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## DISTRIBUTED LEADERSHIP AND PARTNERSHIPS

By Liz Duffy  
ISS President

When we adopted a new strategic plan 18 months ago, one of the pillars of the plan was “collaborative leadership.” By that, not only did we mean greater coordination across ISS services and more distributed leadership through all levels of the organization, but we also aimed to develop strategic partnerships with other organizations in the field to better meet the needs of the international school community.

The desire to collaborate is in many ways in ISS’s DNA. Indeed, since our inception in 1955, we have worked with partners of all types—educators, businesses, nonprofit organizations, and government entities—to strengthen international education. Our founder, Arthur Sweetser, championed global collaboration and peace by supporting the formation of both the League of Nations and the United Nations, and in addition to ISS, he also helped to establish The International School of Geneva, the United Nations International School

(UNIS), and the International Baccalaureate (IB). More recently, we have been involved with the development of AISH, the World Languages Initiative, the Child Protection Task Force, and ISS-ULink.

Since the adoption of our strategic plan, most of our core services have established new strategic partnerships to better serve the international school community. In the recruitment area, we have collaborated with many organizations, including AASSA, Tri Association and Teach Away, to provide greater access to candidates and schools. Our school supply team has worked with School Specialty to simplify school supply orders and control costs, and on the curricular side, we have burgeoning partnerships with the Common Ground Collaborative, Lumo Education, Lehigh University and Utah Valley University to address the evolving needs of international schools and educators.

In this issue of *NewsLinks*,  
(continued on page 3)

## INTRODUCING ISS-SCHROLE ADVANTAGE

**Collaboration is Expected to Create the Largest Ecosystem of International Schools and Educators.**



International Schools Services (ISS) is pleased to announce the launch of **ISS-Schrole Advantage** for the 2018–2019 recruitment season, in conjunction with Schrole Group Ltd. This collaboration is expected to significantly enhance the international school recruitment experience for both candidates and schools by combining advanced technology and personal service and creating the largest ecosystem of international schools and educators worldwide.

“The desire to collaborate is in many ways in ISS’s DNA,” says ISS President Liz Duffy. “Since our inception in 1955, we have worked with partners of all types—educators, businesses, nonprofit organizations, and government entities—

to strengthen international education. With the adoption of ISS’s strategic plan, we have re-energized that early inclination to create meaningful partnerships. In the last 18 months, most of ISS’s core services have established new strategic partnerships to better serve the international school community. This new alliance with Schrole will do just that by making it easier for both candidates and schools to connect and make meaningful matches.”

ISS-Schrole Advantage is designed to bring more schools and more candidates together to find the best fits through a comprehensive set of tools and services, including dashboards and search functionalities, engaging apps, job fairs, webinars, and virtual events. ISS-Schrole Advantage will also feature simple pricing

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## MAJOR EXPANSION PLANNED FOR ISS SCHOOL IN CAYMAN ISLANDS

Cayman International School (CIS) will embark on a significant expansion that will nearly double its current size and student capacity. The US\$60 million expansion is being completed by Dart, in partnership with International Schools Services (ISS), and seeks to serve more children from Pre-K to grade 12. Included

in the plan is a new pre-K campus and an 87,000 square-foot high school facility. The pre-K campus is targeted to open in August 2019; and the new, purpose-built high school facilities are scheduled to open in August 2020.

According to Liz Duffy, ISS President, “The new learning spaces will ensure CIS students have access to

a world-class education that prepares them for the global, interconnected world.”

Cayman International School (CIS) began in 1994 as Faulkner Academy, a small religious proprietary school. ISS purchased the school in 2002 and has grown it into a well respected international school. Its current enrollment of 630

students participate in an American/International Curriculum, IB Diploma Program that is student-centered and inquiry-based.

“We are very excited about the expansion at CIS and encourage people to view a schematic rendering and read more about the planned facilities,” says Duffy.

SEE ARTICLE ON PAGE 5



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# NEWSLINKS

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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.

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## ALL BEST WISHES AND THANKS TO BRUCE AND PATS MCWILLIAMS

By Rob Ambrogi

ISS Vice President, School Management



On March 30, 2018, Bruce McWilliams made the rounds at the ISS headquarters in Princeton, NJ saying his good byes to the 50 or so fellow employees stationed there. He and his wife, Pats, have stepped into the next phase of their life journeys and have relocated to scenic Kewlona, BC, where he will retire and work part-time as Senior Leadership Executive for the Riffa Views International School. All of us at ISS offer them congratulations and best wishes in their new adventures.

Bruce's career has been characterized by creativity and innovation from his first job as a teacher in Vancouver at a very progressive elementary school in the 70's. He and Pats shared their desire to change the world of education in a school focused on meeting each child's needs using cutting-edge innovative practices.

They jumped into international education when they moved to Moscow and worked at the Anglo-American school for several years during the decline of the Soviet Union – a time and place that was challenging on so many levels and developed their resilience and creativity.

Bruce and Pats started working for ISS at the American School of Dubai

in the late 80's where Bruce served as a science teacher and Elementary Principal and Pats worked as Admin Assistant to the Director for 18 years. At ASD, Bruce played a significant part in the design of the world class state-of-the-art 23-acre campus that opened in 2010. During this period, he honed his sense of exceptional educational quality.

In 2007 Bruce and Pats were recruited as the Founding Director and Admin. Assistant at Riffa Views International School in Bahrain, the first ISS managed bi-cultural school where Bruce could apply his sense of innovative quality to a fresh canvas. Their work on this unique project resulted in the *ISS School Start-up Manual*, co-authored by Bruce and Pats, as well as the *ISS World Language Initiative (WLI)* Arabic language program, with its full set of

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## DISTRIBUTED LEADERSHIP AND PARTNERSHIPS

(continued from page 1)

we're pleased to announce two new collaborations to benefit the international school community with Schrole and the Dart Organization. As you'll read, while the specific purposes of each arrangement differ, each shares a commitment to supporting international education. Look for further news of partnerships in the coming months as well.

Looking backwards, we've learned a few lessons about collaboration that I hope will strengthen all of our alliances going forward and benefit others interested in working together to serve the international school community.

1. Collaborations work when there is trust, a shared purpose, and a win:win:win situation. Those features are easy to elaborate on paper but take time and work to achieve. By win:win:win, I mean that collaborations should benefit not only the two collaborating organizations, but most importantly the clients we both aim to serve.
2. Even the strongest collaborations

take work, because coordinating different systems, incentives, cultures, etc. is not easy. As all international educators quickly discover, you don't fully understand your own culture until you've immersed yourself in another culture and been confronted with assumptions and practices that you previously took for granted. The same is true for organizational cultures. Over time, organizations fall into habits and solidify practices that may or may not still be effective. Working closely with another organization with a different culture, very quickly surfaces both the strengths and weaknesses of your own practices and policies

3. The work required to maintain strong collaborations means that you learn a lot from collaborations, and that learning is essential for innovation, which is another pillar of ISS's strategic plan. As all teachers know, students can understand a concept in theory and do well on a classroom exam, but the true

test of learning comes in authentic situations in which students must use what they've learned in new and novel settings. Again, the same is true for collaborating organizations—it's essential to be clear upfront though a term sheet or memorandum of understanding what you hope to achieve and how you will achieve it, but many challenges and opportunities don't surface until you start working together. Fortunately, if you have a common purpose and a shared commitment to continuous improvement, you can learn and adapt together.

In the spirit of collaborative leadership, learning and innovation, we very much look forward to continuing to develop our existing partnerships, the new alliances featured in this issue of *NewsLinks*, and future collaborations. Please don't hesitate to contact us if you have ideas for how we can work together to better serve the international school community.



# ALL BEST WISHES AND THANKS TO BRUCE AND PATS MCWILLIAMS

(continued from page 3)

student materials, teacher manuals and a professional development program designed to support the teaching of Arabic language using balanced literacy techniques. This *WLI* project has been described by many who use it as perhaps the best Arabic language program available in the world.

Post Riffa, Bruce became ISS Vice President, Middle East and Senior Leadership Executive for

the King Abdullah University of Science and Technology Schools in Thuwal, Saudi Arabia, eventually moving to Princeton in 2011, where he was appointed Executive Vice President in 2016.

At the ISS home office, Pats joined the Global Recruiting team, contributing her strong organizational skills and efficiency. Bruce oversaw the redevelopment of the ISS recruiting data base, the *WLI* EAL program with Seton Hall,

the *Level 5* innovation hub with John Burns and Shekou International School, the Curriculum and Professional Development work of Laura Benson and the Teacher Training partnership with Utah Valley University. In each initiative, Bruce was able to bring to life innovative and unique ideas, moving from concept through execution to final product. As a team, they have the special ability to both creatively dream and concretely accomplish.

