Conference Opens with Futures Focus & Jack Uldrich

Jack Delman, the AAIE Board President, introduced Dr. Keith Miller, the Director of the Office of Overseas Schools of the U.S. Department of State. Dr. Miller began with an expression of gratitude to Elsa Lamb, who was not present, for her hard work in preparing the conference. He then noted that fifty years ago—on July 1, 1964—the Office of Overseas Schools opened with 8 staff members, headed by Dr. Ernest Mannino. He passed on to the attendees the warm regards of Dr. Mannino, wishing the participants an outstanding conference.

Forrest Broman next addressed the attendees with respect to the Children of Haiti Project, (childrenofhaitiproject.org) encouraging school heads to continue with this effort, and noting the progress achieved so far and how much is yet to be accomplished.

As the next order of business, Vice-president Bruce Williams of International Schools Services introduced Jack Uldrich. Mr. Williams was standing in for Roger Hove, whose organization sponsored this session.

Jack Uldrich, globally renowned futurist, keynote speaker, and best-selling author, delivered an en-

Preparing Students for the Future

AIE president Jack Delman opened the Saturday session IV with an introduction of Nick Brummit, Founder and Managing Director of ISC Research Limited. Mr. Brummit presented “An Analysis of Growth & Developments in the International Schools Market with a special focus on AAIE member Schools.” [Editor’s Note: The research presented with reference to AAIE member schools is reprinted beginning on page 34 in this edition with permission of the author(s) and ISC Research, LTD].

Ms. Judith Hegedus, Executive Director of International Strategy & Management for the College Board (sponsor of this session) presented the featured speaker, Dr. Peter Bishop. The theme of Dr. Bishop’s keynote was “Preparing Students for the Future by Actually Teaching About the Future.”

Dr. Bishop emphasized the importance of viewing history using long-term forecasting and planning. The classical discipline of historical research
executive director’s message

Dear Colleagues,

In this issue of the InterED you will find a variety of articles pertinent to the work you do in your schools. In particular, this spring issue includes articles with a focus on teacher leadership and empowerment.

A school’s success is not dependent only on the leadership of its administration. Its success requires empowered staff members who are committed to the overall success of the school’s mission, and have acquired the skills that lead to increased productivity both in and out of the classroom.

A school must consciously cultivate teacher leadership and empowerment. In international schools with significant staff turnover this has to be an on-going process. The process begins by providing teachers and other faculty with opportunities to expand their professional roles, and to have opportunities to learn from one another. Research indicates staff leadership not only has a positive correlation to staff morale, it also empowers students and results in increased student learning.

Every summer AAIE offers a training program in Ft. Lauderdale, Florida on Nova Southeastern University’s main campus. The 2014 program will be held Monday, June 23 - Friday, June 27. There are three strands to choose from: 21st Century Digital Tools to Advance Teaching and Learning, Trainer: J.Troy Robinson, Ed.D; and Strategies for Engaging All Learners: Teaching Optimum Topic Exploration, Trainer: Belinda Karge, Ph.D. The registration cost is $1375 for AAIE members and $1600 for non-members. Registration includes four hotel nights, breakfast, break, and lunch meals, and course materials. Please visit the AAIE webpage at www.aaie.org for more detailed information about the 2014 AAIE summer program, and to register online.

Note: A/OS schools are eligible to receive registration funding for AAIE’s Summer Institute. To apply for this, a school should contact their Regional Education Officer.

I want to take this opportunity to express my appreciation for the many get well wishes I have received via cards, e-mails, and phone calls. Although I still have months of treatment ahead, the support of the international school community will help me through this challenging time.

I missed seeing everyone at the 2014 conference, and want to express my deepest appreciation to Everett McGlothlin, Judi Fenton, Ettie Zilber, the AAIE staff, and everyone else who jumped in or stepped up to make the conference a success.

Warmest regards,

Elsa

Elsa Lamb
AAIE
Executive Director
g.elamb@nova.edu
In opening, I would like to thank the AAIE membership for the support we received during our 48th conference in Boston, entitled Eyes on the Future. The AAIE Board, the volunteers who stepped up to the plate to help and especially Everett McGlotten truly worked together as a team to ensure a smooth conference at a time of difficulty for our Executive Director. I think we all showed what teamwork can do when there is commitment to an organization and a cause. We call ourselves a GLOBAL EDUCATIONAL FAMILY and we came together in that way.

I would like to take this opportunity to remind our membership about the AAIE sponsored Institute for International School Leadership. As our Executive Director, Elsa Lamb, points out “the Institute was created to deliver critically important knowledge from experienced international school leaders to assist in the development and growth of currently-serving as well as aspiring school leaders.” School leaders can take individual online courses or encourage their Principals to do so, on specific topics that may need strengthening in an institution or improve a particular building leader’s skills. In addition, we can inspire upcoming heads in our schools to be trained in the eight modules and thus become AAIE Fellows and more competitive candidates for future school head openings. This program is the only one I know of that takes advantage of years of experience of veteran school heads and has them act as mentors for those going through the program. The next online course being offered will take place between July 7 – August 24, 2014 and is called Building and Sustaining a Healthy International School Culture. Additional courses that ultimately result in becoming an AAIE Fellow include:

- Leading for Staff and Student Learning in International Schools
- Governance in International Schools
- Vision and Mission to Guide International Schools
- International School Management and Leadership
- Situational Awareness and Diplomacy in International School Communities
- Continuous Professional Growth for International School Leaders

Furthermore, school heads should also take a look at some of our summer AAIE Institute offerings for this June 23- 27 held at Nova University in Ft. Lauderdale, Fl. Courses include : 21st Century Recipes for Success: Unleashing Student Creativity and Critical Thinking Skills taught by Judi Fenton; Strategies for Engaging All Learners: Teaching Optimum Topic Exploration, taught by Belinda Karge; and Using 21st Century Digital Tools to Advance Teaching and Learning taught by J. Troy Robinson.

As our organization continues to mature we look forward to the input of our members for innovative ideas in the area of professional development, expanding our membership to a broader world community and advancing the cause of international education in the US and elsewhere.

Warmest wishes for the remainder of your school year and a refreshing summer.

Jack Delman, AAIE President 2013-2015
President Jack Delman is Head of the Carol Morgan School in Santo Domingo, Dominican Republic. jdelman@cms.edu.do, www.cms.edu.do

AAIE 2014 Summer Institutes

**When?** Monday, June 23 – Friday, June 27, 2014

**Where?** Nova Southeastern University
Ft. Lauderdale, Florida

**What & Who?**

**Strand 1: 21st Century Recipes for Success: Unleashing Student Creativity and Critical Thinking Skills.** Intended Audience: PK-12 Classroom Teachers, Curriculum Coordinators, English Language Learning (ELL) Teachers, and Gifted Education Specialists. With Consultant Judith Fenton

**Strand 2: Using 21st Century Digital Tools to Advance Teaching and Learning.**
Intended Audience: K-12 Classroom Teachers, Special Needs/Gifted Education Specialists, and English Language Learning (ELL) Teacher. With Consultant J. Troy Robinson, Ed.D

**Strand 3: Strategies for Engaging all Learners: Teaching Optimum Topic Exploration.**
Intended Audience: PK-12 Classroom Teachers, Special Needs and Gifted Education Specialists, and Curriculum Coordinators. With Consultant Belinda Karge, Ph.D

Institute fees include 4 days of hotel lodging plus breakfast and lunch, and all course materials.

**AAIE Members:** $1375 / **Non-Members:** $1600

**How?** Register online at www.aaie.org
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AAIE Notes

The Boston AAIE Conference (February 6-9, 2014) was an outstanding conference, and we must recognize the palpable presence of Elsa Lamb—absent and dealing with personal health issues—but notably present and accounted for in the conceptual, organizational and preconference planning that led to the successful conference.

We are all grateful to Everett, Judi, Ettie, the AAIE Staff and everyone else who stepped in with their experience to guide the conference through the usual flurry of adjustments and problem-solving. Thank you all, and especially, “Thank you, Elsa!” for your superior leadership.

A Note on General Sessions

I enjoyed the structure of Day 1 of the Boston conference, which opened with three general sessions. I like to see everyone hang in together for a while, I guess.

Insites

I started writing a column for InterED in 2003 or 2004 after a little arm-twisting from Gil Brown. Dr. Barrie Jo Price had already been writing for the journal for a number of years. I asked her the other day what year she started, and she replied, “Oh, it must have been 1996-97.” Her regular column, “Insites,” has been ahead of the technological curve all the way and especially effective where the rubber meets the road: identifying useful web resources (backed up by an independent website, emtech.net) to allow educators to integrate an overwhelmingly pervasive technology with effective classroom practice.

In this issue, Barrie Jo (a member of the AAIE Hall of Fame) has co-written the column with Shannon O’Hale. Shannon has an M.S. in Interactive Technology from the College of Human and Environmental Sciences at the University of Alabama, and a BA from the University of Virginia (Latin American Studies). She is the Operations Manager at the Mediterranean Association of International Schools.

Shannon will continue to write under Dr. Price’s advisement and gradually take over responsibility for “Insites.” This approach is typical of Dr. Price’s professionalism. “Apprenticeship,” “scaffolding,” and “collaboration” are terms accurately describing her professional disposition (and her friendship with international educators around the world). I am confident that Shannon and Barrie Jo will successfully maintain the standard established—and continue to raise the bar—as this transition is completed.

We Remember…

Mrs. Shirley Haft Brown, wife of Dr. Gilbert C. Brown (Editor Emeritus of InterED and veteran international educator and consultant), passed away on March 7, 2014. A Memorial Celebration of Life will be held to honor her memory on Sunday, June 15, 2014, at 2 PM in the afternoon, at the Clubhouse Ballroom of Governors Club, 11000 Governors Drive, Chapel Hill, North Carolina 27517. The family has requested that in lieu of all other offerings, donations be made in Shirley’s memory to: UNC Lineberger Comprehensive Cancer Center, 101 Manning Drive, Chapel Hill, NC 27514 www.unclineberger.org

Overview of Research on Cultural Diversity in Online Learning

A collection of podcasts on the most topical cultural diversity and online learning subjects.

Speaking of technology, I would like to direct your attention to the website, culturaldiversityandonlinelearning.wordpress.com/ compiled by graduate students at University of Alabama’s College of Human Environmental Sciences. Of special interest might be Chris Hughes’ podcast dealing with the use of mobile devices in developing countries. Check it out: soundcloud.com/chris-hughes-130/review-of-mobile-devices-in-online-education-in-developing-countries

Theme for Fall 2014

The theme for the Fall InterED will be “The impact of Multiple Literacies on Leadership Tasks (Curriculum Leadership, Teacher Training, Team Building, and Creating a Community of Learners).” Practical and anecdotal guides for addressing these issues as well as scholarly treatments are welcome. This theme invites a blended approach of the practical and the theoretical.

Ideas expressed by the contributors to InterED do not necessarily represent the position of AAIE or its Editorial Staff.

The Editor may be reached at jkettere@jsu.edu

Upcoming theme for the Fall 2014 InterED:
The Impact of Multiple Literacies on Leadership Tasks

We invite submissions which address curriculum leadership, teacher training, team building, and creating a community of learners.

Submit your writings, musings, and experiences to Jay Ketterer, jketterere@jsu.edu
School Boards: Flying at 35,000 Feet: A Tale of Two School Boards

By Jim Ambrose

Our first board is on the ground, considering an appeal from a family whose child had been suspended for drinking on an athletic trip. The board sees the human element, knows the parents, hates to see the team lose its star player. A complicating factor is that some board members have children on the team. While there is a board policy in-place covering this situation and there were no extenuating circumstances, the focus of the discussion centered on the boy himself and became very emotional. Consequently, the suspension was lifted.

Our second board, being presented with an identical situation, thinks back to a year earlier, when a policy had been adopted for such situations and all the points the parents were now bringing up had been anticipated and discussed: how depressed the child was, it was only the first transgression, that the loss to the team would surely result in losing the upcoming “big game”--and possibly affect scholarship opportunities after graduation. Reflecting on that and not discovering anything that had been overlooked when the policy was adopted, the board declined considering the appeal and upheld the Head’s decision.

Two boards, identical situations. Two outcomes, and one can reasonably speculate on the impact the different decisions will have on each school.

Almost all older international schools have changed from the days when they were founded as “parent cooperatives,” in which parents did much of the work simply because they lacked the means to hire professional administrators. Time and growth have allowed such schools to evolve into the model most enjoy today, in which the board assumes the policy function and the Head and the administrative team address the issues of daily administration.

The last twenty-five years have seen a significant increase in the founding of proprietary schools. The corporate type tends to employ a traditional model to differentiate board (owner) and administrative roles. Sole proprietors (individual owners of schools) may or may not have established philosophies in this regard and, like the ground-based boards of some non-profit schools, may be prone to focus on short, rather than long-term matters.

There are common analogies used to express the differences in approach: staying in the trees and out of the weeds; sitting in the balcony and staying off the dance floor, or—flying at 35,000 feet. So, what are some specific examples?

The Altitude of the Board

<table>
<thead>
<tr>
<th>What Ground-Bound Boards See</th>
<th>What High Altitude Boards See</th>
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</thead>
<tbody>
<tr>
<td>Annual Budgets</td>
<td>Long Term Financial Plans</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Long Term Trends</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>Alumni Achievement</td>
</tr>
<tr>
<td>A Building Project</td>
<td>Campus Master Plan</td>
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<tr>
<td>Tuition Increase</td>
<td>Development (Fund Raising)</td>
</tr>
<tr>
<td>Saving a Penny</td>
<td>Saving a Dollar</td>
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<tr>
<td>Cases</td>
<td>Policies</td>
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<tr>
<td>A Crisis</td>
<td>An Opportunity</td>
</tr>
<tr>
<td>Teachers Needed for Next Year</td>
<td>A Staffing Policy</td>
</tr>
<tr>
<td>Feeling every criticism needs a</td>
<td>Rising above the small stuff</td>
</tr>
<tr>
<td>reply</td>
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</tbody>
</table>

The above examples do not negate the importance of any board considering critical issues at ground level. The difference can be expressed in terms of time. The first board spends most of every meeting discussing items that are essentially of short-term concern and best left to administrators. A high altitude board will not ignore these, but keep an eye on them through the use of dashboards and regular reports, taking them off their consent or discussion agenda. Meetings for the ground-huggers are long and risk duplicating the work and roles of administrators, often leading to conflict and frustration.

Readers of this article are likely to have spent considerable time in airplanes and have no doubt heard the captain announce “Please fasten your seatbelts as we pass through this turbulence to higher altitude.”

In a real example, one board profited in unexpected ways after seating a new treasurer from the banking sector, who proposed designing a long-term financial plan. Up to this point, the budget cycle had always been an annual affair and full of controversy as opposing sides presented their conflicting views about the impact tuition increases would have on various individuals and how this would affect the future of the school.

