors in a transforming world. Key features of SIS programs are a focus on standards-based learning and reporting, cutting edge eLearning, literacy (employing the Columbia Teacher's College model), and strong learning experiences for EAL students. The Early Childhood Learning Center, Elementary School, Middle School, High School, and the Section Française programs contribute to the school's reputation as a leader in international education. A rich mix of academics, athletics, and activities, delivered by a world-class faculty, ensures maximum learning for students.

Thai Sikh International School

Bangkok, Thailand
Council of International Schools (CIS)

Thai Sikh International School was founded in 1985 by the Thai Sikh Foundation, a registered body under the Royal Thai Government . It is a charitable and non-profit making institution. Thai Sikh International School has a campus of 13 acres in Bangkok city. The school is accredited by the Council of International Schools (CIS). This non-profit organization is located in two locations. The elementary school is located in the heart of the city while the middle and high school campus is at eastern edge of Bangkok city on the Bangna campus. The Middle School, High School and Advanced Level Programmes are structured on the strong International Foundations of the Cambridge Syllabus; and these are further enriched by the unique Total Student Development Programme (TSDP) and Co-Curricular Activities (CCA) which transform our students into world class citizens. In order to facilitate the education and total development of the student, TSIS offers extensive sports and recreational facilities.

Vision International School

Al Wakra, Qatar
Candidate status with Middle States Association of Colleges and Schools and the Council of International Schools
http://www.vis.qa/

Vision International School (VIS) is a separate gender, college preparatory school committed to preparing students for the 21st century by providing an academic environment in which students learn how to creatively solve problems and to learn independently. VIS seeks to instill a sense of ethics, care and compassion for others through engagement in community service and global citizenship. Located just outside Doha, Qatar in the revitalized area close to the Hamad International airport, VIS serves a local and international student body in grades Pre-K to grade 10. In the future, VIS will add a high school grade each year until we complete Pre-K through Grade 12. In keeping with Qatar's goals for development of the country's educational, scientific, and technological programs, VIS is positioned to be a leading school in the region.

Yangon International School

Yangon, Myanmar
Western Association of Schools and Colleges
http://www.yismyanmar.com/

Established in 2004, Yangon International School (YIS) is an ISS-managed college preparatory school serving grades PreK-12. The school seeks to foster the development of the whole child as a participating global citizen and lifelong learner: one who is academically well prepared, socially responsible, culturally sensitive, and personally fulfilled. YIS promotes a well-rounded educational program of academics, activities, and athletics. The YIS school program is based on academic excellence, social responsibility, cultural sensitivity, and personal fulfillment. YIS offers a US standards-based curriculum with Advanced Placement courses available at the high school level. In addition, the school offers a program in local Myanmar culture and language and encourages members of the community to share national customs and traditions from around the world.

国际学校 深圳蛇口

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Shekou International School inspires students to be principled, innovative contributors in a transforming world. Established in 1988, SIS offers a rigorous academic program to its nearly 900 students in a close-knit and caring community. Named an Apple distinguished school and recently honored as the " School of the Year" by the 21st Century Learning, SIS programs focus on standards-based inquiry learning including PYP and DP, cutting edge eLearning, the Columbia Teacher's College literacy model, and strong learning experiences for EAL students. Within our state-of-the-art facilities, on three beautiful campuses, we meet the diverse needs of learners from nursery through grade 12. A rich and comprehensive mix of academics, athletics, co-curricular activities, delivered by a world-class faculty, provides authentic learning for students. Living in Shenzhen provides SIS community members with the comforts of an affordable Western life-style, coupled with convenient access to the wonderfully divers experiences of China and East Asia. SIS is fully accredited by the Western Association of Schools and Colleges (WASC), the International Baccalaureate (IBO), and the National Council of Curriculum and Textbooks (NCCT-Chinese Accreditation).

We invite you to explore our website and review our programs to learn why SIS has been a leader in international education for nearly 30 years.

http://sis-shekou.org

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Interested teachers, please contact

Brad McClain, Head of School
AIS@ambatovy.mg

Keith Cincotta, ISS Senior Leadership Executive: **kcincotta@iss.edu**

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WHERE EVERY LEARNER ACHIEVES

People & Places

CELEBRATING 50 YEARS AT THE

By Isabelle De Mello
Director of Marketing
International School of Uganda

On May 17, 2017 the International School of Uganda (ISU) celebrated its 50th anniversary.

