

InterED

THE JOURNAL OF THE ASSOCIATION FOR THE ADVANCEMENT OF INTERNATIONAL EDUCATION

International Schools: Some Issues for the Future

By Mary Hayden
and Jeff Thompson

Growth in the International School Sector

What exactly is meant by the term “international school” seems to be changing by the week. The term has not been well-defined in the past, and the lack of definition appears to be growing rather than diminishing as the 21st century progresses. In writing some 20 years ago about international schools and international education (Hayden & Thompson, 1995), we had no inkling of the remarkable way in which the international school sector would grow and change in the following two decades; though growth could certainly be anticipated, the nature of that growth was not predicted by ourselves or other authors either then or in subsequent years. Our predictions, and those of others, were until recently based on an assumption of growth being “more of the same”; larger numbers of multinational corporations, greater numbers of employees relocating globally for work and expecting to take families with them, increased numbers of expatriate children in the new location for whom for a variety of reasons the national schooling system would be inappropriate, and thus growing numbers of international schools being established to respond to the need for an alternative form of education. What was not predicted, either by ourselves or by others, was that while the forces of globalisation would indeed lead to increased

mobility of families following professional parents’ employment and a growing need for appropriate schooling, they would be accompanied by two other major factors that have changed the nature of the international school sector overall; a growing aspirational “middle class” in many countries with ambitions for their children to develop a competitive edge by attending a school offering an English-medium education and curriculum different from that of the national education system, and the identification of English-medium education offering internationally recognised curriculum and examinations as a commodity ripe for development on a commercial basis.

While what we have elsewhere termed “traditional” or “Type A” international schools catering largely for globally-mobile children (Hayden & Thompson, 2013) have continued in recent years to grow in number. Their growth has been accompanied both by an enormous growth in international schools largely catering for “host country nationals” and the associated appearance of “groups” of international schools established on a commercial basis, sometimes located in one specific region and sometimes with a more global spread. The previous “typical” model of international school, established in response to a local need and, usually, not-for-profit, has been overtaken by groups of schools established on a for-profit basis (what we have previously described as “Type C” international schools) that are, in many cases, effectively in competition with the local education system (Hayden

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Dear Colleagues,
At the recent 51st AAIE Conference: *Future Leaders – Future Schools*, we explored the leadership and learning needed to best serve tomorrow's learners today. That theme continues in this edition of InterED and will no doubt echo in conversations and practice within our global community well into the future. I would like to thank our members for working together so beautifully to make the 51st a truly memorable and meaningful global homecoming. The high quality sessions, dynamic panels, engaging deep dives and inspiring keynotes were the collaborative fruit of so many AAIE community member's hard work and willingness to share. Thank you!

From Brasilia to Kathmandu, you stepped up and opened your hearts, questions and stories to each other while taking the time to challenge, discuss, reflect on and discover new understandings on the future of international education and our role as leaders. Equally important to the learning that took place were the many new and rekindled relationships and connections made with other members from around the world. May those connections nurture your soul and invigorate your passion for leadership and resolve to make continued progress on this important future-focused work.

Specific thanks goes out to the AAIE Board, our dedicated Advisory Council, the Conference Committee, the Awards Committee, Melinda Bihn, Joel Cohen and the entire team of parents, faculty and students from the 51st AAIE Host School; the French American International School. Finally, I thank our AAIE Team for their dedication, service and ongoing support of our membership and leadership events. The conversations and connections made in San Francisco at the 51st will surely ring on in the discussions and actions of many in 2017!

Looking towards the coming year, we are pleased to offer new programming and resources that answer identified member needs and support your ability to lead with vision, wisdom and integrity. Thank you for noting the opportunities that meet your needs as well as helping us develop the next generation of leadership by sharing

the information with members of your leadership team and a few of your emerging leadership superstars. Additional information and registration for all sessions below are available at www.aaie.org

AAIE Leadership Transition Retreat: 7-8 July 2017 Washington, DC

Facilitated by Lee Fertig and Barry Dequanne, this highly interactive retreat will provide the opportunity to work with experienced leaders while collaborating with other leaders transitioning into a new role to craft an individualized and comprehensive transition plan. All heads of school, principals, curriculum directors or other senior leadership team members are welcome.

AAIE International Child Protection Leadership Team Training & Level 1 Certificate Program: 26-29 June 2017 Fort Lauderdale, FL

Facilitated by Dr. Jordan Greenbaum, Tim Gerrish, Susie March & Dr. Scott Poland, this informative and practical workshop provides your child protection team with the resources, expertise and diversified support needed to create an individualized and comprehensive child protection plan that meets the new accreditation standards.

AAIE Instructional Leadership Institute: 26-29 June 2017 Fort Lauderdale, FL

Facilitated by Dr. Fran Prolman, participants will engage with a variety of modeled and practices strategies using their own authentic school data and case studies to design an individualized action plan to strengthen their instructional leadership impact at their school starting in August. Expand your leadership repertoire during these high-powered four days of learning and collaboration.

AAIE - ISCA International Counseling Institute: 26-29 June 2017 Fort Lauderdale, FL

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How do you help people lead with wisdom, vision and integrity in this increasingly complex and turbulent world? This is a question that has occupied many of us in our respective schools, colleges and organizations around the world these past few years and at our 51st Conference in San Francisco, where we were inspired to consider the future for our schools and for ourselves as leaders. Thanks to all of you who attended what was an excellent conference. Please join me in also thanking our wonderful keynote speakers, presenters, panelists, workshop leaders, our loyal vendors and generous sponsors.

On behalf of us all, a big thank you to Yolanda and Derek in the AAIE office, Melinda and her team from the French American School and the many friends and volunteers who came together to make the 51st Conference, “Future Leaders = Future Schools” such a success. As always, we will review all the feedback from the conference and use this to evolve and grow the quality of our conference and service to you all for our 52nd Conference in February 5th through the 7th 2018 at the Marriott Marquis on Times Square, New York City. Please mark your calendars now for this one!

People have said why do we need AAIE today? For me the answer is clear. There is no question that our world will continue to get ever more interconnected, interdependent, blended and complex. The wicked problems faced by our human society today, will not fade away with time—they will also become ever more complex, interconnected and interdependent. There simply is not putting the Genie of Globalization back into that bottle. This is the world we live in now and it will become ever more complex for the students in our schools and colleges today.

Thus the need for organizations, such as AAIE, has never been greater in my view. A safe space, a circus tent, for all of us engaged in this dynamic, inspiring and, let us be honest with ourselves, often messy and ambiguous field of international education. We have built, through AAIE and several other key organizations, this extended family of international educators. We really do need these groups, organizations and systems that overlap and are able to allow ambiguity, emotional and cognitive discomforts to

flourish in rich conversations around “The Why?” “The What” and “The How” of what we all have given our professional and, at times, personal lives to. We would not be in this business of international education if it did not make our hearts sing. I believe we all really do want to build a better, more inclusive human society than the one we see here today. I do not believe, though, that we are doing enough. Look around us at the problems faced by our society today, the pollution of extremism, hate and fear, that manifest themselves all too often in many parts of our world today.

I believe we need to do more to build this healthy, inclusive and sustainable global society. Dr. Martin Luther King Jr. called his vision of this the “Beloved Community”. I firmly believe that education, and, in particular, the open-minded, empathic, curious, messy and diverse “brand” that we call international education is the only way to do this locally and globally on a human scale in our schools. Dr. King also said, “Hatred paralyzes life; love releases it. Hatred confuses life; love harmonizes it. Hatred darkens life; love illuminates it.” I can give you an example of this from my own school in Atlanta. In November of 2014 we celebrated the 25th anniversary of the fall of The Berlin Wall with a candle light vigil with many families from the former East and West Germany around our own piece of The Berlin Wall on our campus. Martin Luther King III, the eldest son of Dr. King was in attendance. There is plaque now placed there with a phrase that I think would resonate with his dad and with pretty much every Mission of every International School, College, University and Organization inside the circus tent that AAIE. “Together we cultivate a spirited sense of hope in human potential.” We need this now more than ever. This is why we need AAIE.

I would like to thank all of you, the members, associates and friends of AAIE for joining together with us in this great work. Please continue to help us reach out to others who would like to join with us in this endeavor. The circus tent is big and needs to get much bigger if we are to have the impact we all desire.

I would also like to take a moment thank Dr. Linda Duevel for her service to AAIE.

Linda has been active with AAIE for a while, but served most recently as our President for these past two years, and as the President Elect for two years prior to that. On behalf of us all, I would like to extend our thanks to you Linda for helping steer our organization these past four years through times of change, an Executive Director Search, leadership and office transition and, of course, our 50th Anniversary Year! Thank you Linda.

Thanks also to Paul Poore, the Executive Director (ED) from AASSA. Paul has served as the Regional Association representative on our AAIE Board for the past five years. Paul stepped away in San Francisco this past February. On behalf of all associated with AAIE, many thanks Paul for all you have done for the organization, for Yolanda and our Board. We hold, by Policy, a seat on the Board for the Executive Director from one of the Regional Associations. As we announced in February, Kathy Stetson, the ED from CEESA has taken Paul’s place on the AAIE Board. Please also join me in, once again, giving Kathy a warm welcome to the AAIE Board.

Please also join me in thanking all of our AAIE Board and Advisory Board members for their continued dedication and service and also, of course Dr. Keith Miller and our friends and colleagues with the US State Department Office of Overseas Schools.

I hope many of you can engage with and share widely the work of AAIE through our Summer Institutes, the Leadership Institute, with HeadNet and, of course at the 52nd Annual Conference in NYC February 5 – 7, 2018.

Kind regards,

Kevin

Kevin Glass

AAIE President, 2017-2019

*AAIE President Kevin Glass is headmaster of Atlanta International School.
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FUTURE, continued from pg 1 ▶

& Thompson, 2013). Such has been the change in nature of the international school sector (and it is debatable whether it can still be considered as one sector), that where in 1983 approximately 80% of international school students worldwide were transitory expatriates and around 20% were host country nationals, by 2013 the situation had reversed. Commercially-based groupings of international schools are appearing almost by the day. Workshops and conferences are offered for those considering investing resource into the creation of new for-profit international schools, and those with experience of establishing new international schools are much in demand for the expertise and advice they can offer to entrepreneurs, venture capitalists and other potential investors whose sights are set on breaking

into what is increasingly perceived as an attractive market. Typically, such schools are being established in non-native-English speaking countries, where the prospect of developing fluency in English, the global language, and acquiring an internationally-recognised end-of-school qualification is seen by affluent parents as a means of opening doors for their children to further studies at universities such as Harvard, Yale, Oxford, or Cambridge, leading to global careers and to membership of what has been described as the transnational elite.

ISC Research, the only organisation that regularly generates figures describing the numbers of international schools (which, being difficult to define, are thus difficult to count), suggests that as of October 2015 there were over 8,000 international schools teaching 4.26 million students, and that by 2025 there will be at least 15,000

English-medium international schools teaching over 8 million students (Keeling, 2015), though they do not specify the different types of schools included in these figures. We are cautious about suggesting that such extrapolations can be made from recent growth to the future. Based on our understanding of recent and current developments, we suggest it is likely that the largest growth in numbers of international schools will be in the commercial part of the sector, largely catering for host country nationals, and that the traditional form of international school catering for globally mobile professional families will either grow much more slowly or, possibly, that it will plateau. In recent years, more than one international school has seen a drop in student enrollment as a result of a decision by a multinational company to reduce the numbers of families

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participants will be fully trained the first two days on the International Counseling Model, and then explore a variety of counseling areas including effective mentoring programs, supporting successful transitions, grief and crisis/trauma counseling, department and program leadership and more.

The AAIE / AISH Leadership Legacy Mentoring Program continues to grow, offering new school leaders the opportunity to connect and learn with an experienced head of school during their first year at the helm. This program is free of charge to all AAIE & AISH members and is made

possible by the many generous experienced member heads who are looking to give back by helping the next generation of school leadership enjoy a great start at their first headship! If you are looking for a mentor to support you in your new headship or if you are an experienced leader interested in sharing your experience and time with a new head as a mentor, please email me at Yolanda@aaie.org for more information. Deb and I look forward to welcoming you to the program!

Finally, you will want to mark your calendars now for the upcoming **52nd AAIE International Leadership Conference and Expo: Global Citizen Global Leader** that will take place 5-7 February 2018 in

New York City at the dynamic Marriott Marquis Times Square. Jane Camblin and the UNIS New York team will be welcoming attendees as the 52nd Host School while a provocative line-up of speakers and panels lead the exploration of international education and leadership through the lens of global citizenship. Watch for speaker proposal applications, event information and registration on the website this spring and see you in NYC next year!