The positions board members took was predictable based on the sector of the economy and community they came from. The member from the oil industry was known for saying “We know what we want: why don’t we just go ahead and do it?” The bureaucrat was constantly asking “What are the rules?”--while the member employed by a volunteer organization always felt the question should be discussed in the community and turned the impact of a financial decision back to how other volunteer families would be impacted.
And, the college professor on the board always insisted, rather than making a timely decision, that almost every question “...needs more research!”

Developing a long-term financial plan aligned with the strategic goals of the school helped members think past immediate impacts and focus on the future, so when the annual budget rolled around, questions centered on how the budget aligned with the already agreed upon long-term plan. If there was congruity, end of discussion; and if not, the conversation was about the reason for the differences.

Taking another example from above, every school (rightfully) looks at student achievement as a measure of success, which strongly correlates to parent satisfaction. Today, international schools have matured to the point where boards can begin to look beyond immediate successes to their alumni, in order to gauge the long-term effects of school attendance on their lives.

This is illustrated by a selection of remarks from a recent article summarized in the Marshall Memo (#526, March 3, 2014): “Great schools are measured not by the accomplishments of their students, but by the lives led by their alumni,” said Michael Chun, past president of Kamehameha School in Hawaii. John Austin of King’s Academy in Jordan agrees: ‘Are they active and involved in their communities? Have they put their own educations to work in the service of others? Are they doing what Howard Gardner and his team at Harvard call ‘good work’ – work that is excellent in quality, socially responsible, and meaningful to its practitioners?’ Insights on questions like these can be gleaned by periodically surveying graduates and asking them for critical reflections on the school and how well it prepared them – or didn’t prepare them – for occupations, relationships, collaboration, leadership, self-advocacy, and coping.”

Ground-bound boards or school owners that spend their time looking at trees and ignoring the eco-system that sustains the forest risk missing trends that will affect everything. Seen from above or from a distance, the field of view broadens. Get off the ground—but stay in touch!

Dr. Ambrose is President of Search Associates and a leader of the GovNet Advisory panel at the AAIE website; jambrose@searchassociates.com

1 “Measuring Our Success: How to Gauge the ‘Value Added’ by an Independent School Education” by John Gulla and Olaf Jorgenson in Independent School, Spring 2014 (Vol. 73, #3, p. 28-36), www.nais.org
"I was drawn to SCIS because of the opportunity to experience international teaching in an environment that has supportive colleagues and administration. At SCIS the small class sizes and access to technology and resources make it a comfortable place to educate and grow as a teacher."
– Megan Laird, grade 1 teacher at SCIS Pudong

Shanghai Community International School and Hangzhou International School
are independent, not-for-profit, co-ed day schools for students from Nursery through Grade 12. There are over 2600 students from more than 60 countries enrolled in our three schools in Shanghai and Hangzhou. 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. Our Shanghai campuses are authorized to offer the IB Diploma Program and all campuses are authorized to offer CollegeBoard AP courses.

Recruiting for all campuses is ongoing as long as positions are available. Visit our website as www.scis-his.org for openings at SCIS and HIS. Candidates should submit a resume with recent photo to Mr. Jeffry Stubbs at teach@scischina.org.
A Teacher’s Conundrum: How to Distinguish Between Second Language Learning and a Learning Disability

By Sylvia Linan-Thompson

When these students are identified, it is important that they receive appropriate instruction that addresses both language development and content learning.

Assessment

If a teacher suspects that a student who is learning English as a second language has a learning disability, there are several steps he or she can take before referring the student for assessment. The first is to gather basic information about the child’s language and literacy development.

Table 1. Characteristics shared by ELLs and students with LD

<table>
<thead>
<tr>
<th>Low rate of learning</th>
<th>Slower progress despite generally effective instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor communicative competence</td>
<td>Inability to use language effectively.</td>
</tr>
<tr>
<td>Inappropriate behavior</td>
<td>Inability to follow directions, inattention, daydreaming</td>
</tr>
<tr>
<td>Reading difficulties</td>
<td>Inability to identify sounds, analyze and synthesize sound sequences, read fluently, respond to comprehension questions</td>
</tr>
<tr>
<td>Poor conceptual language</td>
<td>Difficulty with temporal and spatial terminology among others</td>
</tr>
<tr>
<td>Lack of literacy related language</td>
<td>Inability to use language abstractly or to use language for specific tasks such as retelling stories</td>
</tr>
</tbody>
</table>

Table 2. Differences in response between ELLs and students with LD

<table>
<thead>
<tr>
<th>Behavior</th>
<th>English Language Learners</th>
<th>Students with LD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resist normal classroom instruction</td>
<td>Need language support or strategies; beginning readers may need explicit instruction in the structure of English</td>
<td>Students need explicit instruction and additional opportunities to practice</td>
</tr>
<tr>
<td>Persistence of problem</td>
<td>Improve with time with appropriate language instruction</td>
<td>Problem persists, some students benefit from intensive instruction</td>
</tr>
<tr>
<td>Irregular pattern of success</td>
<td>May be due to variability in past instruction and opportunities to learn specific content vocabulary</td>
<td>Likely, due to specific learning disability; a pattern of strengths and weaknesses is characteristic of students with LD</td>
</tr>
</tbody>
</table>

One of the reasons that distinguishing between children in the process of acquiring a new language from those with learning disabilities is difficult is that both groups of children exhibit similar behaviors (see Table 1). However, the root cause and appropriate interventions for each are different. The cause of difficulty for ELLs, in most cases, is lack of proficiency with academic language.

ELLs are able to learn whereas students with learning disabilities have difficulty learning. Their difficulties are intrinsically distinct and neurologically based. About two thirds of students with specific learning disabilities have basic deficits in language and reading, increasing the likelihood that ELLs will be misidentified as having an LD. Table 2 identifies that ways in which these groups of student differ. There are ELLs who also have a learning disability.
• Was the child’s language development in the first language delayed?

If it was, did the child require intervention or was it resolved without intervention? Students with low levels of metacognitive/metalinguistic awareness in their home language may need more observation.

• When did the child first learn to speak English?

If he or she has been speaking English for less than three years, they are likely not proficient yet. A language proficiency test would help determine their level of proficiency.

• When did the child first receive English instruction?

If the child did not receive English instruction in the first two years of schooling, they may have gaps in their knowledge of the structure of English. This is especially important if the child’s first language has a consistent orthography. Younger students may have difficulty with spelling, reading irregular words, or slow reading rates if they are not familiar with or have not received systematic phonics instruction. Older students may have difficulty reading and spelling multi-syllabic words.

• Is the child literate in their first language?

Children who are literate in their first language will acquire reading in a subsequent language with less difficulty than students whose initial reading instruction is in a language they do not know well. Although these students may learn to decode easily, their comprehension will be compromised if they do not know the meaning of at least 90% of the words they read.

Durgunoğlu (2002) suggests using information from cross-linguistic assessment to distinguish students who are in the process of normal language development in an L2 setting from those who may have learning disabilities. However, this is only useful if the child is literate and has received first language instruction. If only English language assessments are available, they may be used but results should be employed cautiously especially if the norming sample did not include children who were learning English as a second language. However, teachers can use the results to identify areas for additional instruction.

If after addressing students’ language needs, difficulty persists, additional testing is warranted. Like monolingual students who have learning disabilities, English language learners are likely to be unresponsive to explicit instruction, often requiring additional opportunities to practice before they “get it”. In addition to the learning difficulties identified above they may also exhibit difficulty with working memory, phonological processing, and attention. ELLs who have an identified learning disability require instruction provided by a specialist to address their learning disabilities and instruction to develop their English proficiency provided by an ESL teacher or the classroom teacher. Although a special education teacher can support English development, it should not be used to supplant English language development.

Instruction

When children exhibit a wide range of learning and language abilities, teachers may wonder how they might differentiate instruction while maintaining the level of rigor expected in many schools. The key to differentiating instruction appropriately is understanding children’s needs. In addition to phonics instruction, which is necessary for reading and writing in English, students learning English as a second language benefit from exposure to and instruction in academic language. Academic language is most often defined as the language of textbooks and classroom discourse and is critical for academic success (Francis et al., 2006). Academic language includes technical vocabulary, special expressions, multiple meaning of words, syntactical features, and language functions. These are all areas that could be problematic for ELLs. Two classroom practices that help students develop academic language are discussions and writing because they provide students an opportunity to produce language. Many classroom activities require children to listen and read. Both or these activities are receptive. Children are exposed to academic language but do not get enough opportunities to use it. Discussions provide students structured opportunities to use the vocabulary associated with content. Discussions require students to predict outcomes or hypothesize, clarify ideas, offer suggestions, or challenge ideas. When words are part of a child’s expressive oral vocabulary, they are more likely to use them in their writing.

Building students’ academic language is essential for their academic success.

L

ike all children with learning disabilities, ELLs who experience LD complications benefit from specialized instruction in those academic areas that are problematic. However, they also need specialized instruction that will help them develop English language skills in all four of the communication areas: reading, writing, speaking, and listening. The acquisition of these skills will be facilitated if it is linked to academic learning (Gersten, Baker, Unok Marks & Smith, 1998).

Conclusion

Bilingualism is an asset. Successful ELLs actively transfer information across languages, translate from one language to another, access and effectively use cognates, use more schematic knowledge, know and use metacognitive and cognitive strategies, use action plans to solve breakdowns in comprehension, and make frequent, high quality inferences when compared to less able ELLs. It is our role as educators to ensure that children benefit from their bilingualism by providing an environment that supports the acquisition of English and the active transfer of skills and knowledge from their first to subsequent languages.

Dr. Sylvia Linan-Thompson is an associate professor at The University of Texas at Austin, College of Education, Special Education Department, and a member of the U.S. State Department Advisory Council on Exceptional Children. sylvialt@ austinfoed.utexas.edu

References


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Empowered Teachers: How to Grow Your Own and Why You Should Want To

By Barrie Jo Price and Shannon O’Hale

“T
he best teacher is the one who suggests rather than dogmatizes and inspires his listener with the wish to teach himself.” (Robert Bulwer-Lytton)

In the context of school leadership, this sentiment might be adapted as follows:

“The best school administrator (leaders) is the one who includes teachers rather than ordering teachers, inspires teachers with the wish to be empowered, and facilitates the means by which they may do so.” (Author)

Teacher empowerment, defined as the processes of teachers developing the competence to take charge of their own growth and resolve their own problems (Short, 1994; Short & Johnson, 1994), seems to be extremely important in an international school environment. School heads report wanting teachers who are mature in their professionalism and life-long learners (Personal communication, John J. Ketterer, December 18, 2013). The World Conference on Learning, Teaching & Administration, held in 2011, included papers supportive of the interest in teacher empowerment expressed by international school heads. Therefore, the question becomes how to structure and operate a school to attract, nurture and keep such teachers in international schools.

A good place to begin a review of the literature related to this topic is a dissertation by Donald Watt (2010) entitled “Enabling School Structure, Mindfulness, and Teacher Empowerment: Test of a Theory.” Watts cites Hoy & Sweetland (2000, 2001) in describing an enabling school structure to support teacher empowerment as one in which school leaders and the school’s structure foster collaboration, trust and various forms of innovation, complete with rules that are flexible in order to promote problem-solving by teachers.

Though Watt’s study did not result in confirmation of any particular theory of the relationship of teacher empowerment, mindfulness and school structure, the results were significant in that they pointed the way for self-reflection by school leaders as well as perhaps better training and communication to teachers on how to be empowered. Sayyed Mohsen, Marzieh, & Sayyed Mohammad Reza (2011) addressed the relationship between transformational leadership and psychological empowerment of teachers in an international setting, with results showing an emphasis on inspired motivation and personal consideration.

Requirements for teacher empowerment:
collaborative context,
choice of opportunities,
decision-making,
effective communication,
and trust.

A review of these sources and others support the themes of collaboration, various forms of innovation, personal consideration, and trust so these seem to be appropriate for emphasis for directors concerned with empowering teachers. Collaboration seems fairly common in educational settings, regardless of the context, as evidenced by the article by Honingham and Hooge (2014); these authors also document the positive impact of teacher-leader support and participation in decision making. Many of the regional conferences for teachers and administrators also have an emphasis on collaboration, including several focused on the use of technology for collaboration, even in teacher development (i.e. Redefining Relevance, 2014 Annual Conference for Association of American Schools in South America, www.aassa.com/uploaded/AASSA_Conferences/2014_AASSA_Educators_Conference/Program/2014AASSAProgramFINAL.pdf).

Another factor worthy of notice by directors would be the focus on innovation in the literature of teacher empowerment. Kowal, Brinson, & Center for American Progress (2011) support this point by giving examples of how school leaders can actually help teachers grow in empowerment. Sometimes teachers who have already experienced teacher empowerment in other international schools become dissatisfied with the roles they play in their current schools, chaffing under the restrictions and limitations on their opportunities to participate in decision making.

Admittedly, walking the narrow line between too much and too little teacher empowerment can be tricky for a director. Suggestions from the literature and personal exchanges include these: 1) seek opportunities for teacher empowerment that have meaning for the teachers and the school community, and 2) always carefully examine the opportunities to ensure that, while they have real meaning, they do not supersede the roles and responsibilities of the board or administrators. Therefore, empowering teachers to innovate can have real benefits in terms of retention of teachers but also in terms of the quality of education provided.

Personal considerations and trust have to do with what might be called ‘soft’ leadership factors. Asking teachers to participate in meaningful innovation and decision making must be matched to their personal considerations, such as interests, schedules, passions, and abilities (Holliman, 2013; Schmerler, G., Mhatre, N., Stacy, J., Patrizio, K., Winkler, J., Groves, J., & Bank Street College of Education, 2009). School administrators interested in building a context for empowering teachers for leadership within...
and without the classroom must know the teachers, understand their particular situations and make good matches when asking the teachers to engage with various innovations. This speaks to the importance of interpersonal communications as part of the director’s skill set in general (Precey & Entrena, 2011).

The final factor found in the literature—trust—is a little more complicated in international school settings due to the rapid rate of change of leadership and personnel typifying some international schools. Efforts to build trust include mentoring new teachers (Eberman, Kahanov, Kahanov, & Yoder, 2011), addressing barriers to collegiality such as schedules and classroom locations (Shah, 2011), and the development of a professional community (John Chi-kin, Zhonghua, & Hongbiao, n.d). Therefore, directors may find that time spent developing trust with and among the teaching faculty can have benefits in terms of teacher empowerment but also in terms of students. Faculty trust in colleagues, teachers’ collective efficacy, and their commitment to students are related (John Chi-kin, Zhonghua, & Hongbiao, n.d.).

Conclusions
Fostering teacher empowerment seems to offer great potential for improving international schools (innovations, commitment to students, learning environments, etc.). However, teacher empowerment requires some specific behaviors from directors (context for collaboration, choice of opportunities for teacher participation in decision making, personal connections and communications, and trust). Research quoted here and marked in the social bookmarking site (www.diigo.com/user/emTech) tagged “teacher empowerment” all convey and support the idea that school directors can create and nurture empowered teachers.