ISU first opened its doors to 11 students in 1967 and 50 years later, the school is attended by more than 540 students from over 60 nations.

Many events were hosted to celebrate this occasion, including a reunion for alumni, teachers and parents, and an anniversary masquerade ball for staff, parents and alumni. The PTA hosted two family fun days (with fireworks). Lastly a school-wide birthday celebration during which alumni Alexa Mbowa (also parent and board member) and Brian Kiiza shared memories and reflections about how the education they received has influenced their lives, followed by birthday cake for the entire ISU community

To mark this milestone in our history, we celebrated by publishing a coffee table book to look back at our rich history, celebrate our community and look forward to our shared future. In this spirit, Mr. William Lefes, one of the founding members of the school, visited ISU from the USA as the keynote speaker for the graduating

(continued on next page)

Happy birthday ISU

Parents and Head of School enjoying the 50th gala dinner

INTERNATIONAL SCHOOL OF UGANDA!

Class of 2017. Now in his eighties, Mr. Lefes drew from his extensive international experience and delivered a speech full of valuable advice and wisdom to our students.

No matter the chapter or decade, the theme of our story has always been student-centered. ISU comes together as a committed, inclusive community of students, parents, teachers, staff and leaders in order to prepare for a world that changes with unprecedented speed. Our approaches to learning ground us in the knowledge base of the traditional disciplines. Upon this foundation we build the critical thinking skills and creativity necessary for realising opportunities, adapting to change and developing a personal moral compass.

Board Chairs and Head of School Caroline Jacoby

Grade 2 students with birthday cakes

Birthday cake with Grade 3

The International School of Beihai (ISB) is a co-educational, non-sectarian Grade 1 through 8 school, established through a joint partnership of multinational Stora Enso and International Schools Services. It provides a quality, college preparatory educational program through an international curriculum employing highly effective teaching strategies. ISB endeavors to provide each student the opportunity to achieve his or her personal best within an international educational environment that encourages and inspires leadership, character and community service while embracing cultural diversity. ISB teachers guide inquiry-based, student-driven learning, and nurture our students to achieve their personal best. The ISB curriculum, modeled on the Primary Years Program (PYP) of the International Baccalaureate, supports students' successful transition to other international schools or back to their home country. ISB inspires its students to explore and embrace their international experience as they develop academic skills and a global perspective.

@ISBeihai

sunny.yang@storaenso.com

People & Places

CREATIVITY, MORE THAN

By Tosca Killoran
ISS Level 5 Director

The other day I was at a conference. Teachers are often at conferences, professional development sessions, meetings, online, Twitter Chats, or TeachMeets, to improve and hone our practice. After the session I was chatting with a participant who said,

"You know, the only thing I care about in these sessions is if I can change something today. I want to take one thing; one tool, tip, or trick back with me on Monday and use it immediately in my classroom."

As I have often been reminded as a presenter and consultant that what teachers really want is that Monday morning jolt to their practice, I nodded vigorously.

I nodded, but my nod bothered me, all night and into the next day. It sat heavy with me. Something about that nod signified a disconnect with what I truly believe about learning. That nod was a lie.

We tell students to have a growth mindset, we encourage them to be risk-takers. Since 2007 we have collectively nodded our heads 47,307,998 times in agreement at Sir Ken Robinson's assessment that schools have killed creativity.

We like and share meme's on Twitter and Instagram that encourage us to increase creativity in our students—after all it is listed as Tony Wagner's number one survival skill for the 21st Century. We read articles in Edu blogs about the need for creativity to be infused into our teaching and learning.

But then, we attend professional development that works to train, retrain, or expand on the same specific skills we engage in everyday. Often schools ask for proof of concept before teachers embark on new types of learning. They ask, how will this impact your classroom practice? How will this immediately help your learners succeed? That dialogue

(continued on next page)

AN EDU BUZZWORD

becomes part of our inner refrain as we ask, what is the tool, tip, or trick I can use on Monday?

But the truth is, change is incremental. And learning is not so immediate. Creativity should be more than a buzzword on social media. It is a mindset, an attribute that has skills that can be developed. It needs play, exploration, practice, feedback, and failure in order to become part of our praxis.