Warmest regards,

Yolanda
Yolanda Murphy-Barrena
AAIE Executive Director
yolanda@aaie.org

Write for the Fall 2017 InterED.

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being supported to accompany relocating parents. Instead, the support has only been for the relocating parent who lives alone in the new location and travels home periodically to visit family. Expense, security (where expatriates may feel vulnerable living in particular locations), and the availability of increasingly sophisticated technology to facilitate international communications are all factors that might persuade international employers that employees no longer need to be relocated internationally with their families, but can either work electronically or relocate alone with regular trips to visit family in the home country. It is possible, therefore, that even within a relatively short time frame, the nature of the international school sector will change considerably from the situation in 2017.

Implications for International Schools

There are many issues likely to arise as international schools develop in the coming years. Here we choose to focus on two issues that we envisage to be the most pressing: the teaching staff/faculty appointed to these schools, and the curriculum that will be offered in them. There are undoubtedly other issues that those who lead such schools will need to engage with and find challenging in years to come — not least the question of whether their growth will continue as relatively unchecked, as it currently is, as planners and policy-makers in national systems become increasingly aware of their existence (Hayden & Thompson, 2008).

Teachers and Leaders

The source of the teachers and leaders appointed to staff international schools in the future continues to be an important and pressing question (Hayden & Thompson, 2011). It is clear that at least part of the attraction to such schools is that they offer internationally-recognised, English-medium qualifications based on a curriculum different from the host country. It is likely that there will continue to be a premium (as there is now in many international schools) on teachers who are native English speakers and who have experience teaching the internationally-recognised curriculum offered by the school. Currently, teachers in international schools have usually earned teacher certification in their home country, before moving abroad. With a small number of

exceptions, there is no teacher training offered that specifically prepares those to teach in international schools. Exceptions include the one-year Teaching Culturally and Linguistically Diverse & Exceptional Learners (TCLDEL) offered by George Mason University, Virginia to those who hold a bachelor's degree, and the bachelor's degree in Education offered by a consortium of universities in the Netherlands, Denmark and Norway under the name of ITEPS (International Teacher Education for Primary Schools) and, added recently, ITELS (International Teacher Education Lower Secondary), all of which offer preparation to teach specifically in the international school sector. Unless many more such programmes are developed in the near future (which seems unlikely, given the associated challenges), the backwash effect on the teaching sectors in countries including the US, UK, Canada, Australia, New Zealand and Ireland – as growing numbers of teachers trained in those countries take up posts in international schools – seems likely to become increasingly problematic. In the UK, for instance, the shortage of teachers in state schools is a growing problem, and although no clear link has been drawn between the numbers of those trained in the UK who do not continue to teach there, and the numbers who take up posts in international schools, policy makers and planners (who have tended to have little awareness of international schools to date) are beginning to notice the possible connection. Growing numbers of international schools are surely going to impinge increasingly on teacher recruitment in a number of countries. Is it reasonable to assume that (a small number of) national systems will continue to provide, and fund, the training of teachers for international schools? Is it likely that, as policy makers and planners in such national systems become more aware of the issue, they will endeavour to reduce its prevalence in some way?

Of equal concern, perhaps, will be the numbers of experienced Heads, Directors, and Principals who relocate from a national education system to take up a role in an international school abroad. What might be the implications for those national education systems most likely to be affected by this phenomenon? For example, in the UK, there is concern with respect to the difficulties experienced in making appointments to headships of state schools, and debate as to the reasons for reluctance of suitably

experienced candidates to apply for such posts. Though it has not been suggested that international schools are contributing to this problem, it is clearly the case that a number of experienced state school heads have relocated to international schools. If the pattern should continue, in the UK and other English-speaking countries, this could become a global phenomenon of increasingly challenging proportions. How should it be anticipated?

Of further interest for Heads and Principals are the possible implications of growth in commercial groupings of international schools. If such groupings seek commonality of policy and practice across their members, will this reduce autonomy and potential for creativity of individual leaders? The related question of governance in international schools, already a thorny issue in some contexts where relationships between Board and Head vary widely (and can be a factor in the relatively high turnover of international school Heads), may also become a greater concern if larger numbers of for-profit, single-owner schools are established where the owner expects to play a greater role in the management of the school than a Head might otherwise expect.

The Curriculum

The question of which curriculum to offer in an international school is influenced by many factors. In earlier days of international schools, there was little choice, a school offered either its own curriculum or that of another national or state education system. Today, international schools affiliated to a particular national context (with titles such as the American International School of Y, or the British School of X), may still offer the national curriculum of the “home” country. The choices available to international schools first opened up in 1968 with the launch of the International Baccalaureate (IB) Diploma, designed to be recognised by universities worldwide and to be more appropriate in content to multinational student groups than the programmes available from a variety of national systems. Since the IB Diploma's launch, the concept of a non-nationally-focused curriculum has been taken up by, *inter alia*, the College Board in developing the Advanced Placement International Diploma; Cambridge International Examinations (CIE) in offering the International General Certificate

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of Secondary Education (IGCSE); the IB's extension of its Diploma for 16-19 year olds to include the Primary Years Programme (PYP: ages 4-11), Middle Years Programme (MYP: ages 11-16), Career-related Programme (CP: ages 16-19); and Fieldwork Education's International Primary Curriculum (IPC: ages 5-11), International Middle Years Curriculum (IMYC: ages 11-14), and International Early Years Curriculum (IEYC: ages 2-5). All are now offered in growing numbers of international schools worldwide.

In considering what the future may hold with respect to the curriculum offered in international schools, it would seem reasonable to assume that if the number of such schools is to increase, then the demand for the programmes offered in them will also increase. What is less clear is whether the increase is likely to be linear, in the sense of similar growth in all the programmes currently offered, or whether it might be influenced by what we have suggested will be an unbalanced growth across the different types of international school, with the Type C school—largely catering for 'host country nationals' and in many cases established on a for-profit basis—growing at a faster pace than the Type A school—largely not-for-profit and catering for globally mobile expatriates. Are the students at Type C schools more likely to aspire to one type of curriculum and qualification, rather than to another? Or are they as likely to be motivated to attend an international school offering, for instance, one or more of the IB programmes as they are to attend a school offering, say, the Advanced Placement International Diploma? Will the answer to this question be influenced by the country in which the school is located? For example, are the Thai students now attending the large number of international schools, which opened in Thailand since a change in legislation some 20 years ago allowing Thai students to attend international schools for the first time, more likely to aspire to a prestigious university in one or more particular country/ies, and will this influence their choice of school curriculum?

Indeed, can it be assumed that the range of curricula available through international schools—whether designed to be internationally-focused, such as the IB, or essentially

the curriculum of a national context, such as the Advanced Level (A Level) of England—will remain essentially the same in future years? If the changing nature of the international school sector can be attributed at least in part to entrepreneurs and investors identifying international education as an attractive commercial prospect, is it not likely that entrepreneurs will at some stage identify the curriculum as a potential area for investment in creating a new competitor for existing programmes? One area for careful thought by anyone considering such an initiative would be the age range of the curriculum to be developed. While the pre-university 16-19 age range might in some respects be the most attractive context for offering a new programme—since those attending international schools with aspirations of admissions to overseas universities are likely to be most interested in selecting a school with a pre-university international programme which is widely recognised globally—it is also the most problematic age range for which to develop a new programme. The backwash effect of the typical rather than traditional university worldwide sector would certainly be a major consideration in relation to the length of time it would take for a new programme to achieve recognition. And the challenges of persuading parents that the risk of offering a relatively new, rather than a well-established, programme would be one they and their child should take. Perhaps, then, it is less likely that new curricula will be introduced at that age range – though at the lower age ranges, where the curriculum and assessment is less high stakes, it may not be surprising if new curricula emerge in the coming years.

Conclusion

No one can predict with any confidence the ways in which international schools will develop in the coming years. It may be that future events will have a much greater impact on the manner in which we live our lives than we can currently even begin to imagine, and lead to such new and different demands and pressures on education globally that extrapolation from the current context is an essentially meaningless exercise. It seems likely that growing numbers of schools will lead to greater competition, both locally (in, for instance, large cities where schools will compete for students) and globally, where schools will be competing for the limited resource of well-qualified and experienced teachers. In such a climate, teachers with particularly relevant qualifications, such as

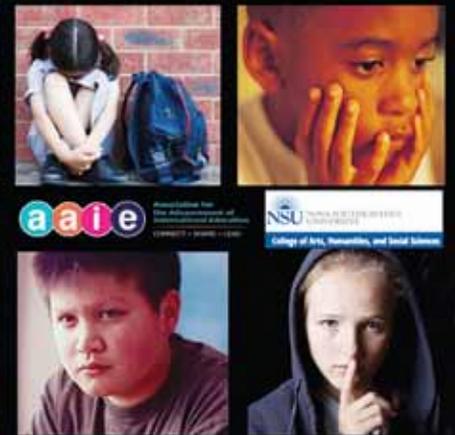
Master's degrees specialising in international education, or the IB Educator Certificates offered by growing numbers of universities worldwide, may well be particularly marketable. Rigorous school accreditation systems are likely to be ever more in demand as a means of differentiating between schools in an increasingly diverse market.

Indeed it is not difficult to imagine a scenario where a number of well-established, experienced and well-regarded international schools form a self-declared elite group within the sector. It is also not difficult to imagine, as national education systems become more interested in developing an international contribution to the learning of their students that the concept of international education continues to evolve from having been associated with education in international schools to increasingly being seen as the norm for schools in whatever context they are located. In an ever more globalised world, it is not difficult to envisage that education with a purely national, as opposed to an international, focus will decrease in attractiveness for growing numbers of those considering education in national and international, state-funded and private, schools worldwide. ■

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 CONNECT • SHARE • LEAD



Dear Colleagues,

This issue is focused on the future of international schools; a very auspicious undertaking given the world flux at this point. Nonetheless school happens every year - children come, families arrive, teachers get ready and leaders focus their efforts on the future, next steps, strategic plans gradually transforming from good to great (Johnson, 2016). Teams work together, challenges unfold and stories are told about the worthwhile endeavors of all.

Mary Hayden and Jeff Thompson, key leaders and researchers in the field of international education, start the conversation in this issue around significant challenges facing international schools as a whole (no matter what the definition). Their long-term efforts to define, support and guide teachers and leaders in international schools has been substantial. Liz Duffy from ISS and Ann Straub from CIS offer insights into the strategic planning and goals for global education in the future. Echoing the areas for future development in international schools is the work of Debra Williams-Gualandi, from the International School of Florence, who reminds us that the development of identity is crucial to a teachers understanding of culture as well as the development of intercultural competence. This research continues to underscore the work of international schools most particularly as we see the mobility of the teaching force and school heads. Each generation of leaders and teachers need to examine these issues in a never-ending cycle of continuous improvement. April Mattix Foster and her colleagues focus on applying the research on global competencies to international schools. This theme continues throughout the articles in this issue; a focus on strategic planning, global competencies and intercultural understanding as hallmarks for international schools; school leaders, professional development and research.

At the fall ECIS conference in Copenhagen I had the opportunity to attend the presentation by the team from Athens Community School on their school-wide program and the powerful learning that took place with the refugee population in

Greece. I was stuck by the importance of their work in the world today and invited their participation in this issue. I know other international schools are also involved in this work and I would encourage all of you to read about their efforts, the teaching, learning and understanding that took place and most importantly the authentic development of intercultural understanding that occurred. These are the stories we should be sharing. Caring, compassion and concern are also models of practice for international schools.

**You should be telling the
story of your schools, your
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our understanding of the
development, currency and
growth of the international
school sector.**

Our columns address similar issues with contributions from Karim Letwinsky from Wilkes University focusing on international education leadership; Linda and Ashley Sills bringing us up to date with the great work of GIN; and Debra Sprague serving as guest editor of *Insites* while Shannon O'Hale is on maternity leave (congratulations Shannon!).