**Note:** All websites mentioned in this article are available at www.diigo.com/user/emTech with the tag “teacher empowerment.”

However, in the end, the real power and benefit of hiring and keeping empowered teachers is a strong, student-centered learning experience for students, culminating in a high-quality educational experience that enriches the school community. Ultimately, teacher empowerment impacts positively on school climate and on the students’ cognitive, affective and social well-being. The primary role of the Head of School is to focus the immense creative potential of teachers and learners on the achievement of the essential school mission.

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“Religion is the substance of culture and culture is the form of religion.” (Paul Tillich, 1956)

A major theme of recent AAIE conferences has been the “futures thinking” of a number of outstanding scholars and entrepreneurs. They have provided us with excellent points of departure for speculating about the coming decades and positioning our institutions for the rapid adaptation necessary for successfully making the transition to future states.

However, it seems to me that many futures thinkers are limited by questionable or weakly-sustained premises. Some of the limitations on futures thinking are premises that imply:

- Our discussion of futures must be limited to the “foreseeable” next 20-25 years. Beyond that, prediction is impossible; the life span of a human being is the outer limit of forecasting.
- “Futures thinking” must postulate an enduring capitalist, economic model of the type generally prevailing in the west.
- “Future thinkers” shall not question the persistence of the current educational model, assuming that tweaks and modifications will facilitate institutional adaptation. This includes the assumption that educational leaders will always be “in control” of educational change.
- The limited economic forecasting completely ignores long wave cycles, or K-cycles, first identified by Kondratiev in the 1920’s. (Cf., Ketterer, 2006; Quigley, 2012)
- Technology is to be treated as an emerging variable among other variables, like ecological and geological change.

For the reasons noted above, it is likely that the velocity of change has been vastly underestimated. This inaccuracy is comforting to the ears of school leaders, particularly at AAIE, since these leaders are likely within 15-20 years of retirement. But it is short-sighted futurism, at best.
It is a telling sign of the age that “something is happening, but you don’t know what it is.” Since the beginning of the new millennium, the advances of the neurological, biological and chemical sciences have increasingly forces potentially influencing the restructuring of the curriculum we should be teaching, but teachers have scarcely had time to absorb the methodologies and implications of this new stage of scientific understanding.

Factors impacting on social ecology (social network, multimedia communications, information diffusion)—when viewed as side effects of the process of globalism—have resulted in the proliferation of mini-wars and the social fragmentation of communities resulting in the restructuring of social relationships as new media has penetrated all levels of human experience. Futurists, hucksters, triumphalists and prophets of doom have discovered a gold mine of exposure in the multimedia immediacy of the day. As a result paradigms are flying off the handles.

Kolbert (2014) discusses the 5 mass extinctions survived by the planet—though not necessarily by its inhabitants—and discusses the possible 6th extinction in her new book, The Sixth Extinction. It is important to note that extinctions come in two varieties: silent and catastrophic. Four of five extinctions, in her view have been millennial; that is, they have been silent and were the results of long cycle processes of nearly 1000 years. Only one extinction, that of the (end of the) Cretaceous period that doomed the dinosaurs, was catastrophic, effectively ending the rule of the dinosaurs with one good wallop of a massive comet in the Yucatan Peninsula (Chicxulub Crater). She suggests that the world may be in the “silent phase” of the 6th extinction, and has plenty of data to support her claim. World leaders and emergency planners are addressing the question of stresses on the ecological system that may have profound social impacts, but these seem to be absent from the uniformly optimistic prognostications of “future thinkers.” Frankly, when I read the GIN reports of students all over the world—and in particular the sense of urgency they express—it appears to me that young people are more realistic “futures planners” than those who are charged with their care and preparation.

A Key in the Past for a Present Understanding

Although Kuhn’s “Theory of Scientific Revolutions” is an excellent analytical tool for analyzing major shifts in world views, particularly in the area of the scientific disciplines, a larger scale analytical framework is required for a global understanding of the current era. The German historian, Karl Jaspers (1948), developed the construct of the “Axial Age” as a way of extricating historical analysis from the western bias that characterized pre-WWII and 19th century historical theory (and particularly German historical thinkers like GWF Hegel). Jaspers sought a construct that would be to use a word that would have been anachronistic in his own time—“multicultural” to explain the emergence of the major religious and civic world views in the first millennium BCE.

What was the convergence of social forms that emerged in the first millennium BCE? It was essentially a shift, in Weberian terms, from a magical world view to a transcendent world view. Although some of the world views that consolidated between 800 BCE and 200 BCE were not theistic (e.g., Confucianism), and some were polytheistic (e.g., Hinduism), all the world views represented a turning away from a magical view of the world. In Weberian terms, the “magical view” regards all the spiritual power in the unexplainable world to be essentially neutral or malign. The purpose of magic is to bend those powers to human will. The world views of the Axial Age were characterized by the development of hierarchies to create order in society and this included the supernatural world as a logical extension of the natural world. Ultimately, the Axial world views emphasized submission to greater power, the use of logical structures, and transcendence of the human condition.

“It has become a commonplace, after Karl Jasper’s Vom Ursprung un Ziel der Geschichte—the first original book on history to appear in post-war Germany in 1949—to speak of the Achesonzeit, of the axial age, which included the China of Confucius and Lao-Tse, the India of Buddha, the Iran of Zoroaster, the Palestine of the Prophets and the Greece of the philosophers, the tragedians and the historians. There is a very complex political organization combining central government and local authorities, elaborate town-planning, advanced metal technology and the practice of international diplomacy. In all these civilizations there is a profound tension between political powers and intellectual movements. Everywhere one notices attempts to introduce greater purity, greater justice, greater perfection and a more universal explanation of things. New models of reality, either mystically or prophetically or rationally apprehended are propounded as a criticism of, and alternative to, the prevailing models. We are in the age of criticism” (Momigliano, 1975; quoted in Bellah, 2011, pp. 8-9).

Although there is confusion about the exact dates of Zoroaster, the advent of the other world views mentioned are very well-documented: Socrates (470-400 BCE); Confucius, (c. 551-470 BCE); Mencius, the great popularizer of Confucius (c. 200 years after Confucius); Buddha, (560-488 BCE); consolidation of the Hebrew Canon (3rd century BCE); classical Hinduism (c. 200 BCE). 2 Something was indeed happening in world culture, and the scope of Weberian analysis could not quite explain this world-wide shift in human thinking. Could it be that the world views and social structures reflect evolutionary stages of human adaptation and development? Is there a possible rapprochement between biology and religion through evolutionary theory?

World Views and the Evolution of Humankind

Robert Bellah (Professor Emeritus, Sociology of Religion, UC Berkeley) has attempted just such a rapprochement. His crowning achievement is Religion in Human Evolution, 2011. Drawing heavily on the work of Merlin Donald, a Canadian cognitive neuroscientist, Bellah has plausibly united a theory of the development of the major world views with the cognitive advancement of human evolution. Donald, himself, is noted for the position that evolutionary processes need to be considered in determining how the mind deals with symbolic information and language.

Bellah notes that if we collapse the 13.5 billion years since the Big Bang so that each

1 Note that any identification of the exact era will necessarily involve conflicts (JK).

2 Dates are best estimate.
1 billion years equals a year, then we can begin to intuit the enormity of time.

“Thus, the big bang, beginning the universe, began 13.5 years ago; the sun and solar system, 4.5 years ago; the first living organisms on earth, single-cell organisms, between 4 and 3.5 years ago; multicellular organisms, 7 months ago; Homo sapiens, about 50 minutes ago; agricultural communities, 5 minutes ago; and the great explosion of science and technology, in the midst of which we live, within the last second. Out of the 13.5 “years” of the life of the universe, historians have devoted themselves to the last 3 minutes and mostly to the last minute or less” (Bellah, 2011, p. 51).

In Origins of the Modern Mind (1991), Donald proposes a cognitive model of the evolution from apes to humans via a series of major adaptations which leads to the emergence of a new representational system. He notes that cognitive vestiges—like baring the teeth in anger or wailing in grief—follow the evolutionary principle of conservation of previous gains. Nothing is lost. Donald argues that “the modern representational structure of the human mind...encompasses the gains of all our hominin ancestors” (Donald, 1991, p. 3).

“The key word here is representation. Humans did not simply evolve a larger brain, an expanded memory, a lexicon, or a special speech apparatus; we evolved new systems for representing reality. During this process, our representational apparatus somehow perceived the utility of symbols and invented them from whole cloth; no symbolic environment preceded them” (Ibid., p. 5).

Donald proposes (in Bellah & Joas, 2012) that the various stages in the evolution of primates and hominids may be traced using a cognitive criterion for classification. Donald identifies 4 stages of primate development involving three transitions. In the Episodic stage, primates can perceive events as similar to past events, but event interaction is limited to reactive and event-specific memory with little or no ability to generalize from the specific instance to other cases. For instance, an ape will go on alert in an area where it previously encountered a leopard.

In the Mimesic Stage, the early hominids (peaking in Homo erectus) were capable of non-verbal modeling. This generated vast potential for multiple cultural forms and expressions through modeled skills (like tool generation), non-verbal communication, and shared customs. The time period associated with this period would be from 4 million years ago to 400,000 years ago [4M—0.4 mya]. This represented the first major transition of hominids on the evolutionary path of separation from the larger set of primates.

Sapient humans emerged about 500,000 years ago [0.5 mya to the present] and the transition associated with this cognitive advance is the Mythic Stage. Of course, this stage culminates with the emergence of Homo sapiens sapiens. It is characterized by a novel form or representation—linguistic modeling, including high-speed phonology, oral language and the development over time of an oral, social record. Cognitive governance was characterized by lexical invention, narrative thought, and mythic frameworks for understanding the natural and supranatural worlds.

The current stage of human development (though not necessarily the final stage) is the Theoretic. In Bellah’s sociological model of religious evolution, this is the stage that comes to full flower in the Axial Age—the First Millennium BCE. Emerging about 40,000 years ago, it is characterized by extensive external symbolization (both verbal and nonverbal). The most notable changes of this stage are the development of large-scale formal systems, theoretical constructs, and massive external memory storage. Paradigmatic thought—necessary for the development of large scale, abstract models—infused the system with energy and invention. (C.F., Donald, pp. 47-76; in Bellah and Joas, 2012).

Bellah’s achievement in Religion in Human Evolution is the successful elaboration of a sociological view of religion using cognitive criteria, placing the axial phenomenon squarely at the center of an important juncture of human evolution. He then conducts a review of archaic religions followed by a review of the axial phenomenon in Israel, Ancient Greece, China and India.

Readers with further interest in this topic are encouraged to begin with The Axial Age and Its Consequences (Bellah and Joas, 2012).

Transhumanism and the Second Axial Age—Back to the Future

The reader waits impatiently to “get back to the future.” Yet, as T.S. Eliot says, “In my beginning is my end.” Nothing is ever lost. This insight by the poet reflects the fact that poetry is a mythic, narrative voice that does not rely on the theoretic for the validity of its insights. Poetry is a direct connection to the prehistory of the human race, its rhythms and deeply sunken palimpsest.

A Google search of “the second axial age” at the superficial level will bring 9.5 million hits in .47 seconds. The links range from serious treatments of the theme to expressions of utopian spirituality. The end is always near.

Of more interest to us might be the following search words: Project Avatar, Android robotics, Anthropomorphic telepresence, Neuroscience, Mind theory, Neuroengineering, Brain-Computer Interfaces, Neuroprosthetics, Neurotransplantation, Long-range forecasting, Future evolution strategy, Evolutionary transhumanism, Ethics, Bionic prostheses, Cybernetic life-extension, Mid-century Singularity, Neo-humanity, Meta-intelligence, Cybernetic immortality, Consciousness, Spiritual development, Science and Spirituality. These were the GF2045 (Global Future 2045) topics for the June 15-16, 2013 conference at New York’s Lincoln Center. The conference theme was, Towards a New Strategy for Human Evolution. The conference videos, linked from the conference website to youtube.com, are amazing, disturbing, and thought-provoking. These are scholars and scientists, as well as entrepreneurs, engaged in actively planning the future. Their stated mission: “…to ensure the survival of civilization, build a bright future for all mankind, reach new goals and create new meanings and values for a humane, ethical, high-tech future” (gf2045.com/).

There is an argument being made by the GF2045 group as well as ‘Transhumanists generally, that human beings are undergoing a process of speciation. The two major factors that will bring this about are 1) technological extensions to the human brain; and 2) the emergence of human brains functioning as parallel rather than linear processes. I repeat: the scientists of
GF 2045 say that humanity is on the cusp of controlling its own future evolution—planned teleology, if you will.

The Transhumanist Future

So, to paraphrase Sarah Palin, “How ya’ feelin’ about that futures thing now, heh?” It is becoming clear that the pace of change has accelerated beyond our ability to accurately predict anything but disaster. For the first time in human history, H. sapiens has become an agent of its own evolution, rather than an accidental player. That much is clear. Whether we achieve the sanguine expectations for the watershed years of 2045 and 2100 remains to be seen.

What would we anticipate to be the characteristic of H. sapiens technicus? During my reading of The Axial Age and its Consequences I attempted to organize my conclusions around Donald’s model using cognitive criteria. I propose that futurists must look less at the markets and the preservation of existing economic relationships, and look more at statistical models and likely events, including the inevitable downturns, such as geological events and evolutionary setbacks.

In Donald’s terms, the stage would problematically be best characterized as Organic/Bio-Technical. I would accept the classification of H. sapiens or H. sapiens technicus (or, as mentioned, geopoliticus). The novel forms of representation of the next stage of human development might likely be: multimodal, highly encoded fields of information (rather than language), and mixed semiotic fields of information available in multiple formats and accessible and sharable in multiple ways. This stage would be manifest by organic, contextualized communication and nearly constant intercommunication among in-group members. Cognitive governance might be anticipated to be delegated to group rather than individual norms. Field specific activity would become the norm for human behavior.

Robert Bellah does not seem inclined to accept that humanity might be on the cusp of generating a new subspecies.

“Some have suggested we are in the midst of a second axial age, but if we are, there should be a new cultural form emerging. Maybe I am blind, but I don’t see it. What I think we have is a crisis of incoherence and a need to integrate in new ways the dimensions we have had since the axial age” (Bellah, 2011, p. xix).

Donald also appears reluctant to address the process of speciation, perhaps because it would cause him to reevaluate his thinking on information storage and extensions of mind. However, Bellah has also remarked:

“Genetic change is slow; cultural change is fast, at least in biological time. By now it is obvious that cultural change can be fast in any kind of time. Once the offline achievements of science get translated into technology, then, as they say, all hell breaks loose” (Ibid., p. xxiii).

Finally—it must be mentioned—humans will have a choice whether to embark on the next stage of their evolution or not. From a sociological point of view, I suspect that belief systems will arise—some of them employing the preserved structures of ancient religions—that justify the rejection or embrace of humanity’s fateful alternatives. And there bifurcates the path of human evolution as one branch of H. sapiens chooses a fast-tracked future at the risk of human identity while the other accepts the buffets and blows of an uncertain future and meanders down the slow path of biologically determined evolution.