As an artist I would play with an idea for months. I would be exposed to something new and it would become a pearl of an idea over time. Sometimes I had no idea where it would go- but I knew it was going to be impactful, meaningful, and make change in the world. Sometimes there is no proof of concept- sometimes you just need to get gritty so you can make a pearl.

When we are able to expose ourselves to new learning, uncomfortable areas, and exciting unknowns we increase our own creative capacity. This in turn becomes the catalyst for how we design learning experiences within our classroom.

For instance, the maths in graffiti is complex. Artists, such as Scape Martinez use math to plan the supplies required for his artwork as he discusses in this video from the Center for Asian American Media. Teachers can learn from Scape to design an

(continued on page 26)

Ignite.

"AISG is a place that's willing to push boundaries and do things differently. I really enjoy teaching here because the community is so open and innovative. I love helping students ignite their passion for learning and seeing them try new things because it usually means that something great is about to happen...."

- Tanya LeClair, AISG Elementary School Innovation Coach

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CREATIVITY, MORE THAN

(continued from page 25)

experience that requires students to explore calculating the area of a large letter to be painted, creating their own design, and determining how much spray paint they would need to paint it. To be successful students must find the area of shapes and be able to use a constant of proportionality to find proportional relationships. Authentic maths learning like this relates to the Common Core standards, the IB Middle Years Program, and the National Standards for Mathematics.

Additionally, students could learn how scale factor and measurement are an integral part of the mural design process in graffiti, challenging their ideas that math is boring, or useless by placing mathematical concepts within STEAM, transdisciplinary learning, and real world contexts.

How about language? The act of doing graffiti as a kinaesthetic linguistic and visual poetry pushes student ideas out of libraries, galleries, and museums—traditionally elite locations and creates accessible and democratic discourse on the street. The debate of graffiti as art or vandalism leads to socratic seminars rich in the development of empathy and service to the community.

The term 'graffiti' finds its etymology in the Greek word 'graphien', meaning 'to write', but parallel language used in the seemingly disparate worlds of literature and graffiti art extends well into a contemporary context. Within their own community, graffiti artists are referred to as writers and the more complex artworks they create are known as pieces. When enquiring about their creative practice, a graffiti artist will be asked what do you write? Exposing students to this type of writing opens the practice of 'doing' writing into visual and presentation literacy, art and culture, rhythm and rhyme, colour theory and maths, as well as social justice. Graffiti is rich and

(continued on next page)

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AN EDU BUZZWORD

powerful creative learning. It is theory that is alive.

So where to start? First we need to challenge ourselves as educators to learn in creative ways. We can't just talk the walk. This is why Level 5 designs learning experiences for youth and adults to challenge their creative selves.

Our goal is not only to inspire teachers to change pedagogical practice, but to provide the space to explore what that change may look like. This is the place to grow as a practitioner, not for a one off tip, trick, or tool- but as a wholistic contemporary practitioner becoming the type of learner we want to model for our students. We want creativity to be much more than a buzzword.

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People & Places

CLEAN THE BEACH

(continued from page 15)

the international population of Malagasy and expatriate children whose parents work for the Ambatovy mining enterprise. Their families live in their MHV (Management Housing Village) which is directly adjacent to a wide stretch of beach on the Indian Ocean. Much work went into preparing for the day. Garbage bags and work gloves were donated. Prior to the event, the children were provided training in safe beach clean-up techniques including what not to collect (fecal matter or sharp objects). Those were left to the adults. On the day of the event, one of the Girl Guide leaders ran a discussion on being good stewards of our environment and the meaning of "Earth Day." Then, the stretch of beach adjacent to the Tapakala MHV received a welcome cleaning. This group of students, parents, teachers and Ambatovy community members removed over 200LB / 91 KG of trash! Upon return to the MHV camp, hand-washing and proper hygiene was enforced followed finally by a hot dog celebration lunch. It was a beautiful day made even more so by the positive environmental spirit of this group. Congratulations and Well Done!

LIFE-CENTERED EDUCATION: A NEW ISKL MIDDLE SCHOOL PROGRAM

(continued from page 10)

school counselors. Under the supervision of the LCE teacher, grade level teachers and counselors, student schedules are developed to support their abilities and individual needs in the least restrictive environments. This includes both mainstream grade level classes as well as small group instruction in the LCE classroom. LCE students also participate in adaptive PE classes and volunteer in the school's Panther Hut providing them with pre-vocational training. At this time, additional support services in Middle School such as occupational therapy and speech and language therapy are accessed outside of school and arranged by parents.