On a personal level, Bruce

and Pats have also been fascinated by technology, employing in their home a *Nest* thermostat, a *PicoBrew* internet connected beer machine, a set of *Alexa* digital assistants, even a *Jamstik* digital guitar. They have enjoyed role playing video games, cooking, walks in Princeton, and exploring many areas of study together: wines, literature, etc. In each location throughout their career, they

have connected with and harvested the special things that make each community special.

We all will miss Bruce and Pats and we sincerely thank them for the tremendous contributions they have made throughout their careers. We look forward with smiles to following their next adventures, keeping them in sight as curators of innovative ideas and quality.



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# CIS EXPANSION PLANS REVEALED

By Alan Markoff

Editor/Content Manager, Dart Real Estate

Originally Posted: Camana Bay, April 2018, <https://camanabay.com/times/cis-expansion-plans-revealed/>

**D**art, in partnership with International Schools Services, is planning a US\$60 million expansion of Cayman International School that will almost double its current size and student capacity.

The expansion will add an early childhood campus as well as a separate, purpose-built 87,000-square-foot high school that includes band, drama and music facilities, a double gymnasium and a media centre. The new high school will also have a visual arts room as well as science, innovation and “maker space” labs, the latter being a place where students can learn to use and experiment with various technologies and equipment.

International Schools Services President Liz Duffy said the new facilities would enable Cayman International School to serve more children from pre-K to grade 12. “The new learning spaces will ensure CIS students have access to a world-class education that prepares them for the global, interconnected world,” she said.

## History

Cayman International School began as Faulkner Academy in 1994. In 2002, International Schools Services, a U.S.-based non-profit organisation, purchased the school and changed its name to Cayman International School the following year.

In 2006, Cayman International School moved to Camana Bay with 209 students, becoming the development’s first tenant. Its current enrolment of 630 students represents a growth of over 300 percent in 11 years. The first two phases of the school and its surrounding facilities at Camana Bay, which cost US\$53 million, consisted of the administration building, four classroom blocks and three labs, along with the football field, the pool, the basketball and tennis courts and the Arts & Recreation Centre.

A US\$9.4 million, three-phase expansion of the school, which started in 2014 and finished in 2016, added eight classrooms, three labs and other upgrades, bringing the total capital investment in the Cayman International School campus to US\$62.4 million. The new expansion project will nearly double that investment.

Duffy said Cayman International School has benefited enormously from its partnership with Dart over the past 12 years.

“Both of us are committed to ensuring that students in Cayman have access to a teaching and learning experience second to none,” she said. “Dart’s substantial investment in the growth and development of Camana Bay and Cayman, and its commitment

to building top-quality facilities, very much complement ISS’s long-term focus on establishing leading international schools around the world.”

After the expansion is complete, the school will be able to accommodate approximately 1,070 students, allowing it to grow from three classes at each grade level to four classes at each grade level. CIS Director Jeremy Moore said the expansion was needed in order to provide an enhanced education for additional children. “This school year, wait lists were established in all early childhood grades, most elementary grade levels and some secondary grade levels,” he said. “The additional capacity will allow the school to offer new educational opportunities, additional courses and expanded programming.”

## New Facilities

Moore said the early childhood facility will provide an environment that is specifically designed for the school’s youngest learners and will facilitate educational experiences that are in line with Cayman International School’s contemporary teaching philosophy.

“CIS approaches education in a manner that focuses on the whole child—intellectually, socially, emotionally and physically—and engages students in progressive learning experiences that are relevant, meaningful and are based on real-world problems,” he said.

The early childhood facility will consist of a nursery, pre-K classrooms, a library, a teaching kitchen, as well as music and movement rooms, the latter a place where children can develop their motor skills. There will also be covered, outdoor learning gardens for each classroom, and a designed outdoor play space for the children.

“Students in the early childhood facility will be immersed in larger spaces with additional areas for growing and playing,” Moore said. “Programmes like music and movement and perceptual motor, which are currently curtailed due to lack of space, will thrive in the new environment, and the early childhood library will be the pièce de résistance.” The new high school building will transform and improve upper-grade students’ experiences in many ways, Moore said.

“The new high school building is designed to be flexible and accommodate contemporary approaches to teaching and learning,” he said. “Ultimately, it will enhance deeper learning by providing students opportunities to engage in constructivist activities in a variety of spaces, rather than to simply sit in rows and listen to lectures in boring

boxes. The innovative design for the high school will promote collaboration, enable inquiry-based and project-based learning and create an atmosphere of excellence for students.”

The positive culture, small class sizes and personal relationships with students, hallmarks of the CIS experience, will continue, Moore said, “This culture and philosophy will not change with the expansion and we will maintain the low student-to-teacher ratios and special attention that we are known for,” he said. “We are not changing the essence of who we are; we are adding space to serve more students. The expansion will allow us to continue to introduce programmes that will both keep CIS at the forefront of international education and also enable it to serve as a resource for all educators and students in Cayman.”

## Long-Term Vision

Investing in world-class educational amenities at Cayman International School is the basis of the long-running partnership between the International School Services and the KBD Foundation Ltd. The partnership has been fruitful, said Duffy.

“Working together we’ve been able to create a school for Cayman with outstanding faculty, staff, facilities and programming that is financially sustainable and respected not just across the region, but also around the world,” she said.

While ISS seeks to establish a centre of academic excellence in the Cayman Islands as part of its worldwide portfolio of international schools, the KBD Foundation supports self-sustaining programmes that contribute to economic growth and prosperity in the community.

“The primary purpose of expanding the school is to increase capacity, but there are many associated benefits,” said Ian Downing, Dart’s chief financial officer and a director of the KBD Foundation. “Availability of access to top-quality education is critical for Cayman at this time. The new facilities at CIS are designed not only to meet current needs but also to support future growth.”

Downing said one of the challenges for people relocating to Grand Cayman is they cannot find placement at schools for their children. Without a place for their children to go to school, these employees—who provide skills and talent that is unavailable locally—are not able to take the positions offered. In turn, Cayman doesn’t get the economic impact of that family in terms of investment in the community, which could include buying real estate.

“The indirect benefits to the

community at large are far-reaching,” said Downing. “While we do not expect to recover our costs in full, our trust in CIS to operate the school to the highest standards, as proven by its track record over the past 12 years, gives us the confidence to move forward with the expansion.”

## Construction Plan

After a programme analysis was conducted by an architecture firm in New York City and the project was given the go-ahead, the Chicago-based architectural firm Perkins+Will was selected to do the design. That firm is headed by Lawrence Kline, who was personally responsible for the design of the original Cayman International School campus while employed by Spillis Candela. Perkins+Will has collaborated with school administrators, parents and students to design a dynamic and technologically advanced learning environment to meet CIS’s needs through the master-planned, phased expansion of the school.

Justin Howe, Dart Development Senior Vice President Development & Engineering, said the design phase will run through the end of this year.

“We are fast-tracking the design and construction of the facilities to enable CIS to address the demand at the pre-K level and help families get their children into school,” said Howe. “We are targeting August 2019 for opening of the new pre-K facilities and August 2020 for the new high school facilities.”

## MILESTONE ISS ANNIVERSARY!



**T**his February **Desiree Bryant** celebrated her 20th anniversary with ISS! As our Director of Human Resources, Desiree provides customer-oriented, business-focused human resource services to more than 200 people, including ISS employees based at our Princeton office, at our family of schools, and around the world. She fell in love with overseas travel when she enlisted in the US Air Force on a dare, and as an Aerospace Ground Equipment mechanic, lived in Guam and traveled to Panama. When not biking and hiking around exotic sites with her husband, Desiree enjoys cooking, eating, and going to the gym. Congratulations Desiree!



## NEW AMERICAN INTERNATIONAL SCHOOL OF JEDDAH CAMPUS FOR 2018/19

The Journey of the American International School of Jeddah (formerly PCS/NCS and Saudia-SAIS)

By Lexi Lee

PR/Alumni Coordinator, American International School of Jeddah

The American International School of Jeddah (AISJ) has quite an interesting history that dates back to 1952. When Saudi Arabian Airlines was developed, a large number of expatriates, many from America and Europe, came to Jeddah. The parents saw a need for a formal American education for their children—something that was not available in Jeddah at that time—and came together to create the Parents Cooperative School (PCS).

Over the next 60 years, PCS continued to grow and undergo changes. In 1957, the villa that was being used as a school building became too small and a school building was built on the Trans-World Airline (TWA) Compound near the old airport. In 1967, a new campus was built in Al-Ruwais District, not far from the American Embassy. In 1976, a north campus was created and named North Campus School (NCS). In 1985, Saudia Airlines took control of the school and renamed the campus to Saudi Arabian International School (SAIS). In 2001, we saw the

first 12th grade graduating class. In 2004, Saudia Airlines decided to no longer sponsor the school, and the name of the school was again changed, this time to the American International School of Jeddah.