One of the most important goals of *InterED* is to share and shape current research on international schools. This is an oft repeated request both the former and the current editors. You should be telling the story of your schools, your research is important to our understanding of the development, currency and growth of the international school sector. Research comes in many forms, for many the historical notion of research means 'experimental', which in most of education is no longer the norm. We welcome and publish action research, qualitative research, and

quantitative studies in schools. In all cases we maintain confidentiality as required by research protocols. I am happy to work with new scholars in creating their manuscripts for publication and encouraging the 'old hands' to share what they know. The very best people to share research on international schools are the people who live and work in the field each and every day! If you know of someone is a degree program who is exploring a question or inquiry in an international school setting, please have them contact me, bshaklee@gmu.edu. If you have a group of teachers working through action research, please have them contact me, bshaklee@gmu.edu. If as a leader of a school, you have something to share with your colleagues that is valuable to their understanding as a school head, please contact me, bshaklee@gmu.edu.

As we face the inevitable changes that are part of our lives (some cause more stress than others) I am often reminded of a quote that I keep in my office, "Peace does not mean an absence of conflicts; differences will always be there. Peace means solving these differences through peaceful means; through dialogue, education, knowledge; and through humane ways." ~ *Dalai Lama*

International schools can be and are examples of focused efforts toward intercultural knowledge and respect, compassion and caring. At their best, they prepare young leaders for a future full of change bounded by hope, agency and commitment to make a better world. That requires teachers and school leaders who exemplify and model similar attributes, in the face of challenge dig deep and find that inner strength to move forward. As we know teaching and learning is as much about the content as it is about the 'content of our character.' ■

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

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The Future of Technology: Personalized Learning



By Debra Sprague

Twenty-five years ago, Lewis Perelman wrote a book titled *School's Out: Hyperlearning, the New Technology and the End of Education* (1992) in which he postulated that technology will change how we teach and how children learn. Perelman stated that children would not need to be segregated by age-based classrooms. Instead, they could be placed in classrooms based on their interests and what they wanted to learn. He likened schools to shopping malls in which students could go into a classroom to learn a specialized subject in much the same way one can walk into a store in a mall to purchase a specialized item. Although Perelman's vision is not a reality, his idea of making learning meaningful for individual students has gained new interest in the technology field, under the theory of "personalized learning."

Personalized learning allows education to be tailored to the needs of individual students (Alli, Rajan, & Ratiff, 2016). It takes into account the student's prior knowledge and experiences, learning style, and interests. The concept of personalized learning is not new. It has its roots in Gardner's Theory of Multiple Intelligence (1983) and Tomlinson's Theory of Differentiation (2001). The theory of Multiple Intelligence states that the traditional notion of intelligence is too limiting and that there are eight intelligences that teachers should attend to: musical, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic (Gardner). By addressing these various intelligences, teachers can better meet students' learning needs. Differentiation acknowledges that students come to school with different levels of readiness to learn, interests, and learning styles. Teachers can attend to these differences by differentiating the content (what is taught), process (how the lesson is taught), and product (how students demonstrate their knowledge) (Thomlinson).

Similar to these theories, personalized learning challenges the notion of teacher

led lessons in which the whole class engages in a common activity. "Instead, each student can follow an optimal learning path and pace through a mix of instructional methods, including individual and small-group time with teachers, group projects, and instructional software" (Childress & Benson, 2014, p. 34). With personalized learning how students learn inside of school can be reflected in how they learn outside of school. When my 11-year old son wants to learn something he goes to YouTube (<https://www.youtube.com/>) and searches for a video on the

Pick the products and
technologies to be used.
Successful programs choose
tools based on the pedagogical
need and structure
as opposed to the best
marketing pitch.

topic. He follows the instructions step-by-step and accomplishes his task. The information is presented in a learning style that best suits him and is readily available when he needs it. As a result, this learning is often more meaningful to him than the material presented at school.

Personalized Learning in the Classroom

So what does personalized learning look like in the classroom? Personalized learning puts the students in charge of their own learning style and pace. Through the use of technology students are able to learn around the clock and not on a rigid schedule. With guidance from a teacher,

students select lessons based on their preferred method of learning. Once they master the basic skills they can move onto harder concepts aided by interactive technology (West, 2012). For example, students who learn best through experimentation might find it easier to understand biology and the role of vaccines for curing disease through a game called FoldIt (fold.it/portal/). FoldIt is an online puzzle game about protein folding, an item necessary for developing new vaccines. Other students might benefit from playing Quandry (www.quandarygame.org/) which helps students develop decision-making and leadership skills while engaging in ethical issues related to colonization. Visual learners might benefit from watching videos offered through Khan Academy (www.khanacademy.org/) which offers more than 3,000 free online videos in math and science complete with practice examples (Childress & Benson, 2014). Students can use Skype to communicate with authors, scientists, and historians from around the world. Students can also use Skype to partner with classrooms in other countries to understand current events and local interpretations of historical events or connect with teachers to study subjects not offered at their local schools.

Each day new technologies are being developed and our understanding of how to use these technologies in the classroom grows. Today, educators are exploring the use of augmented and virtual reality as vehicles to enhance student learning. Augmented reality (AR) refers to the blending of the physical world with the virtual world. As people interact with the physical world, they are also engaged with the virtual world through the use of cell phones, tablets, and other mobile devices. The virtual world provides the person with supplemental information through videos, text files, and web resources and through interactions with virtual avatars. The purpose of AR is to supplement the physical world, not replace it (Wu, Lee, Chang, & Liang, 2013). Virtual reality (VR) consists of a 3D environment which

users experience through the use of physical movement and sensory perception (Ludlow, 2015). In virtual reality users experience an artificial immersive world that replaces the real world for a brief time. Both of these technologies offer low cost commercial-grade hardware that make the use of these technologies affordable in the classroom (Brown & Green, 2016). AR requires a smartphone with the ability to use GPS (Global Positioning Satellite). VR requires a smartphone and a VR headset. VR headsets run between \$10.00-\$800.00 (US).

Although AR and VR are just beginning to impact classrooms they offer much in the way of personalized learning. Apps are currently available (for both Android and iPhones) that allow students to travel through the bloodstream and see how clots are formed, explore Mars and the Great Pyramids, and even manipulate the emotions of a virtual person in order to understand how fear impacts behavior. Early research has shown that these technologies can enhance students' understanding of complex ideas (Dunleavy & Dede, 2014).

Implementing Personalized Learning

For personalized learning to be successful educators must begin with the belief that all students can learn and be successful and that every educator has a responsibility to ensure this happens (Basham, Hall, Carter, & Stahl, 2016). Teachers and students must be provided with the capacity, tools, and strategies necessary for successful implementation. Administrators need to understand that teachers "will be trying techniques they have never used before requiring them to teach in ways that are very different from how they have taught before, that are far removed from their experience (and therefore instincts) of what works and what doesn't, and that may have ripple effects they don't anticipate" (Feldstein & Hall, 2016, p. 32). Without providing teachers with the necessary time and support needed for implementation, personalized learning will not be effective. Feldstein & Hall identify six strategies needed for successful implementation:

1. Identify the student need to be addressed. What problem are you trying to solve?
2. Design the pedagogical structure.

How will the structure look for each individual student?

3. Pick the products and technologies to be used. Successful programs choose tools based on the pedagogical need and structure as opposed to the best marketing pitch.
4. Include faculty training. Because personalized learning requires a major shift in how we teach it is imperative that teachers receive intensive and ongoing training. A one-time workshop will not result in success.

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and instructional software."

5. Provide technology support. Nothing can derail an innovation quicker than having technology fail when it is most needed. Successful programs make sure teachers have the technology training, equipment, and support staff they need in order to implement the pedagogical strategies identified.
6. Be prepared to measure, fail, and iterate. Because personalized learning requires a major shift in how teachers teach and how learners learn, there are bound to be some mistakes. The goal is to keep trying, take what is working and adjust what is not. Approach implementation with patience and perseverance.

Conclusion

The future of technology is not in the hardware and software. It is not the latest invention. It is in the changes we can make in teaching that benefits our students. Those schools willing to take on the challenges of personalized learning may enable students to take responsibility for their own learning and develop the knowledge and skills needed to be successful in life. Perhaps we will one day see Perelman's idea (1992) become a reality, where students are educated based on learning styles and interests instead of age. ■

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Educating for Global Citizenship

The "International" Landscape

Using whatever means it requires, schools throughout the world have a moral imperative to prepare their students to be interculturally competent global citizens. As the Organization of Economic Co-operation and Development (OECD) stated in their Proposal for Global Competence, "Our young people must be able to co-exist and interact with people who are different from ourselves, have open and flexible attitudes, as well as the values that unite us around our common humanity."

The Council of International Schools (CIS) based in Leiden, The Netherlands, has as its tagline, "Shaping the Future of International Education." The label "International" which at one time denoted expat schools located outside of one's home country is no longer exclusive to this population. One could argue that today there are very few schools in the world that lack cultural diversity. If the definition of cultural diversity refers to "difference" as in socioeconomic, ability, gender, life style and age as well as nationality, ethnicity and race then the need for intercultural competence and global citizenship is vital to creating and maintaining social sustainability in the world. According to Eeqbal Hassim of the Asia Education Foundation, "Social sustainability of the world is perhaps the big-picture, overarching and aspirational goal of global citizenship. It provides the foundation for all other forms of sustainability...cultural, environmental, economic, and political." The convergence of many factors as addressed in this article, has led the CIS to develop International Certification: Educating for Global Citizenship, a developmental service open to schools around the world who are committed to developing global citizens prepared in spirit, mind, and body to create global social sustainability.

Addition of Global Competency to the Program for International Student Assessment (PISA)

Recently, it was announced by the OECD

By Ann Straub

that the Program for International Student Assessment (PISA) administered to fifteen-year old students in 80 member countries will in 2018 add an assessment of global competence. Global competence includes the acquisition of in-depth knowledge and understanding of global and intercultural issues; the ability to learn from and live with people from diverse backgrounds; and the attitudes and values necessary to interact respectfully with others. At the same time, the

If global citizenship understandings, skills and attitudes and values are required for our students to face unprecedented challenges and opportunities in the world today, then how are schools identifying, teaching and assessing them?

UN Global Compact involving 8,000 world business leaders is collaborating to use positive business development to eradicate grinding poverty, to create innovative ecological solutions and work towards peace. Global competence is necessary for movements such as the UN Global Compact to move ahead. As Nelson Mandela stated, "Education is the most powerful weapon you can use to change the world."

So, what does this mean for the future of our schools?

It can become confusing when referring to the terms global competence, intercultural competence, and global citizenship along with many others used interchangeably throughout the literature and research. The good news is that they are synchronistic.

The terms intercultural competence and global citizenship will be used in this article knowing that global competence is incorporated within both of these terms.

Global Education Exploration Study Findings

In 2012, a nation-wide Global Education Exploration Study published by Project Explorer.org of more than 1,200 teachers, parents and stakeholders in United States schools was conducted with the goal of better understanding the global education landscape. It was reported that 80% of teachers agree that it's more important today than ever before for students to learn about other countries and cultures, yet only 30% say they often incorporate material about other countries and cultures into their lesson plans. Six in ten students surveyed reported they find understanding different countries, cultures, and customs extremely important — more so than writing, math, or technical skills. Additionally, nearly all (98%) of the students surveyed agree that a strong understanding of world history and events is critical to developing solutions to global problems. Nine in ten students recognize that jobs are becoming increasingly international in nature and believe they will be stronger employees with a better understanding of different cultures. Students feel under-equipped to compete for professional opportunities on the basis of global awareness and understanding. They believe their appetite and enthusiasm for global education has not been met with an adequate level of instruction in global studies.

Role of Social / Emotional Intelligence in Global Citizenship

Another compounding factor is the decline of emotional/social intelligence vital for the development of global citizenship, which is all too quickly becoming a reality among today's students. The countless hours spent interacting with others through technological devices replacing face to face interactions has with no doubt interfered with the development of the skills, attitudes and

values necessary to develop global citizenship. Resilience, empathy, flexibility, open-mindedness, respect, risk-taking, adaptability, and self-awareness are a few of the necessary attributes developed through direct interaction with human beings different from one's self. Part of the definition of global competence as developed by the OECD is the ability to learn from and live with people from diverse backgrounds; and the attitudes and values necessary to interact respectfully with others. How can it be possible to accomplish this without making a concerted effort in schools to develop these attributes in our students?

Global Citizenship Becoming a Reality

Global citizenship is often incorporated into schools' mission statements. However, how often do schools that promise an international education in the hope of developing global citizens define what this really means? How does intercultural competence fit within the scope of global citizenship? What does this imply for the school's leadership, curriculum, co-curricular activities, service learning, professional development and environmental sustainability? How can a school community develop a shared understanding of what this means and what it looks like in action? Many schools share this goal of developing global citizenship in their students, but experience suggests such goals are sometimes daunting in their ambition and all too often frustratingly vague in their structure.