Implications for Current Practitioners

The basic principle of modeling—particularly with respect to complex systems—is to critically analyze all parameters and premises and generate multiple, highly contingent models. Frankly, the GF2045 group errs in projecting an unbroken, exponentially increasing rate of scientific and technological growth and a vastly improved, even utopian, future. If this were even close to the truth, in spite of looming geopolitical and ecological crises of many varieties, the social impact of dynamic, evolutionary change confined to scientific elites would result in more injustice and more inequality for populations without access to technology—a subject already much discussed, albeit not in millennial terms.

But we also err in assuming that the future is the status quo with adaptations and modifying tweaks. The school as you knew it when you were trained—is gone forever—and modifying the curriculum and promoting school engagement, much less buying a 3-D printer, is not going to change that. The control mechanisms, the hierarchies of authority, and the aims of curriculum have moved beyond knowledge transfer to knowledge creation. In terms of Bloom’s time-worn taxonomy, one might say that the affective and psychosocial aims of education have caught up and perhaps surpassed the cognitive aims which by default became the primary goals of a liberal education over the last 60 years. The “cognitive load” is now being carried by multiple literacy platforms that are primarily outside the ken and control of school authorities. Without abandoning a commitment to cognitive development, it is time to refocus on the invariable constants of youth: affective and psychosocial well-being.

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References


Dr. Linda Duevel, AAIE President Elect, opened General Session III requesting a period of silence in memory of those members who passed on during the previous year. She mentioned specifically Cathryn Bashir (Lebanon), Alan Travers (Queens University), Joe Houston Walker (Venezuela), and Diane Zemaichuel (Africa), noting that other members and friends of the organization not named should also be included in the thoughts and prayers of the assembly.

Dr. Duevel then invited Dr. Jim Ambrose to the dais to announce the recipients of the Margaret Saunders Student Scholarships. AAIE Members who did not have the pleasure of enjoying her company and conversation should refer to the memoir of Margaret by Warren Carlson in the InterED, Spring 2012 (p. 53). The recipients announced by Dr. Ambrose were:

- EARCOS: Gaea Patrice R. Morales—IS Manila
- ECIS: Elif Naz Samanci—Robert College
- Tri-Assocation: Lucía Ocejo—ASF, Mexico City
- NESA: Meghna Thomas—Walworth-Barbour School, Tel Aviv
- Alternate, AASSA: Luiza Osorio da Silva—Our Lady of Mercy, Rio de Janeiro

As the next order of business, Dr. Beth Pfannl stood in for Dr. Walid Abushakra and presented the MAIS Award to Mary Anne Haas. Ms. Haas—who needed no introduction to this assembly—received an admirable one from Dr. Pfannl, who described her as a pioneer and role model for aspiring educators and leaders around the world. Ms. Haas received a standing ovation from the assembly.

Dr. Duevel then returned to the podium and made the following traditional AAIE awards.

The Ernest Mannino Scholarship for Graduate Study: This award is granted to a graduate student doing research that has implications for international schools around the world. This year’s recipient was Julie Morris, Tashkent International School (above); AAIE’s 25 Year Award recipient Dr. Gail Schoppe (left).

AAIE 25 Yr. Award: This award recognizes an active AAIE member who has belonged to the Association for a minimum of 25 years. This year’s sole recipient of AAIE’s 25 Year Award was Dr. Gail Schoppe. His experience includes Head of School in Kuala Lumpur; Warsaw; Rotterdam; and The Hague. He also served on the ECIS Board and currently works as an independent consultant.

The Ernest Mannino International Superintendent of the Year. Each year this award recognizes an international school superintendent for exceptional skills in Leadership for Learning, Communication, and Community Involvement. This year’s Ernest Mannino International Superintendent of the Year is Kevin Bartlett, Head of the International School of Brussels.
International Superintendent of the Year: Kevin Bartlett

The annual Distinguished Lecture was delivered at the end of Session III by Dr. Kevin Bartlett. Kevin was faced with the daunting challenge of following a characteristic “David Toze introduction” which might have unnerved a lesser speaker. Toze entertained the audience with anecdotes about Kevin’s inability to sit in meetings (he paces) and other stories clearly based on a long and mutually rewarding professional and personal friendship. One hazards the guess that –aside from a shared passion for quality education and soccer—their friendship rests on reverse polarities highly valued and appreciated.

After taking the stage, Dr. Bartlett proved equal to the expectations established by Mr. Toze, presenting a profoundly reflective multi-media lecture that was cogent and moving, albeit unscripted. A self-admitted “curriculum wonk” (not exactly his phrase, but memory fails), he emphasized simplicity, an awareness of pitfalls, “the scaling up of potentials,” and “teaching as field craft.” He emphasized the importance of “leadership for learning” throughout his remarks. Quite memorably, he advised, “Follow your passion. Find what you’re good at, and do it. You will find a way to make a living from it.” As he finished his lecture, he was rewarded with a standing ovation from the assembly.

During his career, Kevin has held leadership positions in Tanzania, Namibia, Austria and Belgium, where he is currently approaching the end of his tenure as Director of the International School of Brussels. He is deeply involved in launching two global initiatives: The Next Frontier: Inclusion and The Common Ground Collaborative, a curriculum project for international and national schools.

Throughout the years, he has been deeply involved in designing accreditation systems for the European Council of International Schools (ECIS) and the Council of International Schools (CIS). Kevin was a member of the Founding Board of CIS and served as Chairman for four years.
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The Already-Present Future

The final keynote address of the 2014 AAIE conference was delivered by Paul Poore, Executive Director of the Association of American Schools in South America (AASSA). His presentation was entitled “The Already-Present Future.”

Poore began with a prolonged, centering OHM-mmmmm of reflection, joined by the conference attendees. Relaxed and attentive, the audience listened to Poore as he summarized how education had developed over the years from a factory model (“the Batch system”) to the current state of affairs, and speculated about what may lie just beyond the horizon.

He noted that there are a number of telling circumstances impacting education at the present time:

- The challenge to the premise implicit in standardized testing that Teaching = Learning
- The fact that Finland (a high ranking country in terms of educational product) chooses teachers from the top 10% of available students, while in the United States, one-third of teachers graduated in the bottom of their respective cohorts.
- Student empowerment via technology and social media

Are we prepared to embrace, he asked, “What happens when American education is no longer the gold standard (or the AP or the IB)?

Poore pointed out that a critical question one might ask is “AM I STILL LITERATE?” In an environment of multiple literacies, this question touches on digital citizenship, global citizenship, information management, and technological mastery. He recommended David Considine’s essay, “Media Literacy across the Curriculum.” He noted that our best teachers are not receiving adequate training to keep us with the multimedia trend and that only 8% of our teachers ever fully integrate with technology.

Important trends to watch are gaming, virtual schooling, and web sites like Khan Academy. With respect to technology integration, he strongly recommended Michael Fullan’s Stratosphere.

Mr. Poore’s presentation was an informative, gently reflective—enjoyable and relaxing—treatment of our technological future and the demands it will place on teachers and leaders in coming years.

Sunday Solutions—with Michael Furdyk

Michael Furdyk led off the Sunday Solutions session on the last day of the AAIE Conference, remarking that “Everyone should have a mentor twice their age and a mentor half their age.” Furdyk is a founding partner of Taking it Global (TIGed.org). He urged school heads to focus on “How to create environments that enable young people to change the world.”

Mr. Furdyk went on to describe the emerging characteristics of youth leadership: 1) the Dreamer; 2) the Megaphone; 3) the Sparkplug; 4) the Storytellers; 5) the Sherpas; and 6) the Taskmaster. Michael is giving workshops throughout the world to promote youth involvement and leadership in addressing the most critical issues of the day.

His organization Future Friendly Schools (www.futurefriendlyschools.org) offers different levels of certification for schools wishing to be so designated. There are 3 principles of future friendly schools, each with a number of indicators. The first principle is Global Citizenship, and indicators are community engagement, global learning, professional learning, school culture, and school partnerships. The second principle is Student Voice, with the indicators student-centered learning, learning environment, school policy, school culture, and student leadership. The third principle is Environmental Stewardship, with the indicators connections to the community, policies and practices, interdisciplinary work, the outdoors, and health and well-being.

Furdyk was interviewed for the Fall 2013 InterED. School heads are encouraged to consult that issue and to review the TIGed and Future Friendly Schools websites for further information.

PREPARING, cont’d from page 1

viewed history as a series of sequential events. He noted, “The accelerating rate of change is changing the epochal nature of history. We are faced with unknowable, contingent futures.”

Bishop suggested that futures be regarded as: Actual Futures (where we are headed), Alternative Futures (contingent, possible futures), and Preferred Futures (the results of goals and rational, determined actions). He also noted that our use of language is relative to our future prospects: the indicative mood/future tense of “will, must, and should” stand in stark contrast to the conditional and subjunctive uses of “may, might, and could.”

More work and publications by Dr. Bishop may be found at TeachtheFuture.org.
Transformative Leadership: Supporting Teachers and Students

Recently, I attended the Boston Conference of AAIE and the award ceremony for Superintendent of the Year, deservedly received by Kevin Bartlett from the International School of Brussels. Well known to many members, Mr. Bartlett talked a bit about his career and the mission of ISB, “Everyone included, everyone challenged, everyone learns.” ISB embraces a team based coaching model building student strengths and focused on building world class strengths for teachers and students, closing the gap between schooling and the world of today (ISB, 2014). His presentation as well as other visits to international schools around the world caused me to reflect on leadership – how one leads for a school such as ISB or any high caliber international school? How does one create an environment that is supportive of the development of teachers as well as students? This article is the result of working closely with my colleague Scott Bauer in Education Leadership to look at the elements that lead to positive leadership for teachers and students.

At least since the emergence of the “effective schools” research in the late 1970’s (see, for example, Edmonds, 1978, 1981; Rutter et al., 1979), there has been little doubt about the importance of high-quality school leadership to school effectiveness. Over the past decade or so, however, it has become much clearer how dramatic this effect is: In a now classic review of literature, Leithwood and his colleagues (2004) showed that the total direct and indirect effects of leadership on student outcomes is second only to the impact of a quality teacher among school-related factors that impact learning, accounting for approximately 25% of the variability in student achievement.

Leithwood & Louis (2012) point out that scholars have attacked the question of how school leaders impact school quality and student achievement in a number of different ways. First, qualitative case studies of leaders, sometimes situated in exceptional schools, help describe purportedly effective leadership practices. Second, large-scale quantitative studies serve to identify direct and indirect effects of leadership behaviors on important outcomes. More recently, large-scale studies have focused on the impact of specific types of leadership practices (e.g., Louis, Leithwood, Wahlstrom & Anderson, 2010; Marzano, Waters & McNulty, 2005; Robinson, Lloyd & Rowe, 2008; Waters, Marzano & McNulty, 2003), shedding some important light on the nature and extent of leaders’ impact on the core business of schooling.

This research has served to establish a reasonable consensus on what effective school leaders do to impact the core business of schooling. While much of this literature is focused on the public school context in the US, Canada, Australia and countries in Western Europe, there is increasing support in the international literature (see for example, Hallinger & Huber, 2012; Mancuso, Roberts & White, 2011; Moosung, Hallinger & Walker, 2011) about the generalizability of findings to international school settings.

What do we mean by “leadership”?

It is helpful to characterize what we mean by leadership. Whereas the classic notion of the school leader might conjure up images of a general or superhero, or at very least someone who “runs a tight ship,” maintains order, and has answers to various organizational problems, a more contemporary image has emerged about the nature and function of leadership in today’s schools.

First, at least since the work of Burns (1978) and Bass (1985), leadership has been characterized less in terms of the image of the “leader” and more as a relational context – to be a leader, one must have followers. Further, the kind of relationship leaders and followers have can best be described as political, i.e., it involves the exercise and exchange of power (Foster, 1988). Another way of putting this is that leaders seek to influence the behavior and decision making of followers (and vice-versa). [An important question we have been struggling with as a consequence of this realization is whether leaders who exercise power over followers are more or less effective than those who exercise power with followers; more about this later.]

Burns (1978) popularized the notion that effective leadership, particularly in an era of change, may be best characterized as transformational. The image of the transformational leader is one of a person or persons who foster commitment to ambitious goals and stress capacity building among followers and the organization itself (Leithwood & Janzi, 1999; Powell, 2007). The transformational leader’s primary role is to bring about change of a lasting nature, change that somehow furthers the goals of the organization, its members, and/or the community at large.

Leithwood and colleagues (1994; Leithwood et al., 1999) developed a six-factor model of transformational leadership in schools in which the leader engages in 1) building school vision and goals; 2) providing intellectual stimulation; 3) offering individualized support; 4) symbolizing professional practices and values; 5) demonstrating high performance expectations; and 6) developing structures to foster participation in school decisions (Leithwood, 1994; Leithwood & Steinbach, 1995; Leithwood et al., 1999). Mancuso, Roberts & White (2010) conducted a study of Near East South Asia (NESA) member schools focused on teacher retention, among their findings was the critical importance of
That empowers TEACHERS & STUDENTS

CORE LEADERSHIP PRACTICES IDENTIFIED IN RESEARCH

1 – Setting directions
- Building a shared vision
- Fostering consensus on group goals
- Creating high performance expectations
- Communicating the vision

2 – Developing people
- Providing individualized support
- Offering intellectual stimulation
- Modeling appropriate values & practices

3 – Redesigning the organization
- Building collaborative cultures
- Modifying structures to promote collaboration
- Building relationships with families & communities
- Connecting the school to the wider community

4 – Improving the instructional program
- Staffing the instructional program
- Monitoring progress of students, teachers, and the school
- Providing instructional support
- Aligning resources
- Buffering staff from distractions

Adapted from Leithwood (2012), p. 65

transformative and distributed leadership in teacher retention. This considerable body of research, which is still emerging, affirms the importance of transformational leadership.

Despite the import of transformational characteristics of leadership, as expectations for school principals shifted from management to leadership (Kochan, Jackson, & Duke, 1999), principals have also been called upon to become instructional leaders, that is, to help improve teaching and learning to keep pace with higher standards for all children (Brazer & Bauer, 2013). Instructional leadership requires knowledge, skills, and dispositions that move schools to a path of continuous improvement with respect to teaching and learning, placing instruction at the heart of leadership behaviors that involve establishing vision, mission, and goals; building a positive culture; and creating positive relationships with parents and the community (Leithwood et al., 2004; Louis, Leithwood, Wahlstrom & Anderson, 2010). Powell describes it as relationships that “rarely happen spontaneously or naturally...they are painstakingly constructed by leaders...who strive to build leadership capacity in others through humility, active listening, mediating the deep thinking of colleagues and viewing others as trusted resources in a common endeavor” (2007, p. 356).