The current campus (formerly NCS and built originally as an elementary school) is over 40 years old and has been the home of the AISJ Pre-Kindergarten–Grade 12 program for the last 15 years. With aging buildings and a growing student population, the time to change campuses has come yet again. In 2018, AISJ will be moving from its current campus to a new, purpose-built, state-of-the-art campus.

Superintendent Monti Hallberg, who taught at this school from 1983–1991 and came back in 2013 as Superintendent, is very excited about the new campus nearing the final stages of construction. He shared that the new campus will feature large courtyards with plenty of natural light, two large library/media centers, a theatre-style auditorium

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## INTRODUCING ISS-SCHROLE ADVANTAGE

(continued from page 1)

for schools and candidates, so users will know upfront exactly what they will pay for the entire recruitment season.

“We are pleased to create this alliance with Schrole because together, we can create a dynamic ecosystem that combines powerful technology and essential personal service, bringing more schools and more educators together,” says Duffy. “As ISC Research forecasts that by 2026 the demand for international teachers will rise by nearly 200%, it is now more critical than ever to ISS’s mission that we collaborate and innovate to help international education grow and thrive.”

Foundational programming for ISS-Schrole Advantage is well-underway to be ready for the 2018–19 recruitment season. In the next phase of this agile design process, ISS and Schrole developers will engage with more than 1000 candidates and educational leaders to help shape some of the new features and functionality and to maximize the user experience.

### About International Schools Services (ISS)

As a nonprofit organization, International Schools Services (ISS) works with more than 500 international schools and thousands of educators each year across its suite of

services, creating the largest global footprint in international education support. Since its inception in 1955, ISS has launched and managed more than 100 international schools; placed approximately 50,000 educators; developed ground-breaking learning programs, such as the World Language Initiative and Level 5 Creativity & Innovation Hubs; processed about 15,000 school supply orders annually; and stewarded over 75 school foundations each year. With its headquarters in Princeton, NJ, USA and locations in China and the Middle East, ISS currently owns or operates nearly 20 international schools around the world and promotes innovation and best practices for global education through its core services that include founding and managing student-centered, future-oriented schools; recruiting world-class educators; providing cutting-edge professional learning opportunities; sourcing essential school supplies; and stewarding school foundations. ISS staff has extensive experience in all aspects of international education, with most senior leaders having served as Heads of Schools across a variety of continents. To learn more, please visit: [www.iss.edu](http://www.iss.edu)

### About Schrole Group LTD (ASX:SCL)

Schrole is an Australian educational technology company providing schools worldwide with innovative talent management solutions and consulting services to address staffing and recruitment challenges. Schrole is run by and for education professionals. Founded and managed by former principal Rob Graham, Schrole is passionate about helping schools secure the best teachers and save time on administrative processes, so they can focus on the important job of teaching the next generation. Schrole’s innovative solutions are currently being used by over 250 international and domestic schools in more than 40 countries worldwide. Schrole has three business units: Schrole Connect, an online Software-as-a-Service (SaaS) platform for efficient and effective recruitment of international school teachers; Schrole Cover, a cloud-based SaaS platform for the fast filling of casual staffing positions; and Schrole Develop, a training and consulting organisation that provides Australian-accredited leadership training and strategic consulting services to schools. To learn more please visit: [www.schrolegroup.com](http://www.schrolegroup.com)



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ISA is Accredited by the Council of International Schools and the New England Association of Schools and Colleges and complies with the recruitment screening and assessment practices for the International Task Force on Child Protection.





# THE INTERNATIONAL SCHOOL OF BELGRADE—70 YEARS YOUNG

By **Bojana Borovic Dzogazovic**  
Admissions Coordinator

Belgrade is a leading European city and has been for many years. At the conclusion of World War II there was a growing number of expatriate families locating to Belgrade as members of diplomatic missions and foreign businesses. These families were only in Belgrade for a limited period of time, and therefore having their children go to local schools was a difficult option. There was a recognized need for a school to educate the children of these families, and due to the diversity of the families themselves, the school providing such an education needed to understand and cater to the transient nature of this population. Founded in 1948 by the wife of the British Ambassador, Lady Peake, the Foreign Colony School was housed in two rented rooms at the American Mission. One staff member, assisted by mothers, taught elementary children using British texts. The wife of

the American Ambassador became the first chairperson of the School Board in 1949. From 1950–1957, the School grew to be a K–8 school. In 1952, the name was changed to the International School of Belgrade. ISB was first accredited in 1981 by the New England Association of Schools and Colleges (NEASC) and the European Council of International Schools (ECIS). In the spring of 2003, ISB inaugurated the opening of the second campus for grades

6 through 12. In February 2011, ISB broke ground for a new Middle School and Gymnasium and in January 2012, ISB opened the doors to a newly purpose-built facility, which provided the opportunity to combine the Middle School and High School into a single Upper School division.

Some of the principles that still form the foundations of our school are using English as the language of instruction, following an internationally recognized

and accredited curriculum (IB), and highlighting and celebrating the diversity represented by the students from over 40 nationalities attending our school. ISB has always focused on strong academics, and at the same time has embraced teaching methodologies that enable students to gain the skills to be able to apply their knowledge, and to critically analyse issues from various perspectives.

Some of the major

achievements of which the school is particularly proud are the fact that ISB remained open throughout the period of the ex-Yugoslavia military conflicts in the 1990s, when most expats (and many locals) left the region. Additionally, gaining authorization to implement the three programs of the International Baccalaureate (IB) was a natural and important outgrowth of the ISB commitment to

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The International School of Belgrade in the 1950s.



The International School of Belgrade today.

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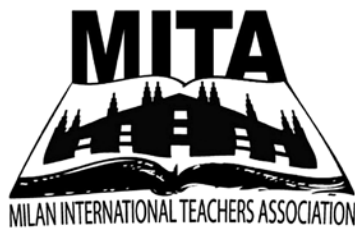


# MITA CONFERENCE AT THE AMERICAN SCHOOL OF MILAN CHALLENGES TEACHERS TO “MAKE THE FUTURE” AND “BECOME MORE”

Year Three of MITA Unites 140+ Teachers from 25 Schools in Northern Italy

By Sara Griffith

Director of Admissions and Advancement, American School of Milan



On February 3, 2018, more than 140 educators representing 25 schools in northern Italy gathered at the American School of Milan to share teaching philosophies, stories, inspirations and techniques. In its third year, this unique Saturday conference for professional development is called MITA, the Milan International Teachers Association.

In her opening remarks, Maureen Madden, ASM Director, welcomed the group and congratulated the teachers for wishing to Become More by seeking new ideas and inspiration from one another. “As teachers, we are agents of change. Don’t wait for others to make change. You hold magical keys to inspire a new generation of learners.”

In the opening keynotes,

Matt Bowman—Physics teacher at the British School of Milan—explained how he uses “thinking and linking” exercises with students to create better critical thinkers and encourage high level “what if” analyses in the classroom. Ohad Ben Shimon, IB Theory of Knowledge, Business Management & IGCSE Global Perspectives Teacher at the St. Louis School presented transformations in the job market and key competences for future success. He purported that “creativity is one of these and a journey of experimentation must be encouraged in the classroom.”

“As educators we are part of making the future... we need to be examples of what needs to change,” stated the final morning keynote speaker, David Youngman, IB MYP I&S and IBDP Business and Economics teacher at the

International School of Monza. He encouraged teachers to be future-minded and relevant by teaching students about the United Nations Sustainable Development Goals (SDG’s). Created in 2015, these 17 goals are designed to help end poverty, protect the planet and ensure prosperity for all. Each has a series of objectives to be achieved over the next 15 years: “Pick one to show, demonstrate and give strength to in lesson plans to do your part in helping to make a better world tomorrow.”

MITA’s format of brief plenary keynotes followed by teacher-led workshops and job-alike sessions allowed both general and more targeted professional development for primary and secondary school teachers across disciplines. Workshops topics ranged from app smashing with Seesaw, successful peer feedback strategies, moving from math problems to rich tasks, learning support, differentiation in the secondary classroom

and creating with Canva. Meanwhile job-alike sessions covered diverse areas and ages including early childhood, primary years, secondary physics and chemistry, secondary humanities and literature, university counseling and library development.

The afternoon keynotes expanded on the ideas from the morning and rounded out the day, sending off participants with a positive and light-hearted mood. Agata Bogdanska advised teachers about the image they project to students in her talk titled,

“Teacher Self Perception and Student Motivation.” She joined MITA from both the European School (scuola Europea) in Varese and the Polish School under the Consulate of Poland in Milan. The American School of Milan’s own Stephen Reiach, Director of Technology, used the warning from a conversation between Egyptian deities Ra and Thoth to demonstrate the need to prepare students for a world that will look very different than ours today. Thoth desired

(continued on page 11)



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## TRANSFORMING THE WORLD THROUGH EDUCATION

By Liz Duffy  
ISS President

In February, I had the privilege of introducing the three opening keynote speakers at the AAIE annual conference in New York City:

- Award-winning CNN journalist Isha Sesay who has covered countless breaking news events around the world;
- Homa Tavengar, an acclaimed author and video consultant, who has worked with dozens of schools, corporations, children's media organizations, and non-profits (including ISS) to foster empathy, inclusion and global competence;
- Will Richardson, a leading thinker, writer and speaker about the intersection of social online learning networks and education.