If global citizenship understandings, skills and attitudes and values are required for our students to face unprecedented challenges and opportunities in the world today, then how are schools identifying, teaching and assessing them? How are school leaders and teachers being trained to address global citizenship throughout a school? How are school leaders, teachers and students being made aware of their own intercultural competence and how to improve upon it?

CIS International Certification: Educating for Global Citizenship

In response to this ever-growing and urgent need we heard from our members, CIS developed a service, International Certification: Educating for Global

Citizenship, an innovative process to help schools better understand, advance and measure the development of global citizens. Our CIS member schools expressed the need to take an in-depth look at global citizenship within their community, but were not sure how to focus their time and best help their staff/students. They wanted a framework that would benefit the school and further their strategic objectives. International Certification addresses the key questions of how do we know we are taking the right steps to provide students with an education that keeps pace with globalization and provides the learning needed to face the ensuing challenges, and how do we enable students' development as interculturally competent global citizens?

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International Certification provides a whole school framework and a flexible structure within which schools may tailor the process of defining and developing global citizens. It is a developmental, growth minded, and consultative process in which CIS International Educational Specialists, all of whom have a background in developing global citizenship in schools across the world as teachers, leaders and facilitators, offer resources, professional development and support throughout the Certification process. Schools who wish to develop strategic impact and authentically live their mission statement of global citizenship would greatly benefit from International Certification. It is an opportunity to explore, identify and evaluate a school community's fundamental values and beliefs about international education and their impact on the resulting outcomes each school plans for its students.

Schools throughout the world including Canada, the United States, Australia, Argentina, India, China, Saudi Arabia, Kenya, Spain, the United Kingdom, Hong Kong, and Zambia have been involved in International Certification. After achieving International Certification in 2015, Turning Point School, Los Angeles, CA reflected: "The process of working toward International Certification has brought opportunities for significant and valuable internal and collective reflection. We were able to take a more objective look at where the school stands, what we have accomplished already, and where we should aim to grow in the future."

The project-based learning approach used by CIS measures growth using a developmental continuum. The starting point is the creation of a shared definition of global citizenship followed by an Intercultural Assessment that includes an individual online survey followed by a professional development activity to understand intercultural competence and discuss the collective results. Thereafter, the school completes six school-wide projects. Another school involved in the pilot phase, Methodist Ladies' College in Melbourne, Australia, stated: "The shared definition of global citizenship was powerful in the creation which involved lots of discussion. We next defined what it looks like in practice." Turning Point School continued: "A steady focus on global perspectives has focused faculty professional development and has led to significant progress in teaching pedagogy and practice. Additionally, this process informed bridging across grade levels and highlighted cross-curricular integration opportunities. You only have to walk into classrooms and down the hallways of Turning Point to see the impact International Certification has had on student learning."

CIS developed International Certification as a distinct model, specifically for schools that wish to take a deep dive to examine the enablers of intercultural competency and ultimately - global citizenship, which is very different than a broad accreditation model that evaluates all aspects of the institutional life of a school. With a truly global perspective of education borne of first-hand experience working with a myriad of schools across the globe, the Council of International Schools understands that the notion of intercultural competency is

GLOBAL,

continued from pg 15 ▶

both challenging to understand and to embrace. The intercultural development exercise that is integral to International Certification serves as a stimulus for conversations among the faculty focusing on the typically hidden aspects of intercultural competency dealing with cultural norms, values, perceptions and assumptions, and placing less emphasis on some of the more visible aspects typified by food, festivals, fashion and flags. This important shift within the six International Certification projects elevates the focus from merely “doing” to strategically taking an in-depth look at which actions and outcomes will truly develop global citizens in the school.

Deborah Richman, Turning Point Head of School, said: “I did not expect the International Certification Projects to take us into so much depth.” This service provides a focused roadmap for schools to better understand and develop global citizens. The magnitude of the investigative process sustained a focus that encouraged the entire school community to take a stake in Turning Point’s process towards achieving CIS International Certification. Richman explained: “The faculty and staff and community at large took it very seriously because of how in-depth it was.”

As result of International Certification, St. Timothy’s School, Baltimore, MD noted: “The most immediate change was the ‘Culture Shock’ sessions changing from just including the international students, to including all the girls at St. Timothy’s School. The International Club that used to be a separate club, now hosts multicultural events for the whole school during the school year. The international students talk about their roots, celebrations, family traditions and

beliefs. This used to be an isolated event, but now includes everyone in the community. We have had lots of discussion about a common language policy with sensitivity to cultures being able to express themselves in their mother tongue, yet not isolating themselves or inhibiting learning and communication with the school community. Unit planning has focused on global contexts and threading this through our units. This has really helped our cross-curricular connections and paying attention to using culturally sensitive and accurate materials.”

As the OECD Proposal states, “It is time to rethink the role of education as a vehicle

towards social cohesion and intercultural dialogue.” This requires a strategic plan for curricular and pedagogical change, staff professional development, and a critical look at service learning and co-curricular programs. The development of global citizenship and intercultural competence in schools is ambitious and long-term, but necessary for social sustainability in the world, perhaps needed now more than ever before. ■

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ISS's Strategic Plan—Making a World of Difference: A Framework for the Future

By Liz Duffy

“The future of international schools” is the theme of this edition of *InterED*, and it was also the focus of International Schools Services’ (ISS’s) recent strategic planning process. Given that confluence, following is a brief summary of the context, framework and key trends that animated our process with the hope that a case study of ISS’s strategic plan will help other international educators as they plan for the future of their schools or organizations.

The Context: A Brief History of ISS

International Schools Services (ISS) was established in 1955 by Arthur Sweetser to support the International School of Geneva, an international school that he helped to found and that his children had attended when Sweetser was in Geneva to establish the League of Nations. From its modest beginnings, ISS has grown into a leading provider of services to overseas American schools. International Schools Services was among the first international school service organizations, and we have played a leadership role in international education throughout the past six decades. Since 1955, ISS has started and managed over 100 schools on five continents; recruited and placed more than 40,000 international educators; connected 2,000 supply vendors with schools worldwide; managed 75 school foundations, and developed standards-based language and other curricula and professional development programs. We also helped to launch numerous organizations that support and promote international education, including the Association for the Advancement of International Education (AAIE), the Academy for International School Heads (AISH), and most recently, the International Task Force on Child Protection. International Schools Services continues to actively support many regional associations and international school organizations through conference and other sponsorships.

Recently, ISS developed a new strategic plan to ensure that we continue to provide valued services and innovative leadership to the

international school sector. During the strategic planning process, we surveyed our constituents, conducted interviews and focus groups with both new and longstanding clients, and spoke with respected leaders in the international school community. Through that process, we identified key trends in international education that will shape not only ISS’s future, but also the future of the international school sector. Based on those trends, we developed a Framework for the Future. This article describes a few key features of that framework.

Historic Versus Emerging ISS

Since ISS was founded, the world has seen dramatic changes over the past six decades. The evolution of the international school community and, in particular, ISS have mirrored many of those changes. Figure

1 below shows how ISS has evolved in response to key global trends by comparing Historic ISS to Emerging ISS and identifying seven strategic priorities.

International Schools Services has begun to redouble our focus on the seven strategic priorities listed in the right column in order to best serve the international school community and most importantly, prepare students attending international schools today to be thoughtful, imaginative, global leaders. Following are brief descriptions of three of the priorities: Global Mindedness, Diverse Co-Created Communities, and Innovative Best Practices, with broad relevance to the international school sector going forward.

Global Mindedness

When ISS was founded, there were few international schools and most served exclusively or nearly exclusively *expat* students,

HISTORIC ISS	EMERGING ISS	STRATEGIC PRIORITIES
Overseas American Perspective	Global-Mindedness	Global Perspective
Isolated School Enclaves	Interconnected Educational Communities	Diverse, Co-Created Communities
Closed Homogenous Club	Diverse Open Networks & Strategic Partnerships	
Old Power-Consuming Services	New Power – Co-Producing & Co-Ownning Services	
School Management	School Leadership & Best Practices	Innovative, Best Practices
Tailored Projects	Documented Process of Customization & Research-Based Replicable Models	
Stability & Status Quo	Change Leadership, Innovation & Continuous Improvement	
Opportunistic Initiatives	Strategic Prototypes	Proactive Marketing
Responsive, Word-of-Mouth Promotion	Pro-Active Business Development, Marketing & Branding	
Customer Service	Value-Add	Customer Value
Profit-Making Business	Value-Creating Nonprofit/Social Venture	
Top-Down Management	Employee Initiative & Distributed Leadership	Collaborative Leadership
Silo’ed Departments & Services	Cross-Functional Teams & Integrated, Leveraged Solutions	
Hierarchical Governance	Generative Governance	
Cross Subsidies	Sustainable Programs	Sustainable Growth

Figure 1. Comparison of Historic ISS to Emerging ISS.

many of whose families lived overseas for just a few years before returning to their home countries. American international schools were designed to be as similar to US public schools as possible so students could return seamlessly to the United States when their parents' overseas assignments ended. The faculty of such schools were also predominantly ex pats and the schools generally adopted American curriculums. As the world became more global, the makeup of international schools changed to include many more local or host country national families and local faculty as well, particularly in some regions of the world such as South America. The International Baccalaureate (IB) was founded in 1968 and grew in popularity, as many international schools developed global curriculums to reflect their more diverse constituents and the more interconnected world.

While the percentage of international schools serving predominantly ex pat students has declined significantly over the past decade, the overall international school market continues to expand at the rate of about 7% a year as wealth increases around the world, middle classes emerge in many countries, and parents of children in countries with emerging economies seek to ensure that their children are ultimately prepared to participate in the global economy. This desire is so strong that parents are willing to invest a significant part of their earnings in their children's education. In particular, parents want their children to become fully fluent in English, develop critical thinking and creative problem solving skills, and attend American or other Western universities – all in preparation for careers with multinational companies or organizations.

Nearly all the growth in international schools in recent years has been of schools serving predominantly local or regional students. Such schools tend to be established by the business elite of the host country, have more modest tuitions than the schools developed for expat children with corporate tuition allowances, and employ more local teachers. These new global schools aim to expose students to a world-class international education, while still maintaining fluency in their native language, instilling a strong sense of local culture and values, and honoring local societal norms.

While ISS has traditionally focused on education outside the boundaries of the US,

independent schools in the United States have also recognized that their graduates will live and work in a global world. To that end, they are increasingly globalizing their student bodies, their faculty and their curriculums and seeking ways to meaningfully partner with high quality international schools. In response to the aforementioned trends, going forward, we will apply our 60 years of experience to develop ISS schools that serve local children and to train and mentor local faculty in student-centered curricula and pedagogies. We will also try to engage more US independent schools in the global community in meaningful and mutually beneficial ways.

While the makeup of the student body and composition of the faculty contribute to a school's global perspective, it's essential that international schools deliberately develop and foster a global mindset among their faculty, staff and students, because as international educator Homa Tavengar wrote in a recent blog post, "Just because we travel and live globally doesn't mean we possess a global mindset. Practicing humility, empathy and deliberate reflection doesn't come automatically with a passport." To that end, ISS has begun to invest in global mindedness training for our staff, board, and schools.

Diverse, Co-Created Communities

Given the relative ease of transportation and the ubiquity of technology, our sense of community has been radically altered in modern times. As Kwame Appiah (2006) describes in his book *Cosmopolitanism: Ethics in a World of Strangers*, for most of human history, people lived their entire lives in close proximity to where they were born and interacted with a relatively small number of people with whom they were often related and certainly familiar. With the advent of global trade, rapid transit and mass communication, people now interact regularly and easily across continents and time zones. Originally, many international schools felt like isolated enclaves, because they served mostly expat children, employed predominantly expat faculty, and were often located on expat compounds. While that sense of isolation was already beginning to change when ISS was founded in 1955, because like Sweetser many international school founders and leaders valued cross-cultural interactions, the tenor has shifted dramatically in recent decades

as the international school community has grown and evolved and the world has become more interconnected. International schools today now routinely engage in both their local communities and the global education community.

The community of international school educators often feels "like a small world", because over the course of their careers, many international faculty work at multiple schools in different countries and even different continents. Bonds first established in person as colleagues have traditionally been renewed at regional association meetings and recruiting fairs and are now also maintained and nurtured online. The new generation of international teachers admires the closeness among the more seasoned generation of international educators and seeks similar connections, but on their own terms. Not as part of a closed relatively homogenous club, but rather through the more diverse and open networks with which they're familiar. The challenge for ISS and other international school organizations going forward is how to foster the same strong sense of community that the older generation feels among younger emerging school leaders, and how to ensure that the future leadership of international schools reflects the greater diversity among international school students and families.