The current program is designed to meet the individual needs of up to six students in the Middle School. In the 2018–2019 school year, when ISKL debuts their purpose-built, state of the art new campus, additional "Life-Centered Education" classrooms at the Elementary and High School levels will be introduced. The Life-Centered Education High School program will prepare students with essential skills for their next steps after earning their HS diploma.

CUTTING-EDGE SCIENCE CENTRE OFFICIALLY OPENED AT ACS HILLINGDON

(continued from page 11)

technology, engineering, art, maths—curriculum, will encourage broader student collaboration and discovery, enabling them to forge future science careers and giving them a clear advantage in the world of work."

As well as the science centre, a number of other developments have been completed at ACS Hillingdon, including a dedicated High School library, a modern resources centre and an increase in classroom areas to create more shared learning spaces.

A new Middle School technology lab is set to open in December with mobile technology at the heart of its design. The tech lab will include projectors and writable walls allowing student work to be shared in real time using mobile devices.

ACS Hillingdon students at Science Centre opening

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People & Places

THE IMPACT OF PROFESSIONAL

By Courtney Kupersmith
Communications Officer
Nido de Aguilas

"Your computer can't always install a major upgrade while it's in use. It often needs to shutdown and restart to replace the old systems," says Jason Scoles, Director of Professional Development, about the importance of Professional Development at Nido.

"Regularly dedicating time to professional learning while the students are not on campus is essential to ensuring that our teaching and learning is as high quality as possible for our students—and we can't just do this during holidays as they're too far spread apart to make the improvement work stick in a meaningful way. It needs to be done throughout the year, with consistency, for us to ensure sustained progress, find out what's working and what needs improvement, and to keep ourselves accountable."

Nido faculty are recruited from the best around the world and within Chile, and our teachers are invested in constantly improving their methods and practices. Nido is unique in that it provides 300 hours per year of professional development (PD) to its teachers—during student holidays, faculty meetings, after school, on weekends, on holidays, and through the important PD Half Days.

Opportunities for professional development, onsite and offsite, keep our teachers energized, learning, growing, and improving their craft—which directly translates to benefits for our students.

Last year during the PD Half Days, over 240 faculty members worked in groups to create shared beliefs based on best practices in their specific fields, all through the lens of Nido's mission, values, and vision. This work deepened the meaning of what it is to teach at Nido, and how to get better at it with great intentionality. This process is "part of what helps our faculty figure out what to do more of, do less of, and where to target improvement efforts. In this way we are constantly refining our capacity to deliver an educational experience that epitomizes the best of 'The Nido Way,'" says Jason.

Some areas of the school have already put into practice their work developed during last year's PD Half Days. The English as a Second Language (ESL) team in Elementary School has begun to utilize WIDA, a framework for teaching and assessing academic language, as a tool to determine English proficiency in writing. They collected writing samples from ESL learners in grades 2-5 and scored them according to the WIDA writing rubric to ensure all teachers are using the same criteria to evaluate writing, and at the same time are using the samples as a formative assessment to help tailor instruction to individual needs.

By taking dedicated time to evaluate their tools, methods, and criteria as a

(continued on next page)

Jason Scoles

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DEVELOPMENT FOR OUR STUDENTS