This year's keynote session was held in the iconic General Assembly of the United Nations, an especially meaningful location for ISS. Our founder, Arthur Sweetser, worked at the UN prior to establishing International Schools Services. Upon his retirement from the United Nations, Sweetser remarked: "You are working for all the ends that make life worthwhile on this planet—for peace, for the eradication of war, for human advancement, for human rights and decencies, for better living standards, better education, better travel and communications—in short, for the world as it ought to be."

Sweetser was addressing his colleagues at the United Nations, but he could have been speaking as well about the three distinguished speakers whom I was introducing and about the hundreds of international educators who were there that evening to reflect on how we could "Transform Our World Together."

The theme of AAIE's February conference also resonated strongly with me, because the ultimate purpose of ISS is to support your efforts to inspire and prepare the students whom you teach and mentor to become global leaders. Our fervent hope is that graduates of international schools, including all the schools represented at the AAIE conference, will use their global educations to resolve the many complex issues confronting our world and that the alumni of international schools will help stem the nativism, division, and suffering across the world.

Our tagline, "Making a World of Difference," reflects those aims. We are pleased to highlight efforts by international schools to inspire students to become transformative global citizens and change agents. We invite you to share other examples with us, and we hope that one day graduates of your schools will be addressing the General Assembly of the UN as educators, diplomats and world leaders.

## FOREIGN SECRETARY TAKES LESSONS IN TECHNOLOGY AT ACS HILLINGDON

Boris Johnson makes fact-finding visit to local international school

Right Hon Boris Johnson, Foreign Secretary and MP for Uxbridge and South Ruislip, recently visited ACS Hillingdon International School to see the school's state-of-the-art facilities, hear how the school's pupils use technology in class and learn about coding in preparation for an ever-changing future.

The Foreign Secretary experienced the school's facilities first hand, which includes the brand new £10m Science Centre, and two classrooms specially equipped to teach STEAM (science, technology, engineering, arts and maths) subjects.

Martin Hall, Head at ACS Hillingdon, commented: "We know that many of our students will leave us here at ACS and go on to have jobs in industries that have not yet even been conceived. It is vital that we ensure our young people have robust scientific knowledge and encourage them to pursue their curiosity, develop creative thinking and hone their technological skills ready for the future."

As part of his visit, Mr.

Johnson met with students, aged seven to nine, using coding to drive robots; an iPad pre-loaded with the codes for the robots was presented to the Foreign Secretary by Owen, aged 10, giving him the chance to drive one himself.

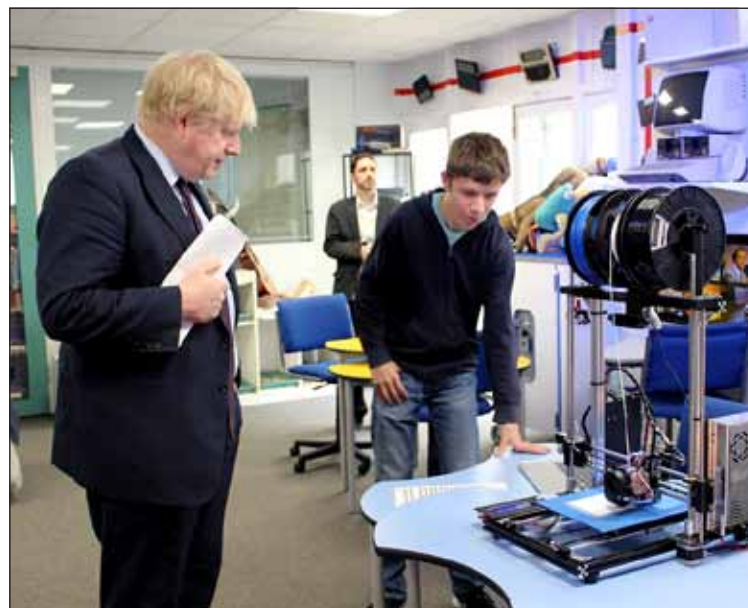
Rhea, aged 12, also showcased the SWIFT Apple Coding Platform, Apple's unique programming language, and explained the activities underway, including examples of fidget spinners being coded at various stages.

Moving on to the Lower School Lab, Maddie, aged

17 and a member of the school's Advanced Tech Club, presented projects at various stages of completion, including an iMAC museum and Plotbots—a micro-controller robot that plots a regular pattern onto a vertical surface. Myles, aged 16, then demonstrated the school's 3D printer kit and the coding he used to make it work.

In recognition of the Foreign Secretary and local MP's well-known admiration for Sir Winston Churchill, the school presented him with

(continued on page 23)



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## THREE R'S OF ACTION FEEDBACK

By Russell Quinlan

Head of International Admissions and Marketing, Albanian College Durres

How many times had I seen it during my time in the classroom? After spending considerable time and thought grading and commenting on a student essay, the first thing a student did after I returned the paper was to look at the grade and then cast the paper aside. It did not matter that parts of the rubric had been highlighted to help students better understand their work. Return the paper. Look at the grade. Put the paper away. Or, horror of horrors: crumple the paper and throw it away.

The cycle I was experiencing was not a cycle. It had become a linear function: plan units and lessons, develop assessments guided by rubrics, class lessons, develop homework, students study, assign summative assessment, explain the rubric in context of the assignments, assess the work, return the work, discuss the assessed work, students look at grade, end of function.

Some students examined the rubric, but, too often, it was to assure the rubric descriptions matched the assessed grade. Students cared about the rubric, but only in terms of the final grade. The rubric had become an end product, not a tool of understanding. Had the rubric become a roadblock? I needed to turn learning, assessments, feedback, and rubrics into a process and switch student focus from the grade to the learning process.

The solution was simple. First, reframe all assessments, even summative ones, as formative assessments. Summative assessments too often act as the endpoint of a learning process: the end of a unit or semester. But, learning is not compartmentalized as such and there is value to be extracted from a summative assessment that can be used for student development. Second, I added three steps to the assessment process: review, reflect, resubmit.

Students needed a review process that allowed them to thoughtfully examine their work and to consider comments without being prejudiced by a grade. I took the rubric out of this step, and developed a checklist of qualities of an essay. Students would reread their essays and consider my comments, using the checklist to help guide their review. The new procedure provided students with much to think about and prepared them for critical reflection.

I wanted students to focus on what needed improvement more so than what worked well. This is where the checklist became a crucial tool. The checklist was divided into three sections: organization, knowledge, structuring an argument. Students used it to identify aspects of their essays that could be improved, as well as patterns or areas of concentrated checkmarks. Students identified one or two areas of focus for the immediate

future, such as 'organization' and 'use detailed knowledge.'

At this stage, I met with each student individually to review the checklist. After the student had explained their two areas of focus, I would share my checklist and the two areas I had identified. Together we would agree on the areas of focus. The critical reflection segment of the process not only helped students identify areas needing improvement, but also helped create an action plan based on their areas for improvement.

Now that students had thoughtfully reviewed and reflected upon their work, they were ready for their grades. It was then (and only then) that I gave them a marked rubric and grade for the assignment. Students could make connections between rubric descriptors and their review and reflection. It gave them a better understanding of how to read and understand rubrics. But, the assignment was not complete.

Every student had the opportunity to resubmit a new essay for the assignment. Best grade (original or rewrite) went into the gradebook. This gave students a sense of security about their grade and provided motivation to learn and improve. They could attempt the new essay with little risk. Students had the power of review, the benefit of critical reflections, and a guide from the checklist and the 'Areas of Focus, to help them identify what needed to be changed to improve their writing and their understanding.

Adding review, reflect, and resubmit to how my students and I approached essay writing and reviewing ended the linear function that masqueraded as a process and turned it into a true and effective learning process. The speed at which my students' writing improved surprised me. All my previous efforts at improving writing had worked overall, but their effectiveness paled in comparison to the Three R's of Action Feedback.



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## ISS CONTINUES TO SUPPORT WORLDWIDE CHILD PROTECTION EFFORTS

By Keith Cincotta

ISS Director of School Services

ISS is committed to children's safety and well-being. Recently employees in the ISS Princeton office became part of the child protection movement when they completed the *Stewards of Children®* training offered by *Darkness to Light (D2L)*. D2L, a non-profit organization based in the US, is "committed to empowering adults to prevent child sexual abuse." ISS will also be offering this training around the world in schools and at conferences in the upcoming year.