To broaden the pool of international school leaders, for the past 15 years, ISS has hosted an annual women's symposium, which we recently renamed the Mary Anne Haas ISS Women's Symposium, in honor of the founder and longtime leader of the program. More recently, in collaboration with other international organizations and school leaders, we have organized conference workshops for both women and men interested in becoming more effective leaders. The focus of those workshops this year has been on the work of law professor Joan Williams and Rachel Dempsey (2014), who in their book *What Works for Women at Work*, identified four patterns of bias that women leaders regularly confront, including:

- **Prove it Again Bias:** Women have to prove their competence over and over because the stereotype of a leader is male.
- **The Tightrope:** Women have to negotiate the fine line/tight space between

being too masculine and too feminine in order to be both liked and respected as leaders.

- **The Maternal Wall:** Mothers (and even potential mothers) are held to higher performance and punctuality standards than their male counterparts.
- **Tug of War:** The other three patterns of bias fuel intense conflict/competition among women.

Although William's research focused predominantly on women CEOs, the trends she identified have resonated strongly with female international educators and their male colleagues and mentors. The women's symposium and workshops are just a few of the many efforts now underway around the globe to encourage diverse educators to pursue careers and leadership opportunities in international education. To help coordinate and leverage those efforts, ISS, in conjunction with AAIE, launched a Diversity Collaborative at the AAIE annual conference in February 2017.

Innovative Best Practices

When many of the first international schools were founded in the wakes of World War I and World War II, as part of efforts to promote global understanding and world peace, there was a strong emphasis on stability and reestablishing the status quo after the devastation and chaos the world had just encountered. Today, there is much more focus on change management, innovation and continuous improvement, given the fast-paced, competitive, interconnected world in which we live and work.

There is a wealth of knowledge, experiences, and educational innovations among international schools. The challenge is to respect the unique circumstances of each school while at the same time establish processes and incentives for sharing best practices and learning among ISS schools, other international schools, and beyond. We've recently made concerted efforts in this direction though the hosting of an annual June gathering at Princeton University, one of the educational leaders of our schools. One of the highlights of the June gathering of school leaders is "One Best Thing," where the school heads share innovative programs and special

initiatives from their schools.

In an article in *The Harvard Business Review* entitled, "Understanding 'New Power'", the authors, Jeremy Heimans and Henry Timms (2014), distinguished between new power and old power. Traditionally, companies and organizations developed products and services for customers to consume. With the development of Web 2.0, people now prefer to be co-creators and co-owners of the services they use. In that spirit, ISS has begun to use social media tools, such as Twitter, to connect and support international educators with shared interests. Indeed, in a short time, #issedu has become a vibrant, co-created community of international educators. There has also been considerable communication and collaboration across our schools through school resources shared on Central Desktop and Twitter posts to #issedu. To ensure that ISS and the schools with which we work continually improve, we will build on those efforts by finding more effective ways to document and share ISS best practices among our schools and with the international school community more broadly.

We are also committed to keeping abreast of educational trends by staying connected to leading educational innovators around the world. During 2016-2017, ISS developed Level 5, a creativity and innovation hub in Shenzhen, China, as well as Open Book, an online curated library of curricular resources. Both feature professional learning opportunities with leading international educators. We have also begun to provide face-to-face workshops and seminars and virtual professional development classes and webinars on other cutting-edge educational topics, such as the science of learning, student leadership, global mindfulness, and child protection.

Conclusion: Making a World of Difference

From its inception, ISS has been animated by a desire to make the world a better place through education. Our founder, Arthur Sweetser, believed that a good education was essential for a thriving world. Upon his retirement from the United Nations, Sweetser told his colleagues, "You are working for all the ends that make life worthwhile on this planet – for peace, for the eradication of war, for human advancement, for human rights and decencies, for better living standards, better education,

better travel and communications—in short, for the world as it ought to be." That commitment endures. Indeed, as part of our strategic planning process, ISS adopted a new tagline—Making a World of Difference—that reaffirms the importance of international education to foster global understanding and cooperation. We also drafted a new mission statement to reflect the Emerging ISS and emphasize our strategic priorities:

Since 1955, ISS has been a nonprofit leader in international education. We provide comprehensive, customized, student-centered services to schools and educators that exemplify best practices, catalyze innovation, foster collaboration, and connect educators around the world. We are committed to creating and supporting world-class schools across the globe that educate students to be thoughtful, imaginative leaders and promote global understanding.

We have begun to use that mission statement as a guide to determine new service offerings. From among the many objectives and activities outlined in our strategic plan, we have identified three signature programs that reflect our strategic priorities and that will be critical to realizing our vision:

- ISS Schools will serve the growing population of host country national students and faculty interested in international education.
- ISS Communities will connect the various constituencies with whom ISS works and co-create content to serve each constituency.
- ISS Professional Learning will offer face-to-face workshops, webinars, online courses and other professional development opportunities for international educators.

Over the course of his distinguished career, Arthur Sweetser saw tremendous progress in the establishment of international organizations to promote global understanding and preserve world peace. He, in fact, had a hand in establishing many pre-eminent international organizations, most of which still exist today, including ISS, the United Nations, the Woodrow Wilson Foundation, the International Baccalaureate, and the United Nations International School

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Intercultural Learning and Questions of Identity

What teachers believe affects what teachers teach and how they teach it. In an educational world where teachers are being asked to develop intercultural understanding in their students, the question of how to ensure that teachers are equipped to guide them in this area is of central importance.

Muddying the waters somewhat is the fact that no single definition of the concept of intercultural understanding exists. Indeed, there is no agreement on which term should be used in educational settings to denote the types of learning outcomes that are seen as central to education in a multicultural, fluid and rapidly changing world.

The term intercultural understanding is one in a rich but complex array, which also includes, for example, 'international-mindedness'¹, 'intercultural literacy'² and 'intercultural competence'³. 'Global-mindedness'⁴ has been used as a concept in discussions of the impact of study abroad programs. The concept of 'global citizenship'⁵ has been developed by UNESCO (2015) in the recently published framework 'Global Citizenship Education: Topics and Learning Objectives' and Oxfam's 'Curriculum for Global Citizenship' (Oxfam, 1997, 2006).

By Debra Williams-Gualandi

We hear of cosmopolitan intercultural education⁶ and cross-cultural education⁷. It is no wonder that while teachers agree that intercultural learning is important, we may be overwhelmed by the various approaches, definitions and methods available to us.

Within these conceptual constructs, significant commonalities exist, alongside differences in emphasis or purpose, depending on where the concept has emerged from, and in what contexts it is used. Because the concept of intercultural understanding has its roots in different fields, such as language education (Kramsch, 1993, 1998; Byram (1997, 2001), multicultural education (Banks, 1994), cultural studies (Hall and Du Gay, 1996) and post secondary cross-cultural education (Cushner and Mahon, 2002), it is to be expected that its definition is not yet fixed and is the continued focus of debate and questioning.

One aspect in the intercultural field that emerges in uneven and under-theorized ways is the concept of identity. While most frameworks and models in this field of study make reference to some combination of knowledge, skills and attitudes related to intercultural learning, a smaller number refer to the effect that intercultural education has on issues related to an individual's sense of identity.

By listing the following examples of frameworks or models that view identity formation as integral to intercultural learning, my aim is to encourage thought about how we view identity development in this context. Is it obvious to some? Out of the question for others? In need of further consideration? Do we believe that all teaching ultimately leads to identity development, or is that something that happens despite our work, in parallel to it or in the margins?

When we consider those models that do refer to identity in their discussion of intercultural learning, they suggest that learning about other cultures involves *change* in identity, *layering* of identities or the development of *multiple* identities. For example, in the Australian Curriculum, students will identify 'the roles that culture and language play in shaping group and national identities', 'explain ways that cultural groups and identities change over time and in different contexts', and 'analyse how membership of local, regional, national and international groups shapes identities including their own' (www.australiancurriculum.edu.au). At the most advanced level of intercultural literacy, Heyward (2002) defines identity as bicultural, transcultural, or global, where individuals can 'consciously shift between multiple cultural identities' (p. 16 – 17).

The focus on identity development as an aspect of understanding appears more pronounced and explicit from the angle of global citizenship education. In Oxfam's Curriculum for Global Citizenship (Oxfam, 1997, 2006), identity is included as an area of knowledge and understanding. Language, beliefs and values contribute to cultural identities, as do historical processes and questions of power. Identity is viewed as multi-faceted and flexible (p. 16). The UNESCO (2015) framework views identity as multi-levelled, and related to relationships with others. A distinction is made between personal and collective identity, and it is considered a driver in creating social groups (UNESCO, p. 31).

In Sawir and Marginson's work (2012) in cosmopolitan intercultural education, intercultural education is a process of self formation, and as such, is complex, reflexive and open. Complexity derives from the fact that it includes a range of roles and life projects. It is a reflexive process because students are considered active human agents who are aware of their personal potential for change and it is open because a person's identity is not considered static but always in flux. In this view of identity as continually changing, people draw on more than one identity in composing a sense of themselves and what they do.

1 The International Primary Curriculum refers to international mindedness in its approaches to learning (IPC, 2014). Hill (2000) see it as an inclusive term to describe efforts in a wide variety of educational contexts with an international focus. International mindedness is an integral part of the International Baccalaureate mission statement (IB, 2014).

2 Heyward (2002) describes a set of attributes, skills and knowledge that shares commonalities with definitions of intercultural understanding and international mindedness.

3 Deardorff (2006) provides a research-based definition of intercultural competence, which includes attitudes of openness, respect and curiosity.

4 Kehl (2006), Golay (2006) and Hett (1993) assess the extent to which an individual considers world community connectedness as central to their view of self and the world, as part of the definition of global-mindedness.

5 Discussed by Marshall (2007) in 'The global education terminology debate: exploring some of the issues in the UK'.

6 Sawir and Marginson (2012) focus on the role of self formation and conduct their research with post high school study abroad students.

7 Cushner (1992) developed the first version of the Inventory for Cross Cultural Sensitivity, which included factors considered significant in cross-cultural interactions.

From within the field of intercultural communication competence, Ting Toomey develops an identity negotiation theory (Ting-Toomey, 1999, 2005) and analyzes the identity change process as individuals encounter new cultural realities. The proposed framework emphasizes multiple identity issues, including sociocultural identity, relational role identity, personal identity and situational identity boundary-crossing issues.

Cushner views experiences that impact the interpersonal dimension as most significant and cites the importance of first hand experience in intercultural learning. Because experiential learning affords individuals with life experiences that are personal and affective, these experiences of situation learning are critical to intercultural learning. Cushner also states that 'developing a consciousness of multiple realities that prompt new learning' may have the potential to influence an individual's identity, 'travel and living abroad afford people the opportunity to experience what happens to their identity when they are no longer in control' (Cushner, 2007).

If the question of identity development is important in intercultural learning, what are the implications for teachers in the classroom, and schools in general? Going back to the statement that what teachers

believe affects what they teach and how they teach it, do we believe that our work with students involves shaping their identities? The responsibility is significant, and how we approach the topic stems in part from our beliefs about what identity is and how it is formed in the first place. ■

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CASE STUDY, continued from pg 20 ►

(UNIS). Sweetser succeeded in creating so many enduring institutions because he understood that organizations "like all living organisms, must either develop and grow or wither and die." He also recognized that nurturing organizations takes resolve, hard work and a willingness to adapt and change. With this Framework for the Future, ISS

honors Sweetser's legacy by ensuring that world-class schools across the globe that promote global understanding and educate students to be thoughtful, imaginative leaders continue to develop and thrive. Over six decades after Sweetser founded ISS, we remain committed to "Making a World of Difference." ■

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Leading Change & Innovation in International Schools— The Singapore American School R&D Journey

Over the last four years, Singapore American School teachers and administrators visited more than one hundred of the most forward thinking and innovative schools across four continents. What began as curiosity and intrigue among early participants, soon became a wave of reflection, revelation, research and change. The schools we visited did things that challenged many of our ideas about what education could and should become.

Our travels took us to other international schools, public and independent schools, charter schools and religious schools, schools serving affluent communities and some of the poorest communities in the world. One of the most affirming discoveries was the almost universal motivation of teachers and schools to do what is best for students.