In a review and re-analysis of empirical research on transformational and instructional leadership, Robinson, Lloyed and Rowe (2008) sought to understand which type of leadership orientation most impacts the core work of schooling. Their analysis showed that while transformational leadership is important, instructional leadership behaviors have a much more pronounced impact on student learning. Five attributes emerged to operationalize instructional leadership: 1) establishing goals and expectations; 2) resourceing strategically; 3) planning, coordinating, and evaluating teaching and the curriculum; 4) promoting and participating in teacher learning and development, and 5) ensuring an orderly and supportive environment (p. 635).

Leithwood & Sun (2012) review findings of unpublished research on transformational school leadership (TSL), and conclude that TSL has small but significant effects on student achievement. Digging deeper into the available research, they also conclude that the most widely advocated models of effective school leadership tend to emphasize overlapping practices. That is, asking whether school leaders ought best be guided by models of transformational or instructional leadership likely misses the point that effective school leaders focus on a consistent set of behaviors, enacted differently based on an assessment of what is needed in any given school context. In the next section, we will review these practices.

What do effective school leaders do?

While various scholars use somewhat disparate terminology to describe them (e.g., see Hallinger & Heck, 1999; Marzano et al., 2005; Robinson et al., 2008), Leithwood (2012) and his colleagues (Leithwood, Harris & Hopkins, 2008); Leithwood et al., 2006; Louis et al., 2010; Wahlstrom et al., 2010) outline four specific categories of practices that have been identified as vital for leaders who seek to impact student learning in schools. Table 1 summarizes these practices.

Setting direction involves creating a shared and elevating vision of what is possible and preferable for the school, akin to what Fullan (2001) describes as a moral purpose. Hallinger and Heck (1996), in their review of literature from 1980 – 1995, observed that “school goals” was the single mediating variable that showed up as important with consistency in studies of school leaders’ impact on school effectiveness, though they caution that across studies, “setting direction” is operationalized differently, making it hard to generalize findings. Yet, there seems to be little argument that creating a culture focused on teaching and learning, epitomized by high expectations for students and teachers, is a vital part of the principal’s leadership.

Personnel development involves both supporting and recognizing individuals’ efforts to promote the mission of the school. “The primary aim of these practices is capacity building,” Leithwood (2012, p. 60) writes, “which is understood to include not only the knowledge and skills that staff members need to accomplish organizational goals, but also the dispositions that staff members need to persist in applying such knowledge and skills.” This set of practices seems to affirm that leaders’ impact on student learning...
TRANSFORMATIVE, cont’d from pg 23

is indirect and contingent on their ability to help teachers learn, grow and improve their craft knowledge and pedagogy. 

R edesigning the organization is focused on creating the organizational structures and conditions necessary for teachers and students to excel. As Leithwood (2012, p. 60) observes, “The organizational setting in which people work shapes much of what they do.” Teacher and student motivation is impacted by such things as the availability of time and other resources, the quality of the learning environment, and the ability to collaborate, work and learn with others. Further it is a leader’s role to set the tone for interactions, focusing not just on areas such as collegial collaboration but on thoughtful and critically reflective collaboration (Powell, 2007). As Fullan noted, feeble efforts at collaboration are always ineffective and can simply make things worse; what a leader does is help focus collaboration on the right things (2001). It is also the leaders’ role to connect the school to parents, families, and the larger community, ensuring both that needed resources flow to the school and that students’ learning can extend to out-of-school time and be enriched by accessing community-based learning opportunities. 

Finally, improving the instructional program involves many of the practices outlined earlier as associated with instructional leadership, including supporting instructional goals with needed resources and monitoring student and teacher performance. In a broad sense, the leaders’ ability to focus considerable time and energy on instructional leadership signals what is most important in the school, namely teaching and learning. Aligning resources to support the core technology is both functionally and symbolically significant. Teachers’ belief in the mission of the school is in part contingent on whether rules, roles and resources are aligned in such a way that promote stated goals; misalignment signals that leaders may not be genuine in their espousals of what is valued. 

A final point needed to understand the import of these findings, made most clearly by Leithwood et al. (2006) in their monograph, Seven strong claims about successful school leadership, is that research affirms that almost all school leaders draw on the same basic leadership practices as outlined above, but they apply these practices differently based on the context and challenge before them, their understanding of the qualities and gifts embodied in their staff, and so on. In other words, what effective school leaders do differs little across levels, types of schools, or location. Skilled leaders nuance the application of these practices to suit the problem or challenge before them, adding value through the careful enactment of these leadership behaviors. Their ability to impact student learning is shaped by their influence on teaching practices, which in turn are contingent on teachers’ motivation, teachers’ skills, and on the quality of the learning environment or setting.

Who are leaders?

One last consideration implied above, but not stated explicitly, has to do with who school leaders are in today’s schools: in a word, everyone. That is, while the bulk of the research focuses on traditional leadership roles, namely the principal and his/her assistants, most contemporary conceptions of school leadership view leadership as most effective when it is distributed (Gronn, 2000; Powell, 2007; Spillane, Halverson & Diamond, 2001). Thus, in the complexity of today’s schools, a variety of teacher leadership roles are not uncommon (e.g., instructional coaches, mentors, literacy and numeracy specialists). “Leading together” strengthens professional community (Louis & Wahlstrom, 2012), and leadership capacity is conceived not as an individual attribute, but as a characteristic of the school. Powell notes, “when we think of leading as a genuinely shared endeavor, we transcend power and authority relationships, territoriality, the need to control and the temptation toward scarcity mentality” (p. 360).

Empirical work has affirmed that collective leadership appears to be vital to school effectiveness and improvement (Leithwood & Janzi, 2012), both because it tends to promote commitment and motivation to make needed changes work and because more often than not, information that teachers and other “front line” workers possess is needed to effectively arrive at solutions to complex problems. Further, the climate of schools in which leadership is shared tends to be epitomized by high levels of trust, which has been shown to be instrumental in school improvement (Bryk & Schneider, 2003).

In closing

Earlier we asked the question whether effective leadership is best described as ‘power over’ or ‘power with’. Clearly, the most effective leadership is focused on ‘with’. School leaders who are disposed to focus on capacity building with their teachers, achievement with their teachers and students, and the fostering of organizational practices within the context of the international school to meet the challenges of time and place are the most effective in promoting positive environments for teachers and students. ■

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The Relevance of “Facing History and Ourselves” Today

Facing History and Ourselves engages teachers and students in the United States and around the world in an examination of racism, prejudice and anti-Semitism, as well as courage and compassion. Facing History strives to develop the capacity of young people for active, responsible participation in a pluralistic, democratic society. Currently, the program reaches a network of over 40,000 educators and 3.37 million students. Here we consider why Facing History is so important in today’s world, and what it looks like for students and their teachers.

Today, the challenge for democracies continues to be preserving civil society within a global context. In many ways the past century demonstrated with painful clarity how education can fail when leaders rely on ancient myths, stereotypes and false narratives to unleash ethnic hatred and cause neighbor to turn against neighbor. “Difference” in the 20th century was seen as threatening. The legacies of that century include the agonies of humiliation, dehumanization, discrimination and genocide.

The challenge for educators today is to create settings that can help young people develop as thoughtful, caring, informed, and responsible citizens. If the thrust of civic education is to be toward prevention, these are the lessons that cannot go untaught.

School heads and individual teachers turn to Facing History and Ourselves because they understand the importance of helping students connect history with moral choices in their own lives. In Facing History classrooms, middle and high school students learn to think about individual and group decision-making and to exercise moral judgment. Drawing on the seminal work of developmental theorists, including Dewey, Piaget, Erikson and Kohlberg, the pedagogy of Facing History and Ourselves speaks to adolescents’ newly discovered ideas of subjectivity, competing truths and differing perspectives, along with their growing capacity to think hypothetically and their inclination to find personal meaning in newly introduced phenomena.

Facing History recognizes that adolescents are budding moral philosophers who come to their schooling already wrestling with matters of obedience, loyalty, fairness, difference, and acceptance. Students need to find connections to the past that will inspire their moral imaginations about their role in the future.

By exploring a question in a historical case—such as why some people willingly conform to the norms of a group even when those norms encourage wrongdoing—Facing History offers students a framework and a vocabulary for thinking about how they can make a difference in the world.

For many educators, the experience of learning and teaching Facing History resonates with the deepest aims and goals that brought them to the profession. As Ann Whiting, teacher at the International School of Kuala Lumpur, said, “I stumbled upon the Facing History site and was just thrilled. What I found—the information, the links, the teaching strategies—it wasn’t
Professional Development That Makes It to the Classroom

By Anna Rose Sugarman

What would make this year’s Professional Development program more meaningful and transferable for teachers?

Every year as schools prepare for their professional development days, a team or committee works together to develop a theme and then secure presenters to deliver instructional techniques and content on the topic selected. With good intentions, topics are selected by teachers themselves based on personal interest or need, or by administrators who determine what is necessary for growth in the school. Whether or not this learning is transferred and institutionalized within the classroom is often questionable. With resources short and time limited for such ventures, professional development has to be targeted, concentrated, engaging, productive, and applied to the classroom immediately for transfer.

Paul Bambrick-Santoyo challenges leaders through his work, Leverage Leadership (2012) to provide professional development that translates to student learning. “Professional development only matters if it translates from paper to practice, driving real improvements to student learning” (Bambrick-Santoyo, 2012).

Targeted and Meaningful

As leaders, one of your charges is to determine the needs of your teachers to provide engaging PD which can be integrated immediately into practice within the classroom. With student learning at the forefront, it is imperative that opportunities are presented for teachers to improve and/or enhance their practice to meet higher levels of performance to increase student achievement.

“Great professional development starts with knowledge about what teachers need. Interim assessment results, observation trackers and culture walkthroughs are the easiest places to find that information” (Bambrick-Santoyo, 2012).

Paul Bambrick-Santoyo provides leaders and teams with realistic and practical starting points to identify areas for PD. Using item analysis tools to review student assessment results enables teams to identify where students are struggling and plan for direct teacher actions to respond to these needs. Tracking teacher observations to identify common needs within the school community enables an administrator to target instruction directly to individuals and small groups of teachers. Utilizing culture walkthroughs to identify areas of habits for learning and behavior provides direction for modeling and intervention. Reviewing and evaluating these three areas helps leaders determine targets for meaningful and focused PD to increase student achievement.

Engagement

Through the years, many approaches (workshops, conferences, online learning, peer observation, etc.) have been conducted with mixed outcomes. Often, a PowerPoint presentation or Prezi is used to walk participants through the content. Opportunity for some discussion might occur and handouts are shared as the “take out.” While this approach is common, it does not always provide the outcome that is sought—immediate transfer and initial institutionalization of acquired skills, resulting in embedding practices within the instructional milieu.

The bottom line is that while teachers need to learn about the new practice, they need time to practice the new skill or experiment with it with others and integrate it into their lesson planning. Experiencing the process themselves, rather than just hearing about it or talking about it, seems to enable them to transfer the practice. We learn best what we experience.

The inquiry process is an approach that has been very successful and allows the teachers themselves to discover, or uncover the learning. This can be done by first stating the expectations and outcomes for the learners (teachers) along with the value for students, followed by a series of learning prompts with intermittent discussion and reflection (individually and collectively), and time for planning and practicing the newly acquired learning.

Most recently, a group of teachers were working on assessment as a result of their teacher evaluations. They were interested in learning what the different levels of performance were in the Danielson’s Framework Rubric (2013) and how that translated into the classroom. They were asked to bring their plan books to a PD session on assessment in the Danielson Framework Rubric (2013).

The key objectives and outcomes for the session were shared and then the teachers were asked to complete the “Know and What” columns of a KWL chart. After they completed it, they were asked to share the “What you want to learn” responses they had recorded with the rest of the group. Following this, they were told that they were going to look through materials that were especially prepared for them. The instructor shared each material, one by one, explaining its contents and suggesting that the learners themselves would be drawn to the correct resources just like they would if they were in a library or bookstore. While they were investigating, they were asked to record key ideas about assessment and what it looked like in classrooms. The participants were given 45 minutes to look for the answers to their questions.

During this time, the participants were so engaged with the materials, reading and
discussing ideas with each other for their classrooms that they required additional time to continue their investigations. In the meantime, the instructor spent time conferencing with individuals and pairs questioning them as to their current practices and next steps for their work.

Transfer through Planning

Once the time was complete, the teachers were asked to sort and categorize their notes. A great deal of discussion and questioning amongst the group transpired during this time as they shared out their “treasures” and began the sorting process. Once they were finished, they discussed what they were putting into their plans, which they did immediately. They also practiced with their peers what it was going to look and sound like in their lessons during the coming week. They talked about other teachers with whom they needed to share their discoveries.

Once this was complete, they were directed to look through the Danielson Framework Rubric (2011) on assessment and highlight ideas that they had discovered through their inquiry. One teacher stated that she was “tricked.” When questioned as to why she felt that way, she responded that it was like “magic,” that everything she and the others were looking for was put right into their hands and that they received exactly what they needed. They then recorded in the L section of the KWL chart, “What they had Learned”.

A couple of weeks later in a follow-up meeting, many of the teachers shared their use of the inquiry process and their student results and successes. They expressed that practicing and planning their new skills in the use of assessment within the training had bolstered them to reach greater success in the classroom. In the classroom, students’ enthusiastic and positive responses also helped to reinforce teachers in the use of these new strategies.

Dr. James Stronge talks about this in his work on improving teacher effectiveness: “For those already in the field, high quality professional development activities are necessary tools for improving teacher effectiveness. These activities must be collegial, challenging, and socially oriented, because learning itself entails these characteristics. Additionally, professional development training must be tailored to the individual teachers within a particular school to support both the individual and organizational needs as they exist within a particular context” (Stronge, 2007).

Back to the question: What would make the learning during the year’s Professional Development Days more meaningful and transferrable for teachers?

The approach described above targets meaningful professional development based on individual needs and includes all three of the characteristics that Stronge describes to engage teachers and enable them to transfer the learning to the classroom as Bambrick-Santoyo suggests. The approach described can also be used for peer observation debriefing and review of student work.

When teachers have the opportunity to work together searching for their own meaning, they develop understanding at a higher level. Given the direction, resources, meaningful interaction, practice and planning time, they move forward with enthusiasm and vigor. Go for it! Make this year’s professional development more meaningful and transferrable—the teachers and the students will thank you for it.

Anna Rose Sugarman is the Professional Development Coordinator of Shenendehowa Central Schools (Clifton Park, NY). Dr. Sugarman is also an Associate Member of the Committee for Exceptional Children and Youth, Office of Overseas Schools, US Department of State.

References

Your Vision Becomes Reality

3 Oaks Resource Group International is a national and international procurement company specializing in furniture, fixtures, equipment, technology and supplies from leading American manufacturers.
The Coming Teacher Shortage: TEACH-NOW is Preparing Teachers Around the World

By C. Emily Feistritzer

In just one year, TEACH-NOW has had hundreds of applicants representing 37 countries. These candidates represent a wide spectrum of cultures, education backgrounds, teaching experiences across all grade levels and subject areas – as well as candidates who have never taught before.