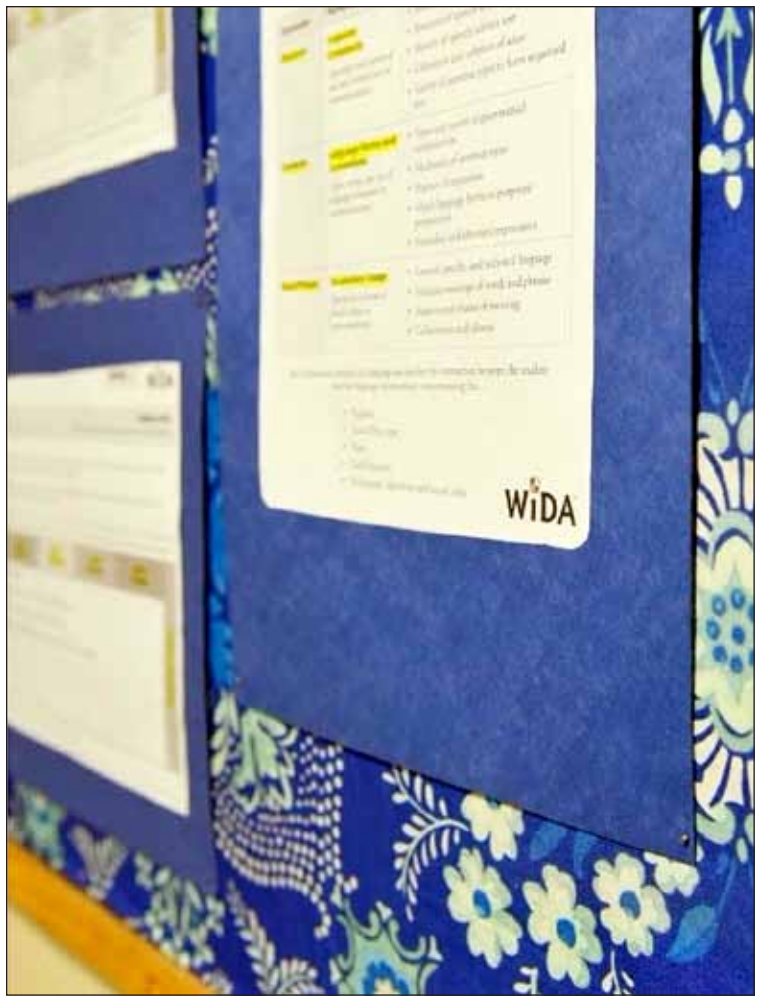
team they expanded their understanding of "what it takes to push a student to the next level of proficiency, and what resources to use to do so," said Sharon Dent, ES Language Acquisition Specialist.

Next, the team will amplify their work to the entire school. Through their PD time, they will survey for the specific needs of teachers working with English learners, write curriculum to meet those needs, and facilitate workshops and other opportunities for teachers to learn news skills in supporting English learners—in turn benefiting every English learner in every classroom at Nido.

Teachers also have the opportunity to exchange their processes and methods for how they manage their

(continued on page 32)