Through our research, we wanted to discover schools that were both progressive in design and excellent in outcome. We found that innovation alone is not the secret sauce of teaching and learning. In fact, some of the schools, while very innovative, left us searching for high levels of measurable learning. Clear commonalities among stand-out schools didn't include bold funding or outrageous facilities or a unique caliber of student. Interestingly, the most successful innovative schools had deliberate structures to ensure that each student learned at high levels in personalized ways. They benchmarked innovation against proven results.

In our school visits, we identified two clear distinctions that were common among the schools that were both progressive and excellent for learning.

First, teachers in these schools:

- took collective responsibility for learning,
- actively collaborated,
- used laser-like learning targets,
- established common expectations for learning,

By Timothy S. Stuart,
Mona M. Stuart & Chip Kimball

- provided timely feedback,
- acted on the information from formative assessments to differentiate learning through intervention and acceleration strategies, and
- used varied instructional strategies to meet the needs of all students.

Second, teachers developed partnerships with students in the learning process. Students had voice in what they learned and could produce an expected plan for their learning that included how they would demonstrate their proficiency. Teachers honored their students' unique attributes, developed positive relationships focused on the child's strengths and passions, and provided personalized learning structures.

Identified as an exemplar Professional Learning Community at Work™ school, we were pleased to see that many of the constructs we hold dear were evident in some of the more progressive and effective schools. But we saw a difference between our version of PLCs and what was happening in these highly effective progressive schools too. They increased the measure of each student's active involvement and partnership in the learning process, pacing and pathways. In highly effective and transformative schools students radically owned aspects of the inquiry process.

Lessons from Finland - Nokia

During one of our SAS school visits, we spent an afternoon at a secondary school in Finland. Not just any school in Finland. The number one school in what is often considered the number one ranked country for education.

All too often, we saw the highest performing schools settle into status-quo as they polish their excellence. Successful schools can find it hard to harness the institutional will to change, complacency growing tall and choking out courage. Not at this school

in Finland. Educators there seemed to push forward with such urgency, it stunned us. We asked the principal, "Educationally, yours is considered the number one school in this country. How have you stayed this motivated to move from a traditional to an innovative model of education?" His answer made the point. "Oh, you didn't notice the Nokia headquarters just down the street? Every day we drive past the Nokia offices to get to work. It serves as a strong reminder of what will happen to our school if we don't change. If we don't change, what and how our students learn will become like Nokia, a successful company that almost overnight became irrelevant in the 21st Century."

This school and its story have served as a warning to our team at Singapore American School. We are convinced that if we don't change, we will become irrelevant and inadequately serve our students.

How Disruptive? Continuous Improvement and Disruptive Innovation

In his book "The Global Fourth Way", Andy Hargreaves says schools must "harmonize incremental improvements with disruptive change...to develop innovation within schools while continuously improving them" (Hargreaves and Shirley, 2009).

SAS needed to make a decision. Maybe you do, too. Do we throw off the shackles of tradition and expectation in order to innovate wildly? Do we sacrifice the careful work of continuous improvement for unbounded innovation? It is important for schools to find the balance between these two change processes, but also to give educators genuine permission to run in new directions. However, if disruptive innovation kills our disciplined improvement, we run the risk of having no substance underneath our new innovative veneer. International schools need to find ways to create disruptive change and revolutionize educations by building upon the key structures that made them great in the first place.

SAS threw off some shackles. Wisely, it

also chose to keep some core tenets that serve the present and the future. This includes Professional Learning Communities as our foundational collaborative structure and an institutional commitment: a way to keep us honest about student learning and educator growth.

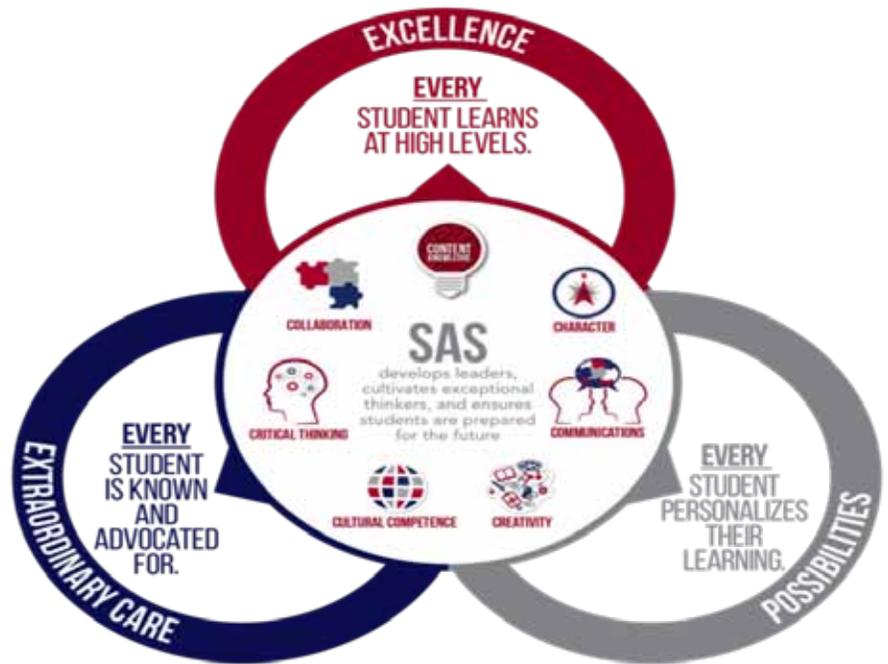
How to Start, When to Stop: Change Leadership

During one of our visits to High Tech High in San Diego, Larry Rosenstock suggested that our number one challenge with the change process was going to be to fight inertia and the tendency to “regress towards the mean.”

John Kotter suggests that the first step for initiating systemic change is to “establish a sense of urgency” (Kotter, 2012). Urgency can be created from outside forces. It can be provoked by circumstances or opportunities, like the R&D trips at SAS. However, the benefit arrives when urgency builds *within* educators. With it, new energy and conviction drive our community to make a difference for kids and their learning. This happened for SAS when we saw for ourselves what was possible, and understood for ourselves “why” it was necessary. Not all of us have the reminder of the Nokia Headquarters on our commute. We must discover our own Nokia: our own sense of urgency.

And, then there’s love. It might seem out of place here, but it has been a topic coded in our conversations about change leadership. How will we know if we are pushing too hard for change, or not hard enough? We must love and know the people on our team and understand their will, capacity and appetite for change. We must know their frustration with excuses and stagnation as well. What’s at stake if we change, and what’s at stake if we stay the same? As Michael Fullan puts it, the first “secret of change” is to “love your employees.” (Fullan, 2011) The response to love is greater trust, which is a fuel for change like none other.

The following section describes the Singapore American School model of change. This is not a formula for success, but it does offer a structure within which educators can dream, plan, build and revolutionize learning. These are the steps (minus a thousand more micro-steps and missteps) that we took in order to make significant changes at SASI.



The Research & Development Process

Four years ago we established a comprehensive Research and Development process to achieve Singapore American School’s vision to be ‘A world leader in education, cultivating exceptional thinkers, prepared for the future.’ We designed a four-stage process, which was our effort to manage the transformation thoughtfully and systematically, and to ensure maximum success and sustainability of new programs. Throughout we worked to establish and execute a robust community-wide communication plan.

Stage 1 – Research

The research stage gave teachers and administrators an entire year to dive deep into the educational literature, by reading everything from John Dewey to John Hattie, and visiting schools on the cutting edge of teaching and learning. We visited over 100 schools in 7 countries. In his article, “Creating the Future of Learning: Singapore American School”, Tom VanderArk suggests *“(Singapore American School) used school visits to inspire a talented but isolated faculty. Exposure to the best schools in the world and a new group of critical friends resulted in updated student learning expectations. Professional Learning Communities created collaboration routines that broke down barriers and hosted tough conversations. New tools created new learning opportunities.”* (Vander Ark, 2016)

The primary objective during this stage was simply to learn and reflect upon our learning. As educators, we love learning, but sometimes just don’t ‘get out enough’ beyond our own context. We also tend to jump to early conclusions without stepping back to truly reflect on the implications for our practice. It is a disciplined professional who can learn while removing our own bias so that we can find new enlightenment.

We learned from thought leaders in the field, and from schools around the world. We learned from exemplar schools, but also from schools yet to begin their change process. Teams reported that their learning from stagnant schools was equally indelible.

The second objective was to create a sense of urgency for teachers and administrators. Seeing the extent to which students can empower their own learning shone a spotlight on traditional practices and left the team feeling dissatisfied with the status-quo, hungry for change.

The third objective was to clarify, “Who do we want to be as a school?”; “What kind of learning do we want to provide for our students?”; and “What do we want to be known for?” At the end of a lot of soul-searching, our school leadership team identified three “cultures” we aspired to embody: A Culture of Excellence, A Culture of Extraordinary Care, and a Culture of Possibilities. Many of the highest performing schools in the

world can claim one or two of these cultures, but only a handful can claim to embrace all three. These have become the SAS Strategic Anchors and it is the cross section of these three that we believe embodies the effective school of the future.

The Strategic Anchors uniquely define who we are as a school and were applied in all R&D decision making, helping shape our roadmap for the future.

Stage 2 – Development

The development stage gave our teams a year-long opportunity to devise a school reform proposal drawn from our research. Locked in a windowless room with a team of 8 to 10 of our teacher leaders, we put everything on the table, willing to sacrifice the sacred cows and asked the hard questions. “If we were to design a new school today, what would it look like?” “Given everything that we have read and seen, what can we implement that would positively and dramatically impact student learning in our school?” “What are our constraints, and how immovable are they?”

Asking and answering these questions was difficult and often emotional, getting at the heart of what we held most dear. Great international schools aren’t forged by accident. They are created because well intentioned, hard-working and passionate educators have spent years shaping them to be what they are. Naturally, the threat of deconstructing things is often met with caution, if not, outright opposition. People believe in what they have built and those beliefs need to be considered as a part of the change process.

To navigate these waters successfully, it’s important to develop principles in early conversations that will guide the team’s work. It was easier for our Development Team members to come to agreement on some of the big ideas first and then move to more specific implications which are often controversial. For example, the team can agree that children who can exercise agency over their learning learn more than students who don’t own their learning. The next step was to decide how the school is going to give students the opportunity to own their learning process.

During the Development Stage many recommendations surfaced, with energy around high impact instructional strategies, social-emotional learning programs, best-practice Chinese immersion for K-5, and personalized inquiry opportunities across all grade levels, as examples. We’ll sketch how two recommendations, at opposite ends of the SAS student experience, developed fluidly out of the R&D Stages: the adoption of a Reggio-Inspired approach for three and four year-olds in our Early Learning Center, and the creation of Quest, a personalized, year-long project-based learning program for high school seniors.

Stage 3 – Capacity Building

Once a set of recommendations had been created by the Development Teams, approved by the school’s leadership and endorsed by the Board, it was imperative to carve out time so each initiative could be implemented well and teachers could be equipped to lead and participate. The Capacity Building stage allowed each team to implement plans with fidelity and excellence. This stage included professional development, pilots and prototypes, new course development, and iterations of programs as we learned more. This is at the heart of continuous improvement.

This stage gave our early learning team the opportunity to receive training in the Reggio Emilia approach, to unpack the philosophy for our SAS context, and to repurpose our facilities so they would become a fitting ‘third teacher’, along with parents (the first teacher) and educators (the second teacher). The training included sending a team from the ELC to Reggio Emilia training in Italy and bringing a well-respected regional consultant to equip and inspire our entire team.

During Stage 3, we established the core-team of three high school teachers to facilitate the Quest program. These teachers received 50% release time to receive training in design-thinking from the Stanford D-School, to design a framework for personalized learning that would not only meet graduation requirements and college expectations, but that aligned with our strategic anchors of Possibilities, Excellence and Extraordinary Care. They also recruited for the Quest program. A purpose-built Quest learning hub was built during this time.