Half of the candidates come to the program already teaching. Many come into Teach-Now with master’s Degrees. The combination of experienced with inexperienced teachers creates the opportunity for diverse learning cohorts where all candidates benefit from collaboration and exchange.

The first cohort of Teach-Now candidates included a 24 year-old teaching four-year-old children in Ecuador; a physics teacher in Saudi Arabia and a math teacher in Indonesia (who moved on to Mongolia while in the program); a Moroccan former biomedical engineer who wanted to teach biology in Iowa; a Bolivian teaching English Literature in La Paz. However, not all candidates are currently teachers. One TEACH-NOW candidate was the head of a school in Guyana. While the TEACH-NOW program obviously appeals to individuals living and working overseas, two-thirds of candidates now in the program are in the United States.

New cohorts are being formed in response...
that empowers

TEACHERS & STUDENTS

Demographically, candidates range from age 24 to 60 years of age; 33 percent are men, compared with only 20 percent of teachers generally; half of the candidates represent races other than white.

TEACH-NOW is built on project, activity-based collaborative learning. Candidates express to us that the impact of this learning-to-teach model is amazing. They problem-solve together, they help each other, and they develop learning processes and tools for student learning together. They form a learning community that will last long after the end of the program. TEACH-NOW has recognized this value-added component of the program and will be providing further professional development opportunities for alumni.

TEACH-NOW candidates report that the program is having a major impact on the students in the schools where they are working, all over the world.

Here are just a few of the comments participants have told us:

- “This program is a healthy and productive marriage of technology and innovative teaching and learning practices that I not only can use as part of the program, but also presently in the classroom. The extensive and user-friendly resources afford me the opportunity to share teaching practices with fellow educators and better ways to serve my students through collaboration and technology.”

- “Just to complete my assignments I have become competent in using blogs, brain-maps, voice threads, self-produced films and Prezi presentations… I think for anyone living abroad, this program is the ideal way to not only become a certified teacher, but to become a confident educator ready to step into any classroom and succeed.”

- “This program is an amazing opportunity for folks who are interested in pursuing a career in education. It is focused on novel ideas, technologies and readiness for the 21st century. It tackles strategies to prepare both the students and educators for the ever-changing world, plus you get a certificate in 9 months.”

In addition to the obvious benefits, some of the candidates have already been promoted in their schools, and they are not yet graduates of the TEACH-NOW program. Participants have created initiatives in other ways too:

- One candidate has established a worldwide network of teachers to build social consciousness among teachers.

- Current participants are recommending enrollment in the TEACH-NOW program to their colleagues.

- Some candidates want to work for TEACH-NOW.

The TEACH-NOW program was designed to meet the needs of teachers and would-be teachers anywhere in the world, and it seems to be doing just that. The program is delivered on a platform that is highly interactive, collaborative and dynamic. Candidates meet frequently in a virtual room where they interact with each other and with the Instructors. They share work, peer reviews, and resources with each other as well as with their instructor and field experts.

During the last three months of the certification program, when the candidates complete their practice teaching in a country and in a school where they are located, a mentor supervises and evaluates the candidate’s progress in specific subject areas. TEACH-NOW guides the candidates through this process to find quality mentors for each individual candidate.

TEACH-NOW’s basic mission is to train teachers in leading edge methodologies. The TEACH-NOW learning design is a unique model based on the flipped classroom model, extending its philosophy to every individual who works for and participates in the TEACH-NOW program:

1. Learn by doing
2. Learn through collaboration
3. Digital learning

Teach-Now is a U.S. state accredited program that is designed using an internationally recognized curriculum (InTASC), written by expert educators and delivered by highly qualified virtual instructors and field experts. The Program consists of 8 modules that are taken over 9 months culminating in a state teaching certificate and/or a Master’s Degree. The Teach-Now modules can also be taken separately for professional development.

C. Emily Feistritzer is the Founder and President of TEACH-NOW, www.teach-now.com; emilyf@ncei.com
One Hundred Schools: One Connected Common Ground

On April 5th/6th 2014 over 100 schools and organizations came together in Brussels for a weekend of collaborative learning. They spent time, energy and money to travel in teams from every continent, coming to attend The Total School Conference, the official launch platform for the Common Ground Collaborative. One question: Why? Why so many from so many places? What outcome were they looking for? What problem were they hoping to solve? What was on offer? One simple answer: Connection.

By Kevin Bartlett
for the CGC Design Team

Problem 1: The Disconnected Curriculum

We have, all of us who work in schools, spent much of our careers seeking the Holy Grail of a connected curriculum. We have written, and read, the classic, inevitable, justifiable Accreditation Recommendation that we must do a better job of ‘the vertical and horizontal articulation of our curriculum’. We have spent fortunes in time, energy and materials working on this stuff, and in cold, hard cash paying the delivers of international curriculum for materials and services that never quite do the job. The Holy Grail remains as elusive as ever.

Things have changed, though. Over the last 10 years, a small team of educators at the International School of Brussels (ISB) has been working to crack the code, and distilled it into an innovative design for learning: The Common Ground Curriculum (CGC). We began at the beginning, by defining learning. Those definitions do not come wrapped in multi-page dissertations. They come as three simple, practical distillations, ready for use by hard-pressed teachers. They define the three kinds of learning we believe necessary: conceptual learning, competency learning and character learning.

These three kinds of learning are all important and all inter-connected, so we represent them as an interacting model, a triple helix. This helix is the DNA of the CGC. Like every DNA it shapes a body, in this case a body of knowledge. But what knowledge? For ISB, as for so many schools, there’s a key question driving our content choices. Or perhaps two questions. The first question is, for all students, “Given that we can’t learn everything, what’s worth learning?” The second, for diverse student communities such as those at ISB, ‘1500 students, 65 nationalities—whose history do we teach?’

Our combined answer to both questions? We believe we need to focus on ideas and issues that have clear worth and that concern us all. We need to draw our curricular content from the human common ground. So, building on an idea by the brilliant Ernest Boyer in The Basic School (The Carnegie Foundation, Josey-Bass Books, 1995), the CGC frames knowledge through eight Human Commonalities, learning fields of such universal significance that they demand our attention, and that of our students.

So, having defined learning, our design for learning is a triple helix of conceptual, competency and character learning, developed into clear, powerful standards embedded in a powerful, conceptual framework of fields of knowledge that have universal relevance. It took a decade to nail the design down to this degree of simplicity. If we’d had more time, we’d have written less.

Within that design, the primary, but by no means the only, ‘next level down’ element will be a bank of inter-disciplinary Learning Modules, which draw on the bank of standards in the Human Commonalities to provide extended, in-depth engagement for a diverse student community.

When it comes to delivering that design, the CGC has developed a consistent set of pedagogical guidelines based on ‘what works best’ for learning. As far as demonstrating learning goes, we have a clear set of assessment principles and, within each Learning Module, we offer three assessment tasks designed for three different levels of challenge.

This CGC modus operandi, a simple, practical approach to the business of defining, designing, delivering and demonstrating learning, has provided the connected curriculum that brought 100 curious schools...
Problem 2:
The Disconnected School
We all work in our separate schools to make our schools more internally connected, where everything we do ‘fits’ with our learning mission. It’s hard work. Really hard. Here’s the thing, though. All over the world we’re doing the same work, reinventing every wheel, somewhere, every day. Following the CGC’s Wheel Re-Invention Avoidance Principle, we have developed The Total School Toolkit, a set of connected Evolutionary Continua to map out ‘what good might look like,’ at various stages of evolution, for every aspect of a school. These are complemented by a very simple Planner for change and a range of other tools and templates. We will collectively WRAP up many of our shared challenges using this set of aligned ideas, supporting us in moving from silos to systems.

Problem 3:
The Disconnected Conversation
We’re all looking for conversations, because conversations are our best tool for making sense of what we do. The problem is that so many of our conversations are not connected by any common outcomes. So we go to endless job-alikes where the only predictable decision seems to be ‘next year we’ll be better organized’. The Collaborative will

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**English Teachers, Guidance Counselor and Coordinator HS.**

**Centro Escolar México,** in Guadalajara, Jalisco, Mexico.

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**Educational background/Qualifications:** Bachelor’s Degree in Education, and should have experience teaching, guidance counseling and coordinating.

**Schedule:** Monday through Friday, depending on the position.

Jobs begin early August 2014 and ends in July 2015 (teaching and counseling positions), for Coordinator it will be for 2 years.

**Compensation:** Competitive, two-week bonus in December, economy airfare roundtrip, housing, health coverage as required by law.

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Harvard University/Belknap Press.


provide us with a connected conversation, where we are talking in a simple, common language about a shared, evolving vision.

**Lift-Off Achieved**

So, April 5/6 was about connection: connected curriculum, connected schools, connected conversations. There is one more thing: it was about freedom—the freedom to lead and manage our own schools. Freedom to make decisions that are locally appropriate. Freedom, in the words of The Band, ‘to take what you need and leave the rest’. Freedom from over-complex, externally imposed rules and redundant authorizations. It was about the network knowing what the network knows, about schools reclaiming their own territory, about practitioners talking to practitioners, about the international learning specialists running the international learning business.

So, that’s why 100+ schools and organizations made the trek to Brussels for a rewarding weekend. Judging from the quality and volume of the conversation, and the subsequent messaging, they were energized while here and have not lost that energy since returning home.

That’s good news for international education, and for the many parents, teachers, schools and, above all, students, who deserve a better, simpler way of doing the learning business.

Kevin Bartlett was the 2014 Ernest Mannino Superintendent of the Year, and received the award in Boston at the February 2014 conference. bartlett@isb.be; www.thegcpproject.org

**FACING HISTORY, cont’d from pg 25**

just about facts. It was about human behavior."

Professional development seminars provide intensive sessions in the latest scholarship and in the methodology of teaching sensitive issues in the classroom. Through their own confrontation with the issues of history and human behavior that the seminars raise, teachers think about the meaning and the challenge of bringing those issues to their classes and the necessity of evoking and honoring student voices to build a reflective learning community in which a climate of respect, multiple perspective taking, and acceptance and understanding of difference predominate. Facing History’s educational resources include important recent history such as Reconstruction in the United States, the Armenian Genocide, the end of apartheid in South Africa and the Civil Rights struggle in America. (A full listing can be found at www.facinghistory.org.)

The core resource, Facing History and Ourselves’ Holocaust and Human Behavior explores the failure of democracy in Germany and the steps leading to the Holocaust—the most documented case of twentieth-century indiffERENCE, de-humanization, hatred, racism, antisemitism, and mass murder. It goes on to illuminate difficult questions of judgment, memory, and legacy, and the necessity for responsible civic participation to prevent injustice and protect democracy in the present and future. The language and vocabulary taught throughout are tools for entry into the history—words like perpetrator, victim, defender, bystander, opportunist, rescuer, and upstander. Students learn that terms like identity, membership, legacy, denial, responsibility, and judgment can help them understand complicated history, as well as connect the lessons of that history to the questions they face in their own worlds.

Facing History engages students, re-energizes teachers, and impacts classroom culture in ways that many assert positively spill over into school hallways and beyond.

Indeed, heads of school may be interested to learn more about Facing History's work in whole schools, work that always begins with a few dedicated teachers. The vision of this work is to find another way to navigate “difference” among peoples of the world, one that is respectful, curious, and civil.

**Marty Sleeper is the Associate Executive Director of Facing History and Ourselves (facinghistory.org). Molly Schen, Director of Program Growth, Molly_Schen@facing.org**

For information about this summer’s professional development seminars and online courses, go to facinghistory.org.

**FUTURES, ULDURICH, cont’d from pg 1**

Uldrich fascinated the audience by modeling in a simple graph the exponential velocity of technological change. He noted that we are dealing with “…an 800 pound gorilla in the form of new technology.”

After a refreshment break, Mr. Uldrich delved more deeply into the specifics of his theme. He discussed the implications of a number of recent developments that just 10 years ago would have appeared more likely to be discussed in a conference of science fiction writers than in a conference of educators, including: google glasses, 3D printers, nanotechnology, robotics, sensors, genomics, Big Data, and Social Media.

Mr. Uldrich is a leading expert on assisting institutions and organizations to adapt. His written works have appeared in The Wall Street Journal, Business Week, The Futurist, Future Quarterly Research, the Wall Street Reporter, Leader to Leader, Management Quarterly, and hundreds of other publications. He is also a frequent guest of media worldwide—having appeared on CNN, MSNBC and National Public Radio on numerous occasions.

For more information, visit UldrichForesight.com.
AAIE By the Numbers

[Editor’s Note: Nick Brummitt presented at the AAIE 2014 Conference in Boston, MA, a session entitled An analysis of growth & developments in the international schools market with a special focus on AAIE member schools. With Mr. Brummitt’s permission, InterEd reprints here a selection of slides from the larger presentation, without comments or conclusions of an editorial nature. The slides speak quite well for themselves.]