Research has indicated that adult awareness, education and training are the most effective ways of mitigating this type of abuse. D2L offers a range of trainings and resources around the issue of childhood sexual abuse that are appropriate for school communities. The *Stewards of Children®* program is an evidence-based training focused on community behavior change and helping adults learn the facts about the sexual abuse of children, how to talk about the issue to children and in their communities, and how to react responsibly when

abuse is uncovered.

School leaders are encouraged to support training and systematic implementation of best practice policies and procedures at their schools. Laura Light, ISS Director of Global Recruitment, is a founding member of the International Task Force for Child Protection, as well as a leader in the establishment of best practices in educator recruiting. ISS is also a partner with the *International Center for Missing and Exploited Children* and helped develop the comprehensive set of child protection resources and tools for educators (available on their website). All ISS Managed Schools have taken action to improve child protection by developing, revising and implementing child protection policies, faculty codes of conduct and best practices in recruiting.

If your school is interested in participating in the *Stewards of Children®* workshop on an individual or school-wide basis please email Keith Cincotta, *Darkness to Light* Authorized Facilitator, at [kcincotta@iss.edu](mailto:kcincotta@iss.edu).

## MITA CONFERENCE AT THE AMERICAN SCHOOL OF MILAN CHALLENGES TEACHERS TO "MAKE THE FUTURE" AND "BECOME MORE"

(continued from page 8)

to give humanity the gift of writing but Ra warned him that humans will no longer need to remember on their own and will live in an altered reality trusting knowledge without having experienced it. Reich linked this warning to teenagers being digitally surrounded by nearly every fact known to humankind, while classrooms still rely on a model better designed for an agricultural and

industrial society.

The idea for MITA was devised by ASM teachers, Christopher Briner, IB Biology and TOK and Emily Laninga, grade 3 elementary. "We wanted to forge connections amongst teachers, to get them talking, sharing, inspiring and even commiserating," explained Chris. "As a young teacher, I benefited greatly thanks to advice and techniques shared by colleagues and mentors, and that spurred me to brainstorm with Emily and hatch MITA. Now in its third year, we couldn't be more proud of the continued interest and success of this initiative."

MITA is supported in part by the Fund for Excellence at the American School of Milan. This school fundraising program is designed to bring the extraordinary to ASM and fulfill our mission of preparing our students for the "changing world of tomorrow." Laninga explained: "We're so pleased with the growing attendance and success of MITA. We're thankful for the ASM administration and Fund for Excellence for allowing us to connect with, learn from and grow." ASM is already looking forward to next year's event!



Calin Herrington, G12 Student



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# PUZZLES, STORIES, & SHOW & TELL TEACHING STUDENTS THE LANGUAGE OF THINKING

By Laura Benson

ISS Director of Curriculum & Professional Development

Originally Published in Issue 6 of ECIS Global Insight (April 2018)

A puzzle. A conundrum. A big fat juicy problem to solve. Watching small and tall children over the last four decades, I learned that curiosity is the rocket fuel of learning. Children’s sense of wonder ignites them to be the most brilliant and brave problem solvers. This law of nature was once again affirmed for me on a Sunday in Shenzhen, China several years ago.

Having recently moved to Southeast China, my new colleagues took me to a local art market. The art

was compelling, for sure, but I found myself magnetically drawn to a pair of children creating their own art.

For the four hours we prowled the stalls of the Darfen Art Market, these two young artists built a number of sculptures trying a number of methods and materials until they achieved satisfaction. The preschool innovators were completely devoted to their art puzzles—without any adults needed—and powered with the energy of their own very focused sense of creative problem solving.

Reading is lot like the constructive puzzling of the young Darfen artists. Reading is problem-solving (Vinton, 2017). Lifting the ink from the page of a book and transforming those black dots and squiggles into thoughts? Miraculous problem-solving! Making sense of the recorded words of another person? Complete brain fireworks show of interpretations and resolutions!

How can we craft reading instruction to tap into children’s natural problem-solving disposition? Whether taking an inductive (Barnhouse & Vinton, 2012; Vinton, 2017) or deductive approach (Harvey & Ward, 2017) to teaching, here’s what reading as thinking sounds like as you sit in the nest of Readers’ Workshop classrooms.

### Model Thinking with Students

Share your ways of understanding with students. Voice your internal meaning making dialogue. For example, as students and I read a lot of mysteries and poems, I demonstrate how I work to understand by inferring with self-talk such as “I bet…” or “I think that maybe…because the text said…” The language I use primes, prompts and patterns the thinking of my students (Ritchhart, 2002 & 2015).

This self-talk modeling of thinking may come from me or from a student. It’s our way of creating a brain show and tell (Benson, 2002) together to make the thinking of readers more concrete, more relevant, and more inviting for all.

This kind of reading-as-thinking teaching deprivatizes literacy learning for students of all ages. When many of us were growing up, we were told to read. But we were never shown or told how. In order for students to do excellent work, they have to know what excellent work sounds like

(continued on page 21)



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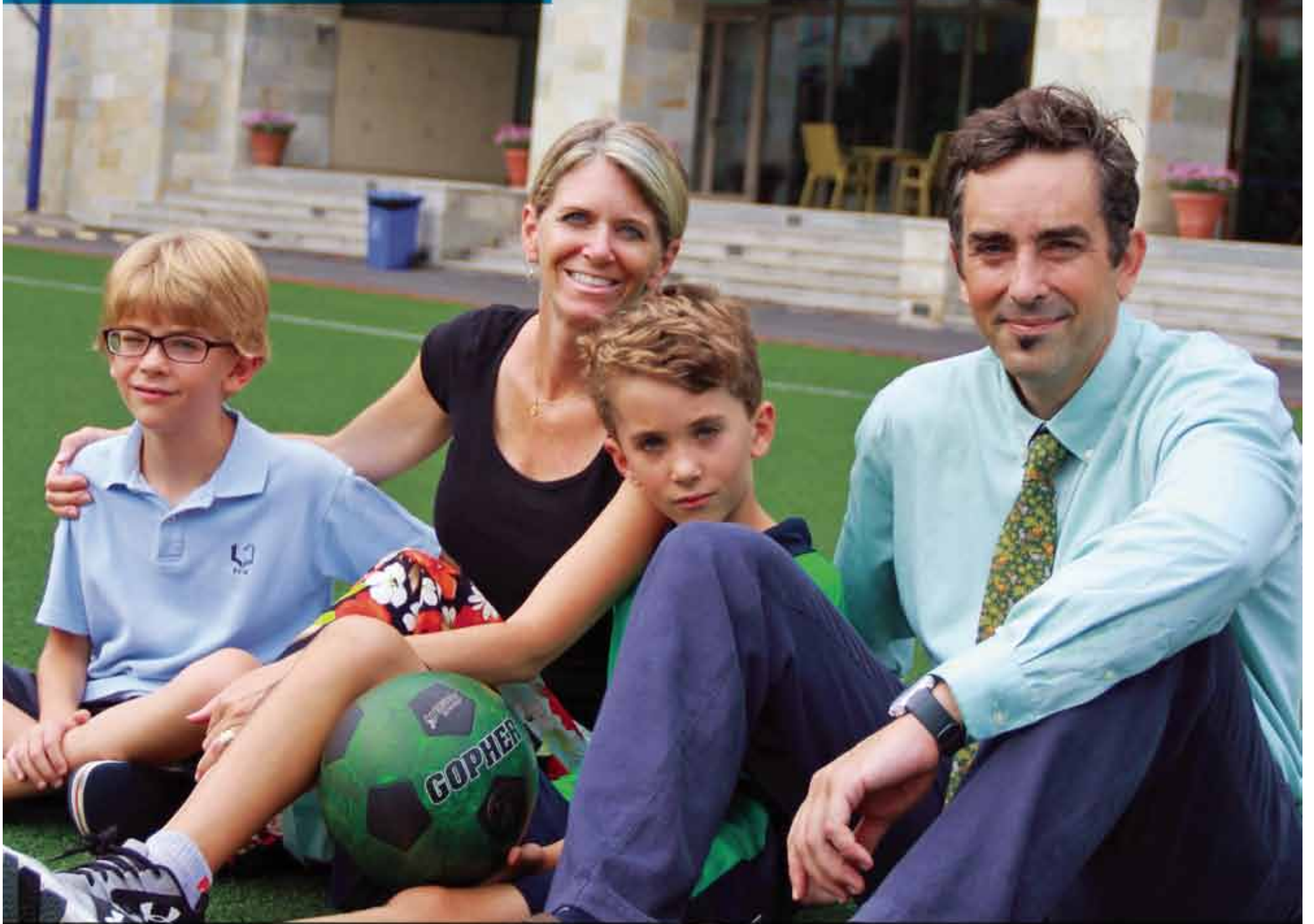
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"One of the biggest reasons why we choose to teach at SCIS is because the community here is strong and multi-layered. The staff community of teachers and administrators offers friendship, **collegiality**, and enthusiastic openness to adventure and new challenging experiences. The SCIS parent communities align in steadfast support with teachers to create excellent learning opportunities for students at home, in the classroom, and in the many extracurriculars. The student communities are a wonderfully diverse group of learners who care greatly for each other and the mission of the school. SCIS is a great place to work because these interweaving communities become like an extended family, which makes the International teaching experience all the more worthwhile."