Stage 4 – Strategic Plan & Implementation

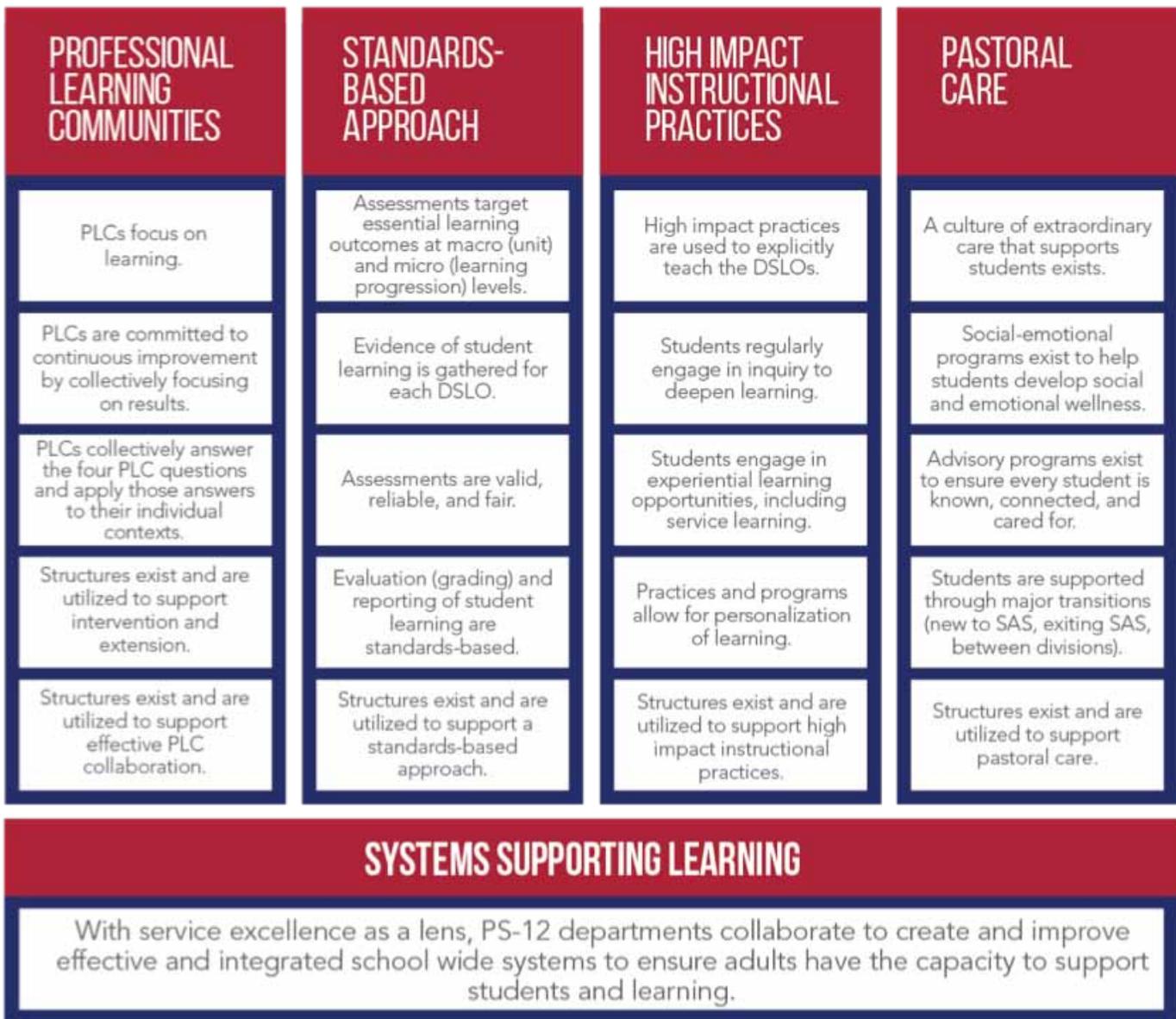
As we built capacity and craved focus, SAS entered into the strategic plan and implementation phase. This process required us to prioritize the initiatives for roll-out over a five year timeframe. We needed to gauge our school’s capacity to implement change, giving consideration to several factors including school-wide alignment, the importance of each initiative, the dangers of ‘too much change’, and our appetite for serious implementation.

Acting on readiness and the opportunities of a nimble, small team, our first implementation was with our earliest learners. Our hope was to allow this cohort of three and four year-olds to experience a wildly different SAS as they travel the next fourteen years through our system. The Reggio Emilia approach, honoring the ‘hundred languages of children’, moved us from a pre-planned curriculum in single classrooms to a co-constructed curriculum now unfolding in nine purpose-built learning hubs, each led by teaching teams of two. The curriculum goals focus on our Desired Student Learning Outcomes of Communication, Creativity, Collaboration, Critical Thinking, Character and Cultural Competence.

Equally poised, the high school Quest Program launched, giving an inaugural class of twenty-two 12th grade students at Singapore American School broad agency over their senior learning experience. A full-time year-round program allows them to demonstrate mastery of academic learning targets such as Design Thinking (Science), Data Analytics (Math), Research and Composition (English), Cultural Awareness and Collaboration (Social Studies), Critical Thinking and Reasoning, and Creativity and Innovation. Each of these credits are earned by demonstrating proficiency of skills through personalized and interdisciplinary projects. This culminating program is the counterweight to the Reggio approach, offering similar space and agency to our oldest students, trusting them to take their learning in directions that break the mold and motivate them while demanding proven results that we imagine will open new and unique doors beyond SAS.

The Strategic Plan

The Strategic Plan outlines a five-year plan



to move the school from its current iteration to a desired future. Five strategic areas of focus were identified:

1. Professional Learning Communities
2. Standards-Based Approach
3. High Impact Instructional Practices
4. Pastoral Care
5. Systems Supporting Learning

The power of a well-crafted strategic plan is to help the organization focus on the areas of most importance, asking what will yield the highest return on a school's investment. It is the implementation of the plan where the "rubber meets the road."

Closing Thoughts

Change in international schools is complex. It requires foresight, strategy, patience, and above all courage: courage to do what we

know is right for the students we serve.

We know more today than ever about how to facilitate learning at high levels and what is truly important for children, but many schools are simply not changing the learning experience. They risk being the Nokia for schools. Our hope is that our journey will spark a sense of urgency and hope in you, give you new reasons to explore change, and provide a simple, research-based and reliable construct to return agency to students, maintain standards for learning and heighten vision in schools.

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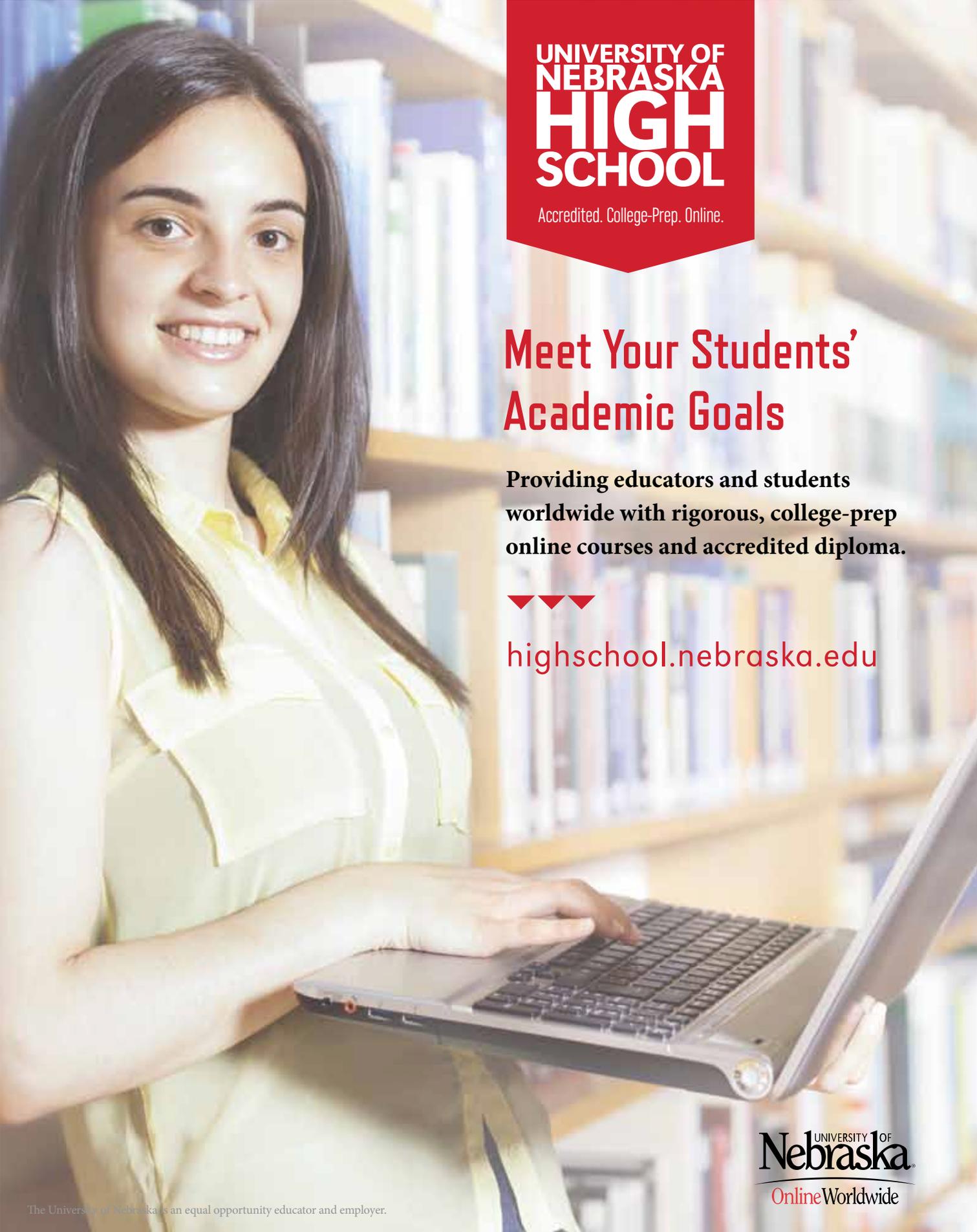
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The Future of International Schools: Fostering Global Competence

To succeed in this new global age, our students will need capacities that include but go beyond reading, mathematics and science – they will need to be far more knowledgeable and curious about world regions and global issues, attuned to diverse perspectives, able to communicate across cultures and in other languages, and disposed to acting toward the common good. Put simply, preparing our students to participate fully in today's and tomorrow's world demands that we nurture their global competence... (Boix Mansilla & Jackson, 2013, p. 2)

The Landscape of International Schools

The history of international schools is as vast and rich as the multiple intents to define what an international school is and what its learning outcomes are. What we can safely assert is that while international schools are diverse in nature, they are rapidly growing in response to both pragmatic and ideological needs. In fact, growth has been exponential, according to The International School Consultancy CEO, Nick Brummitt, who noted that global English-medium international schools have expanded from approximately 2,500 in the year 2000 to over 7,000 in 2015 (Brummitt, 2015). International schools come in all shapes and sizes, follow a myriad of different curricula, and can look exceptionally different from one another. However, what ties all these schools together into one body is the mission of the school: to create globally competent, internationally minded, well rounded students who are prepared to meet the challenges of our globalized world.

The present era of globalization – characterized by significant changes in communication, travel, and the rise of multinational corporations – has directly and indirectly influenced the evolution and expansion of international schools. In the 21st century, we are recasting our understanding of the world and how we have to address challenges; globalization is demanding a new way to think about the world. We suggest that, for all international schools, there are several overarching themes that should be considered: developing 21st-century skills, global citizenship, and global competence.

By April Mattix-Foster, Shoonit Khosen and Karen Wrightsman

These themes are fluid and at times overlapping, but they form a solid foundation of the type of student who will be ready to take on the challenges of the world ahead of us. For the purposes of this paper, we look specifically at the last feature, fostering a deep sense of global competence, as a linchpin to the future success of international schools.

Defining Global Competence

Global competence has been defined in many different ways. When viewed as a whole the definitions encompass similar ideas, but often focus on different areas of emphasis. The Asia Society and Council of Chief State School Officers define global competence as “the capacity and disposition to understand and act on issues of global significance” (Boix Mansilla & Jackson, 2011, p. xiii). The Longview Foundation (2008) mirrors this definition, but asserts that “a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment” (p.7) should be added to more fully encapsulate the idea of global competence.

While the aforementioned definitions are broad in scope and emphasize dispositions and action, other definitions include specific areas of competency and emphasize critical analysis and interaction with others. For example, OECD (2016) defines global competence as the:

[C]apacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity. (p. 4)

In a similar vein of specificity, Reimers (2010) defines global competency as “the knowledge and skills to help people understand the flat world in which they live,

integrate across disciplinary domains and to comprehend global affairs and events, and create possibilities to address them” (p. 184). He further suggests that global competencies include “attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully and productively with fellow human beings from diverse geographies” (p. 184).