AAIE MEMBER SCHOOLS MARKET

<table>
<thead>
<tr>
<th>Schools/campuses</th>
<th>195</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>163,096</td>
</tr>
<tr>
<td>Full-time teaching staff</td>
<td>18,825</td>
</tr>
<tr>
<td>Student/staff ratio</td>
<td>8.7:1</td>
</tr>
<tr>
<td>Total annual fee income</td>
<td>US$2.7 billion</td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF ENGLISH-MEDIUM INTERNATIONAL SCHOOLS BY GLOBAL ORIENTATION

- **US**
  - 2010: 1,462
  - 2011: 1,505
  - 2012: 1,592
  - 2013: 1,740

- **UK**
  - 2010: 2,604
  - 2011: 2,810
  - 2012: 2,986
  - 2013: 3,243

- **INT**
  - 2010: 2,446
  - 2011: 2,687
  - 2012: 2,934
  - 2013: 3,161

- **BILINGUAL**
  - 2010: 2,387
  - 2011: 2,619
  - 2012: 2,821
  - 2013: 3,032
### The Global English-Medium International Schools Market

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>1 Jan 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>2,584</td>
<td>6,887</td>
</tr>
<tr>
<td>Students</td>
<td>&lt;1 million</td>
<td>3.5 million</td>
</tr>
<tr>
<td>Staff</td>
<td>90,000</td>
<td>327,000</td>
</tr>
<tr>
<td>Fee income</td>
<td>$4.9 billion</td>
<td>$35.4 billion</td>
</tr>
</tbody>
</table>

**DISTRIBUTION OF AAIE MEMBER SCHOOLS**

[Map of global distribution of AAIE member schools]

*Copyright ISC Research Limited January 2014*

**BY THE NUMBERS**, cont’d page 36
BREAKDOWN OF AAIE SCHOOLS AND STUDENTS BY REGION

SCHOOLS

<table>
<thead>
<tr>
<th>Region</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>87</td>
</tr>
<tr>
<td>Americas</td>
<td>49</td>
</tr>
<tr>
<td>Europe</td>
<td>34</td>
</tr>
<tr>
<td>Africa</td>
<td>24</td>
</tr>
<tr>
<td>Oceania</td>
<td></td>
</tr>
</tbody>
</table>

STUDENTS

<table>
<thead>
<tr>
<th>Region</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>42,436</td>
</tr>
<tr>
<td>Americas</td>
<td>26,387</td>
</tr>
<tr>
<td>Europe</td>
<td>12,941</td>
</tr>
<tr>
<td>Africa</td>
<td>536</td>
</tr>
<tr>
<td>Oceania</td>
<td></td>
</tr>
</tbody>
</table>

BREAKDOWN OF AAIE SCHOOLS AND STUDENTS BY SUB-REGION

SCHOOLS

<table>
<thead>
<tr>
<th>Sub-Region</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Asia</td>
<td>27</td>
</tr>
<tr>
<td>Eastern Asia</td>
<td></td>
</tr>
<tr>
<td>South-Eastern Asia</td>
<td>19</td>
</tr>
<tr>
<td>Southern Europe</td>
<td>17</td>
</tr>
<tr>
<td>Central Asia</td>
<td>11</td>
</tr>
<tr>
<td>Middle East</td>
<td>9</td>
</tr>
<tr>
<td>Northern Asia</td>
<td>9</td>
</tr>
<tr>
<td>Southern Asia</td>
<td>6</td>
</tr>
<tr>
<td>Africa</td>
<td>5</td>
</tr>
<tr>
<td>Oceania</td>
<td>4</td>
</tr>
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</table>

STUDENTS

<table>
<thead>
<tr>
<th>Sub-Region</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Asia</td>
<td>22,310</td>
</tr>
<tr>
<td>Eastern Asia</td>
<td>18,802</td>
</tr>
<tr>
<td>South-Eastern Asia</td>
<td>16,374</td>
</tr>
<tr>
<td>Southern Europe</td>
<td>7,455</td>
</tr>
<tr>
<td>Central Asia</td>
<td>5,439</td>
</tr>
<tr>
<td>Middle East</td>
<td>3,324</td>
</tr>
<tr>
<td>Northern Asia</td>
<td>5,082</td>
</tr>
<tr>
<td>Southern Asia</td>
<td>3,722</td>
</tr>
<tr>
<td>Africa</td>
<td>4,311</td>
</tr>
<tr>
<td>Oceania</td>
<td>2,444</td>
</tr>
<tr>
<td>South-Eastern Asia</td>
<td>1,486</td>
</tr>
<tr>
<td>Southern Asia</td>
<td>1,436</td>
</tr>
<tr>
<td>Central Asia</td>
<td>653</td>
</tr>
<tr>
<td>Oceania</td>
<td>536</td>
</tr>
<tr>
<td>South-Eastern Asia</td>
<td>489</td>
</tr>
<tr>
<td>Southern Asia</td>
<td></td>
</tr>
</tbody>
</table>
**Criteria for inclusion**

If a school delivers a curriculum to any combination of infant, primary or secondary students, wholly or partly in English outside an English-speaking country, then it is included in ISC systems.

There are obvious exceptions: for example American schools in the UK, British schools in America, but also schools in countries for example in India, the Philippines and several in Africa where English is one of the official languages; schools in these countries are only included if they offer an international curriculum.”

Compiled by Nick Brummit. All data copyright ISC Research Ltd, February 2014.  

Nick Brummitt is the Founder and Chairman of ISCR Limited. nb@isc.uk.com
GIN Conferences—Reports

#Betumi!: Excitement and Empowerment from the Global Issues Service Summit! Lincoln School—Accra, Ghana
By Aseye Banini, Lincoln Student

T

here was no doubt that the Global Issues Service Summit (GISS) was one of the many jewels in the crown of Lincoln Community School’s 45th anniversary celebrations. From February 13th to February 15th 2014, over two hundred students and teachers came for the sole purpose of finding innovative and sustainable solutions for some of the most prevalent global issues the world faces today. A wide variety of events that made this event special, from the uniquely interesting expert panels, to socializing at the Alliance Française. However, there were three things that made the Global Issues Service Summit unforgettable: the amazing keynote speakers, the most innovative service trips and participants from thirteen schools from all over Africa, and the Middle East.

Everyone was talking about the four inspiring keynote speakers that presented at Lincoln during the conference. One was the leader of Pencils of Promise (pencilsofpromise.org), Adam Braun, who managed to build over two hundred schools, sofpromise.org), Adam Braun, who managed to build over two hundred schools, and counting. Adam Braun came to talk to the participants and the entire school on Thursday the 13th, 2014 about his experiences with creating and building a “for-Purpose” organization as opposed to a “non-profit” organization. Another keynote speaker was nineteen year old Priscilla Takonda-Semphere, a graduate from the Africa Leadership Academy and author of “Hope, Humanity, Opportunity.”

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Over one hundred and fifty students from different schools across Africa and the Middle East descended on Lincoln Community School for the three day conference. All the participants were divided into groups under the names of various Adinkra symbols and given the task to make an informative and entertaining presentation of any global issue of their choice. Among those attending was a group of 18 students from Ghana, who were the recipients of the Golden Hearts awards. “We are Africa’s change makers, and we need to meet the ‘already change makers’ to motivate us,” said Akombo, one of the Golden hearts about why he came to the Global Issues Service Summit. The eighteen students from Ghana came to the conference on scholarships, and were chosen out of thirty students to attend GISS.

On the last day of the Global Issues Service Summit, all the participants spent the day on a service learning trip where you picked a trip of your choice and explored how certain people are making the world a better place to live in. Some of the destinations available were the Krokrobitey Institute, thirty minutes outside of Accra. This was where some students got to see the sustainable approaches to making bags and jewelry out of trash and other materials. Others went to Nima to create art installations with the NMA Art initiative. All in all, with the keynote speakers, the service learning and the legions of participants who made the 2014 edition of the Global Issues Service Summit one to remember—we learned together one very important lesson: “Betumi, ‘If not you then who?’”

EARCOS Global Issues High School Conference:
BEIGIN 2013
“Hope, Humanity, Opportunity”
By Simon Parker, GIN Coordinator

B

e inspired! That was the message that opened this year’s EARCOS High School GIN Conference held at the International School of Beijing (ISB). Be inspired by the speakers, by the presenters, and by each other. Leave Beijing at the end of the weekend knowing that you can make a difference, and use that inspirational energy to go and make change.
ISB was honored to welcome a over 450 delegates to BEBIGIN 2013, five keynote speakers with exceptional and amazing stories to tell, and over thirty workshop presenters dealing with the complete range of issues: from migrant worker troubles in China, to education in Tanzania; from climate change, to the quest for peace; from spoken word poetry as a voice for change, to investigative journalism.

Student delegates selected a particular issue of interest for them and were placed in GANGs. These groups, facilitated by student leaders from the host school, were tasked with developing sustainable action plans to take back to their own communities. These sessions were dynamic, full of lively discussion on a diverse range of topics, with creative, educated, and well thought out solutions emerging at every turn.

Luka Lesson, Keith Schneider, Geoff Morgan, Linda Ragsdale, Karima Grant and Bob Nameng – special thank you to you all for who you are, for travelling great distances to be with us, and for sharing your stories with the delegates. An amazing group of individuals who just connected, and who were all truly inspirational.

If you are interested in learning more about what happened, or would like to watch the keynote speakers, you can find all the information and recordings on the conference site at bebigin2013.org. A truly memorable three days!

2014 GIN Conference — DARE TO CARE—
Jakarta International School

By Miriam Giddens, Grade 8; JIS

As I strode toward the podium to make the opening speech for the first middle school GIN (Global Issues Network) conference, I looked out at all of the eager faces that filled the auditorium. We were fortunate to have over 30 schools from around the world in attendance. These 258 faces made up a group of young people who were excited about discussing the problems in the world, and were ready to help fix them. There were people who would one day be running NGOs, and there were kids that already are. These adolescents, who seemed so average, were the people that will and are saving the world. You could see the passion in their eyes. And it was the most beautiful thing I’ve ever seen.

Then everyone went on their various “Burst the Bubble” trips. These outings provided an opportunity for change as participants were about to “burst” their own bubbles within which they live. All of the Burst the Bubble trips provided students a unique opportunity to interact with the local community where the “issues” are relevant on a daily basis. The trips ranged from going to the XS Project to visiting impoverished children, but each trip had one very important thing in common: they all educated students on global issues in Indonesia.

At our conference we wanted to be globally aware. So we decided to reduce our carbon footprint by as much as possible. One of our solutions to the size of our carbon footprint was to have on-campus housing for the visiting students and teachers. Almost all of the visiting schools decided to stay on-campus and reduced their carbon footprint by 87%.

Overall, the 2014 GIN conference was an utter success. It was life changing and perhaps it will be responsible for the world changing.

Make it Happen!
By Maggie Baird,
Student Planning Committee Coordinator

The Carol Morgan School in Santo Domingo just hosted the Global Issues Network Conference from March 13th-15th. Fourteen countries from South, Central, and Continental America sent over 400 students to share the progress they are making on combating the 20 global issues identified in 2002 by Jean-François Rischar is his book High Noon: 20 Global Problems, 20 Years to Solve Them. He felt that we had 20 years to reverse the damage we had done in these 20 areas or the planet would reach a tipping point of collapse. Our attendees shared about almost all of the issues, from saving the world. You could see the passion in their eyes. And it was the most beautiful thing I’ve ever seen.

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Partnering with 350.org challenges us to work together to lower our carbon footprint. The Clima Conference will be hosted by Colegio F.D. Roosevelt in Lima, Peru this November. GIN is reaching out to all of our schools/conferences to work on action plans to decrease our carbon footprint and quantify the carbon being saved by of our schools around the world.

We have long understood the importance and power that comes from collaboration and partnering. Creativity and synergy abound!
GIN CONFERENCES, from pg 39

ecosystem losses to education for all to deforestation.

Our participants had a long, rewarding three days, filled with keynote speakers, expert panels, cultural events, student workshops, and global village meetings. Among the highlights was an address by Maria Jose Fernandez, an alumnus of Carol Morgan, who gave an impassioned keynote about being young and being powerful that moved the entire crowd. Other highlights included Rob Burroughs, a youth leadership powerhouse who had 4 workshops that were packed because of his popularity, and John Liu, a documentarian who showcased his amazing work around the world. Expert Panels and Skill-Based Workshops were two new additions to the GIN conference, and they were extremely successful.

In our three sessions of workshops, we hosted panels with experts on deforestation, social entrepreneurship, the harms of plastic, and many more. Students learned valuable skills about everything from grant proposals to leveraging GIN in the college admission process to starting a movement. We spent our first night enjoying Dominican culture; and our vegan Mindful Meal was accompanied by Carnival performers, Folkloric Dancers, and even a play written especially for this occasion. The next night festivities were held in the Zona Colonial at the Fortaleza Osama, where traditional Dominican merengue bands and more modern DJs played their way into a successful evening. Aside from students presenting their efforts in a workshop, everyone was also part of a global village, a group comprised of students of varying ages, schools, and perspectives. Each village met five times, and under the guidance of the Global Village Leader, they came up with a Global Action Plan to combat climate change. This plan was presented at the closing ceremonies, and hopefully many actions will be taken in participants’ respective schools and communities.

Overall, the conference was a huge success. It was largely student-led, and the Carol Morgan School community really got to step up and show its collective leadership ability. Our school had over 70 volunteers who did everything from leading global villages to recording and uploading workshops. Our core student planning team of eight people was engrained into the conference at every level, and were responsible for inviting speakers, planning the events, updating all forms of social media, making global villages, creating the website, and ensuring our campus was ready in every way for this conference. As a community, we are very proud of what we made possible—a place where our participants erased borders and shared experiences as global citizens. Every attendee exited the conference with a renewed sense of purpose and power. We know that the Tri-Association/GIN activities next year in Monterrey, Mexico will be just as successful!

True Ardor: The Dreamers of Tomorrow

Carlos Sevilla, Student, American School of Quito

I had the spectacular honor of visiting the Global Issues Network Conference, or as most of us call it, the GIN conference, a gathering of nations at our doorstep to discuss the issues mentioned in Jean Francois Rischard’s book, High Noon: 20 Global Problems, 20 Years to Solve Them. The event, in all its grandeur, was a spectacle to behold, a testament to our passion for knowledge and our desire to put what we learn into practice.

If there is any way to truly describe this great reunion of minds is that it was civilized, mindful, inspiring and most of all real, a gathering of students who give importance to knowledge. As I observed, there was a very real fascination with what was being done, with the speeches, with the projects, with the issues, as Jasmin Akhavan from Brazil put it, “I wanted new project ideas to take to school, because we’re seniors now. It's kind of our last chance to do something worth… doing.”

Our international guests began by separating into small mixed groups dedicated to discussing and solving each of these 20 issues, which included such problems as Carbon emissions and Glacial melting. These are issues that we, here in Ecuador, are all too familiar with. Coupled with these meetings, an assortment of keynote speakers, ranging from Ecuador’s very own Randy Borman, to David Poritz from the United States, were given the chance to regale us with their own exploits and inspire us to take risk and seek adventure, when the time comes. Then, invested in the true spirit and

For nearly 60 years ISS has brought the very best educators together with the very best schools, pairing over 25,000 candidates and 600 schools in more than 150 countries worldwide. Now more than ever, ISS is the smart choice for international schools seeking to hire the best teachers in the world. ISS makes securing an international teaching career easier, smarter and more affordable.

Join ISS and open the door to a world of opportunities.

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ISS Atlanta  |  December 7-9, 2014
ISS Bangkok (Shangri-La Hotel)  |  January 4-7, 2015
ISS Boston (The Westin, Copley Place)  |  February 2-5, 2015
AAIE San Francisco (Hyatt Embarcadero)  |  February 9-11, 2015
ISS San Francisco (Hyatt Embarcadero)  |  February 12-15, 2015
   Administrative Day  |  February 13, 2015

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Focused Reading for the Engaged School Leader

[Editor’s Note: Authors are credited at the end of each review]

Creative confidence: Unleashing the creative potential within us all.

These two brothers are renowned as dynamic innovators. Tom Kelley worked at General Electric in an information technology-related role, receiving an MBA while working as a management consultant. David Kelley, not to be outdone, founded a design and innovation firm (IDEO; www.ideo.com), where he was joined by Tom. David was the creator of Stanford’s d. school and Tom is an executive fellow at UC Berkeley’s Haas School of Business. These accomplishments speak to their experience in developing creative confidence in each other and in others within their circle of influence.

This slim volume should be on the reading list for all international educators, especially school leaders, engaged parents, and board members. Reviewers such as Tom Peters (In Search of Excellence) and Seth Godin (The Icarus Deception) have highly praised this work, Godin noting that, “Tom and David have put together a practical, useful and generous book that’s essential reading for anyone in the business of being creative.” I would certainly argue that school leaders in international schools are in the business of being creative!