Sharon Dent



WIDA

Teachers in PD

People & Places

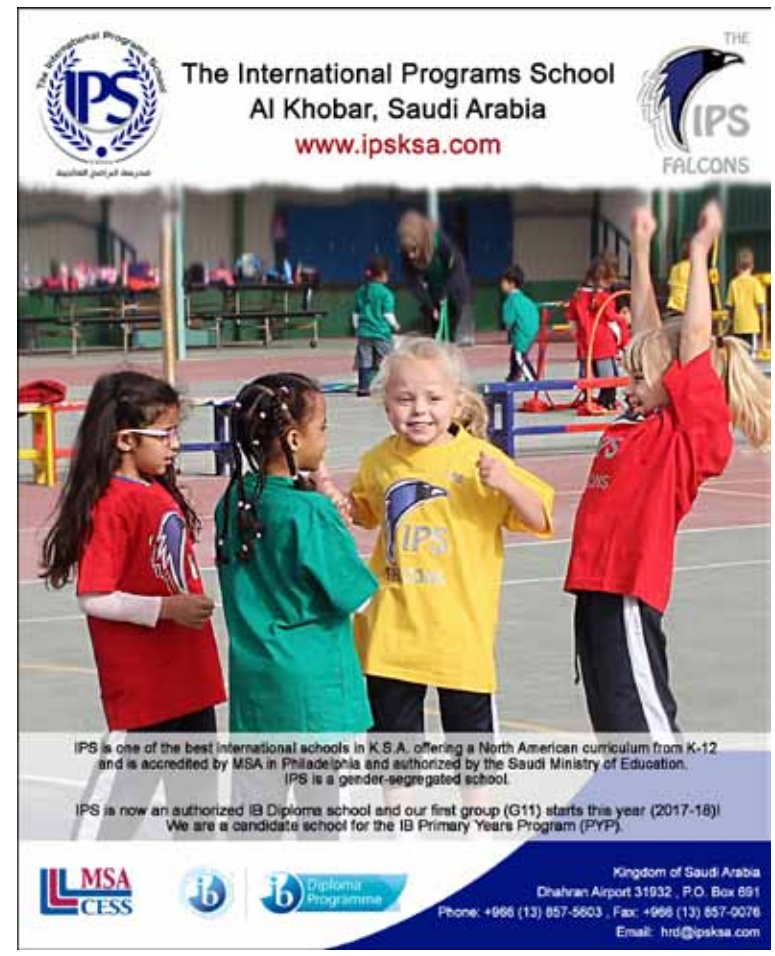
THE IMPACT OF PROFESSIONAL DEVELOPMENT FOR OUR STUDENTS

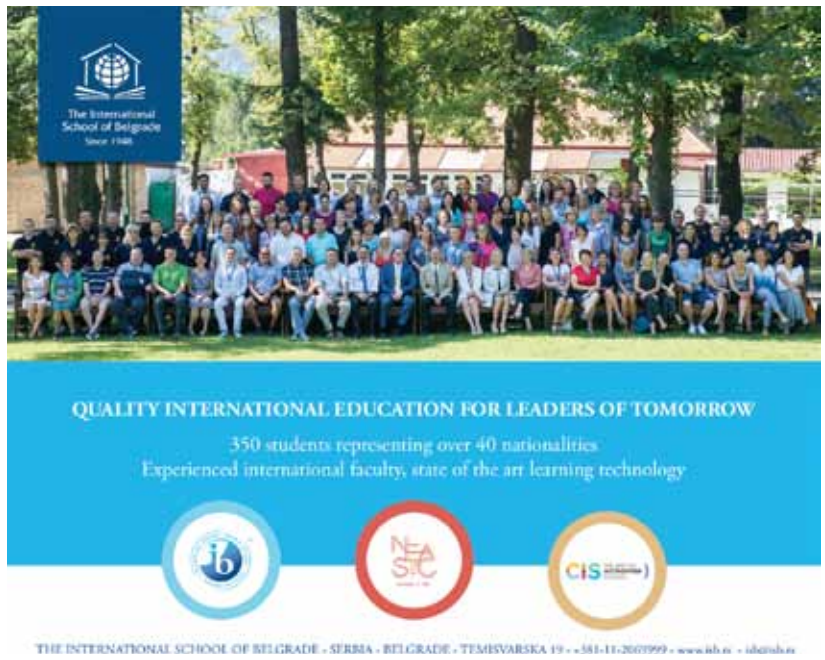
(continued from page 31)

classes. In a cross-divisional PD meeting for mathematics the Grade 8 math team took inspiration from Genevieve Knaus, HS Math Teacher, to begin the implementation of a new system of tracking student assessment data to empower them to take ownership of their own mastery of specific skills. Students will keep track of their grasp of math standards on each unit assessment through a shared document with their teacher on Google Drive. In addition to keeping track of their test scores, students will also use it as a planning document to drive their review moving forward. It is a place for them to share their reactions to their strengths and weaknesses with their teacher, and to receive individualized feedback on their progress.

PD Half Days at Nido are rich and effective because of the high quality of our faculty. Nido has a plethora of experts on staff, but if faculty are constantly involved in their day-to-day routines there is no time to learn from each other, and to be inspired by each other.

Over the next year of onsite Professional Development at Nido, faculty will continue furthering their understanding of The Nido Way and establishing clear outcomes that benefit our students. They will do this through digging deeply in their divisions as well as vertically in their subjects to address a variety of the topics that affect their practices most. If we want our students to learn, our faculty must also consistently take focused time for learning, analysis, and action.





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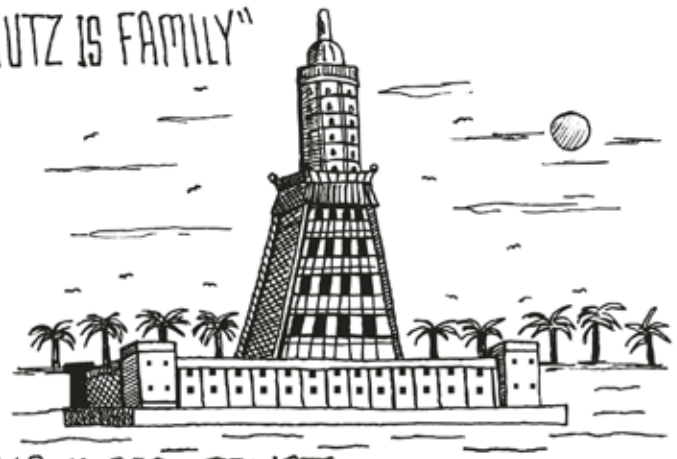

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