— 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 at [www.scis-china.org](http://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](mailto:teach@scis-china.org).



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# RESTORING

By Nichole Danser

Secondary Math Teacher at the International School of Aruba

At the International School of Aruba, students take a non academic course based on student and teacher interest. Last year one teacher decided to offer a SCUBA class in conjunction with a local dive shop. A group of students earned their PADI Open Water certifications, some going on to earn their Advanced Diver Certification. This year new students

joined and they took on a bigger goal: helping the coral reefs of Aruba. They were inspired by Chasing Coral, a Netflix documentary which highlights the rapidly declining health of coral reefs all over the globe.

Many islands in the Caribbean have started restoring the coral reefs through coral nurseries. On our sister islands of Bonaire and Curacao, they

have established local branches of the Coral Restoration Foundation from Florida. Unfortunately nothing is being done on Aruba, yet.

Over Spring Break, 7 students will be traveling to Bonaire with Ms Danser to complete the PADI Coral Restoration Specialist training. Upon their return to Aruba they will share what they learned with the other students and work with

a local agency to build their own nursery and propagate cora using the training received in Bonaire. Every week during class on Friday they will go out to their nursery to care for the coral. Next year the SCUBA group will be able to then transplant the grown coral onto the reef. We are looking forward to the day a dive site is named the ISA reef!





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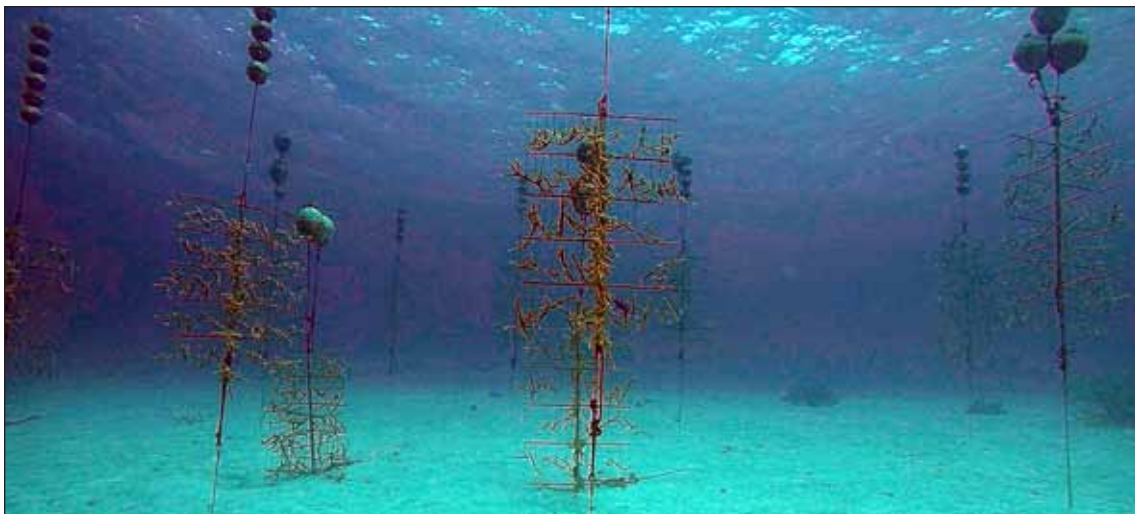
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## LOOKING BACK TO THE FUTURE

By Rob Ambrogi  
ISS Vice President

As I approach full-time retirement this July, I can't help but examine and reflect upon my 47 years as an educator with both retrospective and prospective lenses.

I entered Teacher Corps in 1971 in Lackawanna, New York as a HS science intern, teaching chemistry and photography. We studied how to develop and implement mastery-based units of instruction with tightly crafted behavioral objectives that included cognitive, affective and psychomotor elements in each lesson. Over the years, I have seen this 'best practice' of its time be replaced by outcomes-based instruction, standards-based curriculum, social emotional learning targets, project-based learning, backwards-designed curriculum, and so on. It seems that educators are always looking for the next best thing. Rather than succumbing to a jaundiced, cynical point of view on this endless, sometimes cyclical quest, I tend to see each of these initiatives as a step in a long, sincerely motivated journey toward discovering better ways to enhance and facilitate the learning of future generations—as noble a journey as any I can imagine. I smile a bit in interviews as I listen to candidates, both new and experienced,

as they seek to convince me that they know the best way to be a teacher. Looking back, I've come to believe that great teaching is perhaps most effectively framed as a journey of discovery and an ongoing exercise in prototyping and self-correction.

Speaking of prototyping, two of my sons develop video games and it is fascinating to hear them talk about how they beta test elements of their games. They bring in testers and just observe, often in silence, how each tester engages and processes the game—focusing on user interface; where they succeed, where they stumble or get stuck, or where it is too easy; noticing at which point they lose interest or become frustrated; and recording carefully what elements of the game hold their interest and serve to bring them enthusiastically back to play again. I can't help but see parallels with master teachers who approach their work with such a lens. Not that learning is just a video game, but rather the human brain and the motivational triggers that are in play in any learning situation are hard wired to respond positively to proximal challenges, immediate feedback, meaningful appreciation of success and a sense of control and choice as the task unfolds.

As an international educator, I once thought, almost sadly, that our boys had rejected "the family business." Now I'm not so sure.

Looking forward in a broader, more global reflection on our world of international education, it is clear to me that organizations like ISS that have a mission to 'make a world of difference' will need to realign their focus beyond community-based, highly subsidized, expensive schools that I, and many of my peers, might have haughtily viewed as 'real international schools.' We should turn our attention and adjust our level of support to the schools that are springing up all over the world to serve primarily local students who aspire to an internationally credible education.

Such schools in many parts of the world have often been branded in a negative context as 'proprietary' and somehow unworthy of recognition and support. Years ago, I attended many meetings at regional conferences and with accrediting agencies trying to somehow distinguish such schools from the 'real international schools.' At recruiting events I have heard candidates cautiously explaining to new colleagues how it is best to avoid working in such schools. While anecdotes and stories of bad actors exist for some schools of this type, I can't help but recall stories from community-based schools where an off-track school board or director might have made decisions that had as negative an impact as the ones imbedded in the cautionary tales above.

I believe that it is a worthy shift of focus to help make educational experiences for students in such schools as positive as possible. As some may know, at ISS we not only serve as a recruiting and international career development organization, or as a procurement service or a foundation management service. We also integrate all our departments to provide turnkey start-up and ongoing school management services.

It is clear to me that the future of this arm of our organization will depend on the development of school start-up and business models that acknowledge lower tuition price points, larger class sizes, lower salary and benefit packages, a greater number of locally sourced teachers with necessary professional development, and a higher rate of expat teacher turnover. I am convinced that careful management of these realities will produce very credible and valuable learning opportunities that will be sustainable and will serve students well. There is nothing in our mission that says we only serve young people in highly subsidized, expensive international schools. We need to change the negative narrative about these newly emerging schools and continue to find ways to directly and indirectly extend enthusiastic support to them.

Coming back to a more personal reflection, what will I do going forward? Many of the usual things, I suspect: grandparenthood; supporting an aging mother; pursuing some new things (blues harmonica, left-handed guitar), some old things (photography, underhanded games), and some volunteer work. I have found a local educational organization for 'liberated, self-directed learners' where I presently serve on its board and again teach photography and chemistry. I suppose I will also need to work hard at retaining my network of friends and generating new ones who are outside the world of international education.

So, looking back to see the future, I am smiling and have a strong sense that the world of international education will continue to turn nicely on its axis and move smoothly around the sun—as will my little world.

As they say in Cameroonian Pidgin English as people age and things mature, "Day dey go, Kwacha dey strong." Or "As the day goes on, the corn beer gets stronger."

Be well.



### Clarion School, Dubai, United Arab Emirates

#### Seeks: Head of School

Effective: August 2018

#### Overview of School

Clarion School, located in Dubai, is the only progressive American school in the Middle East. Built off the Bank Street College of Education framework, Clarion offers a PK–Grade 5 education with an additional grade added every year culminating in the IB/High School Diploma. Staffed by class teachers who all have a Master's Degree in Education, the school seeks to redefine educational excellence in the region. The current cohort of the school is 240 students expanding to 350 students next year. The school caters to over 50 different nationalities with the largest population being North American.