Joe Gebbia (Co-founder of AIRBNB) wrote, “David and Tom Kelley show us how to effortlessly dance between the creativity of elementary school and the pragmatism of the business world.” For me, this is an important observation that accurately reflects the merit of the book for those of us international education. We all see the connections between the successes of our students in our schools and the success they hope to experience in the global workplace.

The excellence of this tome lies in the way that the Kelley Brothers have illustrated how creative capacity exists in everyone, just awaiting the precipitating event that facilitates creative confidence. They contend that it is confidence that is often lacking when youngsters move from home and lower school where creativity is endorsed and supported. As people move along the educational scale, risk-taking becomes less encouraged, and even fewer opportunities exist for creative capacity to become creative confidence. The book is full of suggestions and activities in which leaders can engage to build creative confidence. To quote the authors, “Belief in your creative capacity lies at the heart of innovation” (Kelley & Kelley, 2013, p.2).

The chapters have titles like Dare, where stories are shared about moving from fear (of failure) to courage (to try something innovative) and Next, with the subtitle, Embrace Creative Confidence. The real value of the book lies in the stories from companies but also in the emphasis on ‘acting’ or ‘taking action’, claiming that everyone has creative capacity but not enough of us move on to realize it as creative confidence (action).

Chapter 7, titled Move: Creative Confidence to Go, is a good example of how the book is organized and how easily the materials unfold for the reader. The chapter is built around questions and creative challenges. There are, as in each chapter, exercises that the Kelleys have actually used in IDEO and other situations to move participants to action. Their premise is, remember, that the value lies not in an idea but in the action!

In this chapter they have an activity (Mindmaps) for individuals that involves making the move forward on an idea. What director hasn’t wished for that to happen?

For each challenge and activity, there are tips, drawings, worksheets and/or examples to illustrate the ideas presented. Another example from Chapter 7, Move, is:

- Tool: The Wallet Exercise
- Participants: Pairs in groups of any size
- Time: 90 minutes, plus preparation
- Supplies: The facilitator’s guide (available on the dschool website—d.school.stanford.edu) includes a list of instructions, worksheets, and photocopying materials, which can be printed or projected on a screen.

The instructions for this activity are like a teaching plan. Anyone doing professional development could pick up this activity and dozens of others from the book to conduct outstanding PD activities with colleagues, co-workers and others.

The book is direct, non-theoretical and easily used as a resource for supporting all of us as we move from ‘great ideas’ to ‘great results!’ And it also shows us that we are all ‘creative types’. The book is in hardcover and ebook (Kindle from Amazon.com).

Reviewed by Richard A. Pacheco, Jr. is Dean of the Endicott College, Madrid Campus—The College for International Studies. rpacheco@endicott.edu ; www.endicott.edu/internationalmasters
Evaluating for global citizenship: a practical guide for schools.

In his book, *Educating for Global Citizenship*, Boyd Roberts defines his vision as a distinction between educating about global citizenship, as opposed to educating for global citizenship. This approach successfully highlights the practices that develop global citizenship competencies and concepts, not simply a study into the nature of the concept.

Within the context of international education, this book goes further to distinguish global citizenship from more contemporary models of internationalism and interculturalism. He in no way attempts to diminish the importance of celebrating national and cultural diversity within an institution or community, but spells out the importance of a third, and increasingly important concept of global citizenship. This premise rests on the model of unifying individuals though shared beliefs and common issues as opposed to the exclusive celebration of differences and diversity.

Focusing on the practicalities inherent in educating for global citizenship, this work stands as an institutional guidebook that can assist in the building of a framework. Roberts outlines a vision and stresses his belief in the importance of educating for global citizenship. He breaks down his road map into several key areas: the role of schools and setting positive conditions of inclusivity, the classroom approach and the important role of teachers, the importance of making connections outside of school (with the direct community, country, continent, and world), the importance of action, and how a school can reflect upon its practices to assess and further engage the institutional community in educating for global citizenship.

As a TCK (Third Culture Kid), an international educator, and a product of the international school community (having received my K-12 education abroad), I grew up immersed in, and thrive upon, the celebration of diversity. That said, Roberts’ work redefined and focused my beliefs to engender his approach that we are all in this together, working towards safeguarding the future, and building an increasingly open and inclusive future for the proceeding generations that focuses on positive engagement, the celebration of inclusivity (AND diversity), the importance of taking action and the belief that we all can, and should, make a difference. Roberts structures his book well, and challenges the reader to reflect by asking questions designed to engage us in active thinking.

It is important to make the distinction between the promotion of global citizenship and the role of globalization. While this book seeks to blur the lines separating individual identities (be it cultural or national), it is not a manifesto seeking to force us into a homogenous union. This work suggests ways to expand our views, decision-making processes, and perception of issues to include a more informed and empathetic global perspective. This ethos in no way seeks to diminish the needs of the many over the few, rather it reminds us to be mindful of the larger global community, especially relating to issues like environmentalism, activism, conflict resolution, and more.

Boyd Roberts is a lifelong educator with significant experience in international education, and has worked as a teacher, coordinator, administrator, and other related positions. He has moved away from full-time school employment in favor of project based activities aimed at developing a better world through global citizenship. He initiated the *International Global Citizen’s Award*, started four years ago, which is now presented in 12 countries with more than 350 student recipients. Roberts continues to work with the IB, engage international educational institutions, and organize workshops and seminars, most of which are focused on global education.

Reviewed by Nate Ruhter, Elementary School Tech Integrationist; American International School of Budapest; nruhter@aish.hu

Intentional Interruption: Breaking Down Learning Barriers to Transform Professional Practice.

*Intentional Interruption: Breaking Down Learning Barriers to Transform Professional Practice* begins with the premise that excellent teaching positively correlates to student achievement. How do educators become excellent practitioners? Katz and Dack argue that changing a teacher’s ineffective practice requires changing the educator’s fundamental understanding of teaching. Throughout this book, the authors maintain that unless educators change their understanding about what learning entails, professional development or professional learning communities and other capacity building initiatives will not coalesce effectively.

The authors offer a justification for slowing down and interrupting professional development initiatives. They recommend that educators unpack educational problems like experts. Experts spend a lot of time examining a problem before moving towards a solution; however, educators tend to be solution focused. Educators also cling to their preconceptions and fight to maintain the status quo and educators spend more time *doing rather than learning* when engaged in professional development (PD). The book details how educators, when confronted with change, transform the new requirements into something familiar. According to Katz and Dack, this is a major reason why PD fails. Teachers simply take the new practice back to the classroom and morph it into their own familiar teaching methods. A different approach is needed when organizations endeavor to improve on existing practices. Instead of simply performing required tasks, educators who are engaged in change must learn and understand why the change is important if classroom behaviors are to be transformed effectively.

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One recommendation to make lasting change is to create or use protocols when organizations work on change. These protocols are useful, the authors argue, because they slow down the action process and allow stakeholders to develop a common language while they unpack and determine the root cause of an issue as well as determining appropriate solutions. They also recommend educators find critics, who are able to shed new light on an issue or test the strength of the solutions. Finally, they suggest creating a growth mindset in schools, which they borrow from Carol Dweck's Mindset theory (mindsetonline.com). Educators need to have a mindset to change, learn and grow before they are actually able to do so.

Most of this book is preoccupied with outlining and defining the problems. What is learning and how can educational institutions improve implementing best practices? More time is needed unpacking the recommendations. This is the book's major flaw. Throughout the first five chapters anecdotes help illustrate the issues at hand, but they were absent in the final chapter. Without the narratives that substantiated the theories proposed, the suggestions for becoming “intentionally interrupted” just seemed bland and unpromising. All of the recommendations are fantastic ways of promoting lasting change within an organization, but for this book to be truly effective the authors should have expanded their scope and provided a research base. For example, what and why are protocols useful in creating lasting change? Are there better ones and how should they be integrated into professional development? This would be the perfect place for a narrative to help solidify the importance of protocols and how they can be integrated into the change process.

However, this book can be an excellent point of departure. It details the impediments for lasting change and sheds some light on how to ameliorate professional development communities in educational institutions. Through identification of these issues, Intentional Interruption is an excellent resource for examining change within an organization.

Reviewed by Noel Maley; Elementary Instructor: American School of Vietnam in Ho Chi Minh City; Noel.maley@ais.edu.vn

The Circle.


Dave Eggers, the award-winning author of What Is the What, Zeitoun, and A Hologram for the King, has turned his attention to social media and online privacy in his latest novel, The Circle. Eggers’ novel serves as a warning of what can happen when personal data becomes a valuable commodity and people are willing to provide that data too freely.

The protagonist in The Circle is Mae Holland, a young woman who has been stuck in a dead-end job since finishing college a few years earlier. Mae lands a highly sought-after job with the Circle, a Silicon Valley company that would appear to be a fictional composite of Google, Facebook, and Twitter. Mae’s college roommate and best friend Annie Allerton is now one of the highest-ranking members of the Circle’s senior staff. Annie helps Mae to get her foot in the door at the company and takes Mae under her wing after she begins work. Mae is enchanted with the Circle from the first moment she sets foot on the utopian campus. In her previous job, Mae worked in a cinder block building doing nothing of consequence. The Circle sparkles in comparison. Everything—from the furniture to the technology—is of the finest quality. The Circle seems to spare no expense to ensure that all of its employees’ needs and desires are met. More importantly, Mae now works for the Internet’s most significant company, and she feels that her work is meaningful.

Mae quickly learns that the Circle does not want its employees to view the company as a nine-to-five job. Rather, the Circle wants its staff to be a part of the company family. Countless activities are provided on the Circle’s campus after hours, and “Circles” are expected to participate. Sharing one’s self through social media is not just the Circle’s business—it is the company’s modus operandi. Mae is encouraged—practically ordered—to give more of herself to the Circle and to its various social media platforms. Mae does not consider this compelled openness to be an intrusion. She feels that it is the least she can do for the company that has taken care of her. In time Mae, largely through the influence of some of the Circle’s “Wise Men,” comes to believe that privacy is a form of selfishness and that the world would be a much better place if everyone would be completely transparent. Mae’s beliefs and her devotion to the Circle will have a profound impact on her personal relationships, on the Circle, and on the world.

The Circle seems farfetched in many ways. It is difficult to imagine a society en masse accepting some of the Circle’s intrusions and ideas. Eggers’ admonitions are not entirely unfounded, however. Many among us, without a thought or care, tweet and blog about parts of our lives that were once considered sacrosanct. Others store astonishing amounts of personal data in the cloud without asking themselves what the cloud service providers are getting in return. While we are a long way from the world depicted in The Circle, one could argue that the foundation for such a world is being laid. Some of the societal developments Huxley described in Brave New World seemed impossible to his contemporaries, but today they seem less so. To further their agendas, socio-political leaders are redefining words in ways that are almost Orwellian. Perhaps it is not the current generation that is direly threatened; however, it may be that succeeding generations should hear this warning. In a not too distant future, will The Circle be judged as an overblown Luddite screed, or will it be viewed as an incisive, timely alarm? Only time will tell.

Jonathan Smith of Columbus, Georgia is a graduate of Columbus State University (Management Information Systems). He is an Information Technology specialist in a K–12 school system—certified in various software systems, a Microsoft Certified Systems Administrator (MCSA) and a Microsoft Certified Systems Engineer (MCSE). www.jrsmithtech.com/
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Using VLEs to Boost Learning and Provide a Great Brand Experience—In and Out of the Classroom

Remember when we thought that using smartboards in the classroom was being pretty technology-forward? It was, for a short time. Then the now-ubiquitous tablet computer made its way into everyone’s hands and completely changed the way learning happens in and out of school. Teachers now have the flexibility and freedom to create online virtual learning environments (VLE’s) that maximize the power of the Web and mobile devices to enhance the classroom experience in ways that were never thought possible with the earlier technology behind smartboards.

VARIOUSLY REFERRED TO AS VLEs IN THE INTERNATIONAL SCHOOL WORLD AND LEARNING MANAGEMENT SYSTEMS (LMS) IN THE US AND CANADA, THESE METHODS OF ONLINE LEARNING HAVE GROWN IN POPULARITY ALONGSIDE 1:1 iPad programs that make classroom technology integration so easy. Now, students

By Jon Moser

can access lectures, submit assignments, and interact with other classmates and their teachers wherever they are and at any time.

By providing class resources online, parents who travel can feel great about helping their children succeed, even if they are thousands of miles away. Students who cannot attend school due to a natural disaster or just a common cold can access their work from home. And students and teachers can continue class discussions on private social networks. The opportunities to learning are no longer confined by place and time—and these opportunities are endless.

The International School of Turin is an example of a school that has successfully extended classrooms into the online space with a VLE. The school’s Head of Educational Technology, Gregory Read, shared “as we implemented our 1:1 iPad program in our school we knew that we needed to have a digital communication hub for teaching and learning. Our VLE has enabled us to effectively run our 1:1 iPad program and it has been crucial to its success. Creating transformational learning experiences and shifting the educational paradigm is challenging enough as it is fundamentally redefining the dynamics of teaching and learning. I can’t imagine doing all this without a VLE” (personal communication, n.d.).

What does having a VLE have to do with your brand? More than you think. Your brand isn’t your logo, it’s what people are saying about you. So when you provide your school community with an online learning platform that looks great, works on mobile devices, and encourages learning anywhere, people start saying some pretty nice things about you. This increases your brand value, and gives you a competitive advantage over peer schools still stuck with blackboards and chalk.

What about resistance to classroom technology from teachers themselves? Even the most technophobic instructors usually have a desktop computer from which to send email, if not a smartphone in their pockets. VLEs are designed to be intuitive, and with a bit of training, you’d be surprised how quickly teachers pick up on this new technology.

Jon Moser is the founder, CEO, and current Board Member of Finalsite. Jon is passionate about web trends and strategies that impact education. For more than twelve years, Jon and Finalsite have been committed to providing cutting-edge web technology for clients. He is a frequent advisor, keynoter, blogger and presenter on all web-related school issues. www.finalsite.com; or Debbie Eisenach: Debbie.Eisenach@finalsite.com

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dedication of the affair, our diverse guests where given a chance to present their own accomplishments and everyone did a fantastic job.

If there was any criticism I would have with the Gin conference, it would be that I almost missed such an inspiring event, one that definitely took me by surprise. It simply was nothing I had seen at our school before.

• It was not only environmental concern.
• It was not only people looking to get socialized.
• It was not only people looking to feel important.
• It was not only people looking to inspire.
• It was not only people following what they feel is right.
• It was a realization of our school’s true potential, as if we all had passion for knowledge, and it’s a shame some people may have missed it, or never knew it existed.

I will always remember how shared commitment feels, and I dearly hope I can take part in the next conference in Buenos Aires. Our Argentinian guests plainly expressed, “We wanted to get inspired and to get other people inspired with it as well, back home.”

That is what I now hope to accomplish; that is what I want our school to have—inspiration. And to become such dreamers that any of us could set the world right.
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