#### Position Overview

The Head of School will lead and support the school in enabling a high-quality learning environment that supports student outcomes. The individual will not only be the pedagogical leader but ensure accountability across all school functions.

S/He must be committed to high expectations driven by a progressive approach to education. They must be able to effectively guide the school through the accreditation process. Strong understanding and use of data to inform teaching and learning is necessary.

The Head of School will also be an inspirational leader who will effectively bring along all stakeholders in what is a ground-breaking educational journey in the region. They must be a strong believer and practitioner of professional development for themselves as well as for their team.

#### Application

To learn more about the position and benefits, please send your CV with a cover letter to Kumar Verma at [kverma@sigeducation.com](mailto:kverma@sigeducation.com)

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# NEW MATERIALS & MODALITIES: MAKING FOSSIL REPLICAS

By Mark Barnett

Makerspace Coordinator, The Harbour School, Hong Kong.

Grade 4 students were studying how different types of fossils were formed in science, so we wanted the students to create several fossil types using different techniques in molding and casting to expand their understanding of fossil formation. In the Foundry, we provide opportunities for students to practice skill building, to use new materials and experiment with new modalities or techniques that connect to classroom learning in science, maths or social studies to complete a comprehensive STEAM program.

comparing to photographs of actual fossils found from the Liaoning dig site.

### Mold Fossil Replicas

In advance of the class, we prototyped a low-cost method of mold making using a combined mixture of silicone caulk and cornstarch that ended out working beautifully. We also used a few traditional methods including, plaster of paris and sand molds. The mixture of silicone caulk and cornstarch did get a bit messy, but I assured students that it was ok to do so in the Foundry.

### Cast Fossil Replicas

Using the silicone molds, we had the students measure and pour a two-part epoxy resin in the molds to create a copy or cast of the original mold. During this process we talked about how sedimentation might fill up mold fossils, leaving behind an almost exact replica of the original.

### Trace Fossil Replicas

To mimic the two dimensional nature of trace fossils, we had students design and laser cut examples of trace fossils. We used

(continued on page 19)



Molds of clay fossil replicas.



Students unearthing their buried fossils.



Students using Gravit Designer to create trace fossil replicas.



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# NEW MATERIALS & MODALITIES: MAKING FOSSIL REPLICAS

(continued from page 17)

Gravit Designer to create the images and scaled them to be similar in size to the mold and cast fossils.

## Future Paleontologists

Once each group of students had prepared 8–12 fossil replicas, including clue fossils like sticks, leaves and shells, they buried the fossils into a dig box with sand. Afterwards, students had to trade their box with another group, create a dig grid and methodically dig the box to uncover the mysteries within. Students had

to carefully dig and brush each fossil, measure and catalog each find and create a presentation with their findings and create a report.

## Conclusion

As a makerspace teacher, usually working with 3D printers, electronics and robotics, it was nice to use a new medium that I had not used much before and immerse the students into field of practice that explored concepts in science and also new making techniques with new materials.



Students cataloguing and documenting their findings.

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Will Tragert, Middle and High School Assistant Principal  
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# LINKING THE CLASSROOM TO LIFE: AN APPROACH TO SLL INSTRUCTION

By **María Jesús Iruleguy | Julia Serrano | Carla Silva**  
Secondary SLL Teachers, Uruguayan American School

Each semester many new students arrive to UAS without speaking a word of Spanish. For them, learning the language is not only an academic requirement, but also a tool that facilitates their daily interactions and their assimilation to and understanding of Uruguayan culture. Since UAS Spanish language learners are immersed in a Spanish-speaking environment outside of school, they have ample opportunity to practice the language in “real life” situations, which helps them acquire the language more quickly.

As SLL (Spanish Language Learner) teachers we firmly believe that a language is meant to be used beyond the classroom. The SLL classroom environment emphasizes realistic, meaningful conversation, where students use Spanish in order to communicate in various contexts. As language acquisition

theorists Bill Van Patten and James F. Lee note, “The ultimate goal of the second- and heritage-language teacher is to create conditions in which learners can achieve high levels of communicative competence.”

With this in mind, SSL units are always designed to include field trips, hands-on activities, and student research. These learning activities expose students to new, interesting experiences in a less academic, more authentic atmosphere. Thus, students attain a more holistic, integrated picture of the information which otherwise may have only been presented in a textual or abstract way.

A great example of this hands-on type of learning was the unit *Mente Sana En Cuerpo Sano* (Healthy Mind in a Healthy Body). The fundamental language skills were incorporated into the preparation for a trip to the

supermarket and the sharing of a meal. In the classroom, students built vocabulary through reading, writing, listening and conversation activities. They also practiced reading skills by perusing cookbooks and internet sites to select healthy recipes.

The unit culminated in a visit to a local supermarket to purchase ingredients and the preparation of a shared meal, which included vegetarian bruschettas, fruit salad and smoothies. During these activities, students worked on their listening and conversation skills.

Following the visit and meal, students wrote a reflection of their experience. During the writing, SLL teachers worked closely with students to strengthen their writing skills by introducing and reinforcing grammar and spelling concepts as needed and in context.

The same instructional methodology was used in the *Mi Entorno* (My Surroundings) unit. Students researched neighborhoods in Montevideo and prepared a slide presentation to teach their classmates about the culture and history of the city. In the second semester, students will visit some of these emblematic neighborhoods. As with the *Mente Sana En Cuerpo Sano* unit, language skills will be integrated into this active, engaging experience, so that the learning “sticks.”

By combining classroom instruction with authentic experiences, SLL teachers can create a synergistic effect on students’ language acquisition. Essentially, students learn the language more quickly because they see it as a means to live their lives and enter the culture rather than just another academic subject on their schedule.

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## PUZZLES, STORIES, & SHOW & TELL TEACHING STUDENTS THE LANGUAGE OF THINKING

(continued from page 12)

(Wiggins, 1997). So, work to help your students gain vivid soundtracks of how readers talk to themselves to understand texts before, during, and after they read.

To plan for your modeling, keep a notepad by your nightstand or wherever you do most of your reading. When you notice a way of thinking, a strategy you use to create meaning as you read, jot it down. Once you have even a small bundle of these notes, you have a pool of lesson plans and conference coaching tips. Looking over your own ways of understanding, which one/s would be the next easiest thinking step/s and the most interesting thinking strategy/ies for your students to try in their own reading? Drawing from my own reading well and knowing my students really well are two key ways I determine and develop responsive learning journeys for growing thinkers (Benson, 2003).

Of course, the goal of our modeling is always to help students understand what they read. So, take care in modeling your ways of understanding. As Vicki Vinton (2017) advises, I believe that considering and constructing an understanding of a text's meaning should be the purpose of reading, rather than practicing a strategy or skill or meeting a particular standard. Thus, while I hand over my ways of understanding to students through my modeling, these are invitations and 36 possibilities but not hard assignments. I strive to not set an agenda for students as they read independently. Our teaching has to put students in the driver's seat of their own reading and not take away their sense of discovery and ownership. Expecting kids to discover their own best ways of understanding is paramount in nurturing our students as independent, eager, and self-fueled thinkers.

### Encourage Students to Notice and Name Their Thinking

An edifying piece I share with students of all ages comes from the brilliant and gritty writer Gary Paulsen from his book *The Winter Room*:

*If books could be more, could show more, could own more, this book would have smells... this book would have sounds... this book would have light... But books can't have light (and sounds and smells). If books could have more, give more, be more, show more, they would still need readers, who bring to them sound and smell and light and all the rest that can't be in books. The book needs you.*

From this piece, the kids and I talk about "How does the book need us?" For the rest of the school year, this is our touchstone—Thinking about thinking. Figuring out what each book needs us to do to understand it. Reflecting on his thinking of a current mystery, Kamil shared 'My book needs me to keep thinking "What next? What's going to happen to the character next?" This makes you want to keep turning the pages!'

And Zahra burst forth with the following discovery from her reading of multiple texts, "It's like we are Sherlock Holmes, Mrs. B! We just look for the clues (in the book) to solve our mystery! I figured out a lot today—I think I know who stole the jewelry in this one!"

Responding to Zahra, I shared, "How exciting! That is such a great way to describe thinking, Zahra. And I know exactly what you mean. That's just what it feels like when I read *The Girl on the Train*. There are so many clues from the author and I have to put these clues together to solve the mystery of this story—Like I am Sherlock Holmes!"

### Nurture Thinking as Students Read Independently

As students read on their own during our Readers' Workshop or in any content area class, I sit with individual students to engage in conferences. I often begin with a question such as "Tell me about your thinking" (Benson, 2004) or "Can you tell me what's going on here?" (Vinton, 2017). Nurturing thinking dispositions, I am very intentional with my conferring. My most common conferring ritual is a 3-step process to with a very natural conversation feel—Listen,

Name, Nudge. I listen to determine how the student is working to understand what he/she is reading, the student or I name an effective way of understanding he/she is using well, and I nudge the student to take on the next easiest and most supportive strategy or skill of thinking to understand. Sometimes, the best nudge is to encourage the student to continue using the named way of thinking so that it becomes a habit of understanding (And these conferences do not have to be very long to be hugely helpful in supporting students' thinking.).

### Reflect on Thinking with Students

As John Dewey shared, "We do not learn from experience, we learn from reflecting on our experiences." Thus, to help students become intentional thinkers, I often close our Readers' Workshop with a Talking Circle. I initiate the conversation with questions such as "What did you notice today as you read?" or "What did you learn about yourself today as a thinker (or reader) today?" Even with young children, they quickly find ways to reflect on and voice their ways of thinking (For very young children, you can frame this reflection around how the kids worked to understand as they listened to you read to them.).

Apprenticing growing

readers and writers, the kids are constantly my very best mentors. Teaching as storytelling, telling students the story of my thinking to ignite their insights about their own thinking, I also expect to learn more about thinking from students. It's kind of like going to book club each month. My reading of the chosen title is rich with the details of my understanding. But after talking with my book club mates, my understanding of the book is vastly larger in scope blossomed with new insights shared in our conversation. As a community of readers, for my students and I, reading together and talking about our reading regularly expands our understanding of the texts we read and of our ways of working to understand, too.

Whether students are reading in literacy classes or for content area studies, our responsive thinking38 focused teaching can help students define reading as thinking, give them opportunities to discover and name ways of understanding, and offer them continuous apprenticeship experiences as we model our thinking and invite students to demonstrate their thinking aloud with one another. Knowing how to think as readers, as learners, as friends makes understanding possible and compelling for our students. We can live Gary

Paulsen's advice as you create a thinking community with our students where each child understands how books need us.

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Ambatovy International School has filled all positions for the 2018-2019 school year. Thank you to all who applied. Please monitor the ISS recruiting pages for future openings.

Interested teachers may contact  
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# THE INTERNATIONAL SCHOOL OF BELGRADE—70 YEARS YOUNG

(continued from page 7)

educate globally-minded citizens who contribute positively to society. ISB became authorized by the International Baccalaureate Organization to offer the Diploma Program, the Middle Years Program, and the Primary Years Program during the 2005-2007 years, and in May 2010, ISB was one of 583 International Baccalaureate World Schools to offer all three International

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# NEW AMERICAN INTERNATIONAL SCHOOL OF JEDDAH CAMPUS FOR 2018/19

(continued from page 6)

for school performances, two dining halls/food courts, ten science STEM labs, and a modern athletic facilities to include an indoor and outdoor running track, two gymnasiums, three full size basketball courts, a full size soccer pitch, an 8-lane swimming pool, tennis and squash courts, an aerobic room and fitness room. The entire campus has robust wireless coverage and classrooms that are “technology smart” and meet all the requirements for a 21st century American learning experience.

they’d like to see in the new campus. Well-lit classrooms designed with learning centers and group work areas, spacious hallways, more STEM science labs for high school, middle school and upper elementary students, and a dedicated space for student performances were some of the ideas that were discussed in these planning meetings, all of which will be found in the new AISJ campus.

During the initial planning stages of the new campus, administration, staff and students met frequently to share their ideas about what

Today, as we begin the second half of our school year, excitement over the opening of the new campus is growing. The countdown is on to July 1st, when we receive the keys to our new school and September 2nd, the first day of the new school year for our students.



# FOREIGN SECRETARY TAKES LESSONS IN TECHNOLOGY AT ACS HILLINGDON

(continued from page 9)

an optical relief mapping image of his hero’s head, created on the 3D printer.

Receiving the unusual portrait, the Foreign Secretary said: “I congratulate you all on what you’re doing here—it’s truly amazing. This was inconceivable when I was at school.”

The Foreign Secretary concluded his visit by spending a few minutes with ACS Hillingdon’s High School politics class and sharing his top tips for a career in government, saying, “to be a successful politician, you must read Aristotle!”

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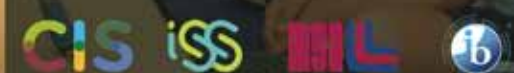
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## Ambatovy International School

- 📍 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-built 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/>

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## 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.



## ISS MANAGED SCHOOLS

## 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.





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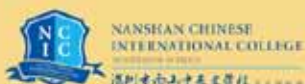
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[www.aismandalay.com](http://www.aismandalay.com)

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Contact **Dr. Gary Robson**,  
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**Rebecca Ness, Superintendent**  
The American School of Kuwait  
P.O. Box 6735 Hawalli, Kuwait 32042  
Tel: (965) 2265 5172  
Fax: (965) 2265 0438  
E-mail: [ask@ask.edu.kw](mailto:ask@ask.edu.kw)

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The school provides faculty with modern furnished apartments within a 5 to 10 minute walk to the school as well as an excellent salary and benefits packages.

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**Michael Colaianni, Director of School**  
**Seoul International School**  
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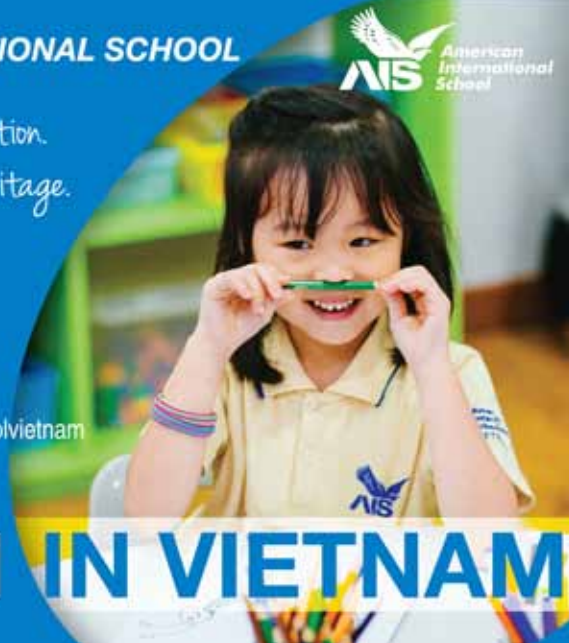


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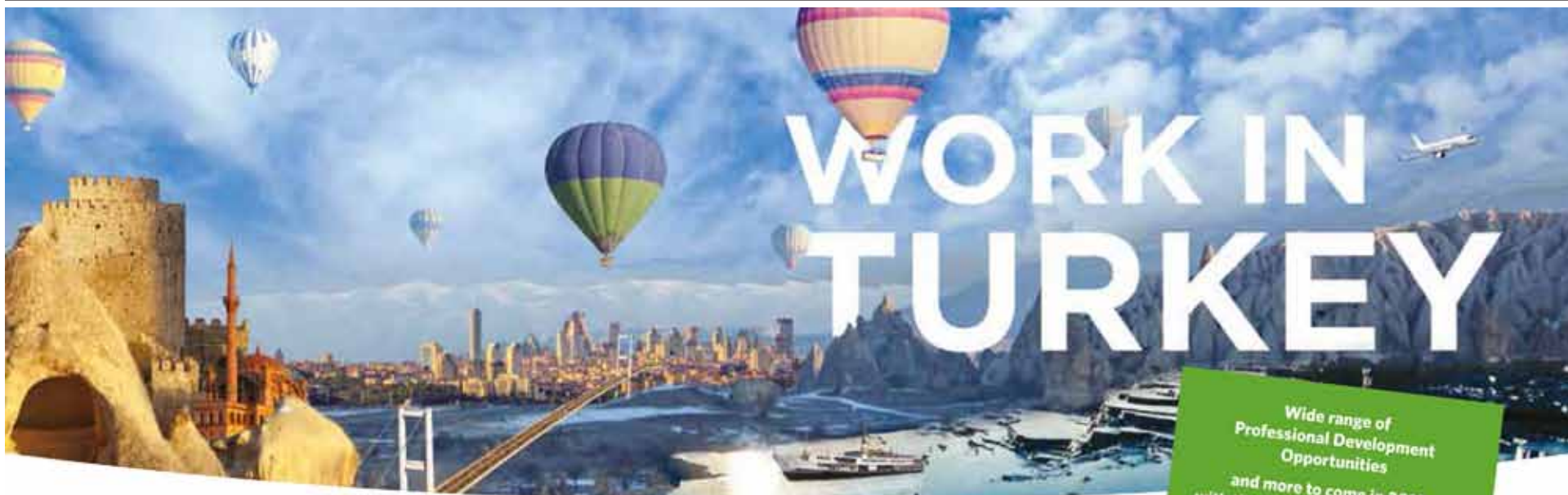
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High School Chemistry Teachers	UAA/ TAC/ SAC	Istanbul - Tarsus
High School English Teachers	SAC	Istanbul
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