If we take the essence of the various definitions, we typically are left with the idea that global competency is the set of knowledge, skills, and dispositions needed to live and work in a global society. This idea is particularly useful in educational settings as educators can best use concrete ways to infuse global competencies in their teaching and learning approaches. Among these competencies include:

[T]he acquisition of in-depth knowledge and understanding of international

issues, an appreciation of and ability to learn and work with people from diverse

linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community. (National Education Association, 2010, p. 1)

These definitions provide a useful framework for thinking about the overarching development of global competence in students, but in a highly theoretical sense. In the next sections we look specifically at more concrete ways of realizing global competence in teaching and learning.

Building Global Competence

In order to bring these competencies to fruition we recommend that Young's (2016) seven skills and attitudes be incorporated or emphasized in the curriculum and pedagogical practices of international schools, and serve as goals for developing the global competence of *not just* students, but for teachers and administrators as well:

- **Appreciation of culture:** Globally

competent students see their own cultures as strengths, seek to understand the cultures of others, are aware of similarities and differences among cultures, and understand that behaviors and values are often tied to cultures.

- **Evaluation of information:** Globally competent students regularly question easily accessible information to seek deeper understanding and thoughtfully evaluate materials and perspectives, rather than accepting things at face value.
- **Cross-cultural communication skills:** Globally competent students effectively exchange ideas with peers and adults from different backgrounds – either virtually or in person – and have the skills to enter new communities and spaces.
- **Perspective taking skills:** Globally competent students demonstrate curiosity as well as empathy, tolerance and respect, and show compassion for the perspectives of others.
- **Intelligent humility:** Globally competent students understand that their knowledge is not complete – that they don't know everything – and they appreciate how much more there is to learn about the world. Globally competent students understand the grandiosity of the world and its complexities.
- **Divergent thinking:** Globally competent students see alternative or original solutions to existing problems and can envision the world differently from how it currently exists.
- **Technological literacy:** Globally competent students utilize and explore existing technologies to communicate and collaborate with others, and to learn and share new ideas and better information.

Focus in these areas can help develop globally competent students who possess what Box Mansilla and Jackson (2011) deem to be the attributes of globally competent graduates:

- Initiative
- Enthusiasm

- Inquisitiveness
- Interest in continuous learning
- Courage
- Self-reliance
- Self-confidence
- Self-control
- Self-knowledge
- Positive outlook toward adversity
- Independence
- Appreciation of diversity
- Perseverance
- Creativity
- Flexibility
- Comfort with uncertainty
- Open-mindedness
- Language & communication skills
- Assertiveness
- Sense of humor

Developing these attributes will allow students to look beyond their immediate environment, to recognize perspective, to communicate with diverse audiences, and to take action (Boix Mansilla & Jackson, 2011, p. 11) — all key fundamental capacities necessary in the 21st century.

Putting Global Competence into Action

Developing our global competency is a journey, not a destination. Teachers can enhance this journey for themselves and their students by formally (taught) and informally (caught) promoting the development of related knowledge, skills, and dispositions. Gerzon (2010) shares multiple strategies that teachers can enact in their classrooms to enhance students' global competency. Here are few to get us started:

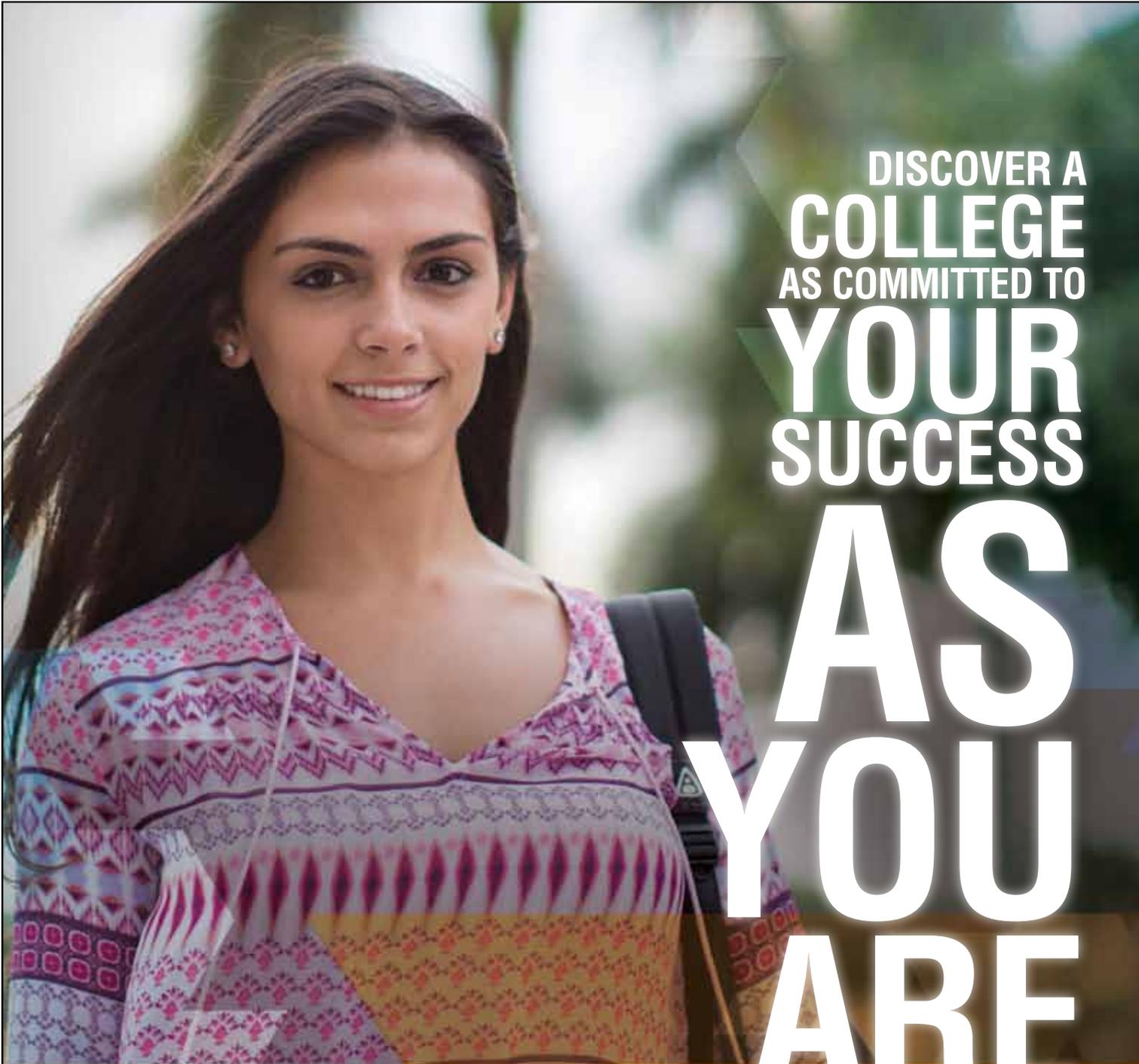
Be the change that you want to see in the world: Change begins with me – it all starts with educators modeling the expected attitudes and dispositions and purposely teaching them. This strategy can be applied daily through formal and informal interactions with students. Continuous self-reflection opportunities will encourage students to identify their strengths and the areas they still need to work on to become more internationally minded and globally competent. Modeling and encouraging students to think, act, and reflect continuously will help them identify the impact their own choices have on themselves and others, and learn to take responsibility for their actions or inactions.

Speak more than one language: Language shapes the way we view others and the world, and thus, learning additional languages enhances our understanding of ourselves and others. Teachers can help foster a classroom culture where students' mother tongues are valued and multilingualism is celebrated. In an elementary classroom, for instance, young students can teach each other words that are meaningful to them in their mother tongues, opening a small window into their cultures. Parents and guest speakers can be invited to share games and songs in different languages, and analyze folktales from around the world.

Know your yourself and others – inside and out: Encouraging students to be empathetic will foster respect for and understanding of others' feelings and actions. It can help students project themselves into another person's situation. Teachers can help students realize the diversity, as well as the interconnectedness of human experience, by exploring global issues and concepts. Students could analyze a global issue from multiple perspectives and role-play conflict resolution scenarios. Through group projects and discussions, students can learn to collaborate and develop this important global life-skill.

Test your worldview against the actual facts: Before introducing a new concept or idea, teachers can encourage students to become aware of their prior knowledge and refine their understanding as they inquire about new ideas and concepts. During class discussions, encouraging students to justify their answers and provide evidence to support their opinions will help them to reflect on what they think and why they think this way. Students can analyze a real-world conflict by exploring news reports from different countries, and learn to distinguish between facts and interpretations.

Seek common ground: Gerzon (2010) reminds us that we do not need to minimize differences, but we do need to learn about those things that we share. We want to encourage celebrating and recognizing similarities as well as differences. Human rights and the rights of the child are universal and pertain to every human being, no matter our differences. These shared rights can be used as a springboard for inquiries into the interconnectedness of our world and experiences. When studying the values, beliefs



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The Refugee Crisis Project: An ACS Athens Journey— Knowledge, Empathy and Action

By Steven Medeiros,
Peggy Pelonis and Chris Perakis

The 2015-16 school year began with the usual ‘buzz’ that surrounds Middle School students on the first day after a two month vacation. Before long and once classes resumed, students were ready to join clubs, create new interest groups and begin their community projects. Worldwide and local media broadcasts detailing stories of refugees’ and migrants’ flight and plight became etched in children’s minds as many of the Greek islands became temporary homes to those seeking a safe harbor. An international crisis had become a profound local reality. Similarly, our students were exposed to stories of heroic acts of rescue; of food and clothes drives organized by a myriad of volunteers; of medical missions staffed by local and international doctors, nurses and psychologists; of acts of kindness and solace offered by everyday citizens—all offering aid in an attempt to support the physical and emotional well-being of Greece’s newest guests and to restore some part of their human dignity. Naturally, the Middle School students requested that our school community do the same—by raising money, gathering clothing, and holding food drives in order to contribute to ‘the cause.’

The Middle School administrators and teachers challenged students by asking them, “Why should we do all these things?” Their response was to be expected: “Because we feel sorry for these people and want to help.”

Though the teachers and administrators appreciated the sentiment, they replied, “Not good enough. It’s not pity they need. It’s informed, intelligent action. What do you know about these people? Who are they? Where do they come from? What are their hopes and dreams? Why did they leave their homes? What local and international laws and systems exist to protect them? What physical and political dangers do they face? What are their needs?” The questions mapped a journey: one that would take them and their students from sympathy to empathy to research-based, knowledgeable and principled action.

Thus, to stay true to the ACS Athens vision of “Empowering students to become architects of their own learning,” the Middle School faculty and students embarked on a school-wide educational voyage. Teachers took the lead in creating a meaningful project, which began with the questions: “What is home?” and “What does home mean to you?” They designed a series of writing workshops, discussion groups and experiential activities and projects guided by Constructivist theory; whereby new and old knowledge link and people make meaning (Kelly 1955) began in order to assist students to make sense of world issues by first drawing on their own knowledge and personal experience and then asking questions and designing new learning experiences to learn more. It turns out that almost unanimously, Middle School students’ definitions of home turned on four major themes: safety, love, family, a place to be oneself.

Students kept journals and reworked drafts of their writing as the thought experiment (Maxwell, 2005, p.58-60) unfolded. This backdrop created the foundation for the next question: “What then, would it mean to lose your home?”—that resulted in a series of personalized and emotionally loaded responses, which, once again, through discussion, journal writing and essay drafts, allowed students to make a personal connection with the larger issue at hand. It was now time to move from the personal and individual to the group or community. Guided by the question, “How do other people’s experiences impact who I am and what I do?” the projects and activities that followed evolved to help students understand the refugee/migrant crisis on a much deeper and broader scale than simply watching and sympathizing with the images of flimsy boats giving way under the pressure of human bodies and ocean waves that had become the stuff of their daily media diet. The learning experiences that consumed the remainder of the year aimed

to educate students about the psychological, economic, political, historical and social causes and repercussions of the events they were witness to. They aimed to build empathy, facilitate understanding and inspire action within the community, and to prod students to think about, debate and propose political solutions to the crisis on a national and international level. They aimed to provide the context within which the education that would take place would create meaningful opportunities for immediate action and life lessons for the leaders of tomorrow who might contribute to the solution of such crises; they aimed to educate students holistically.

Indeed it takes an entire school (and larger) community to educate a child, and throughout the whole school year of this project in the ACS Athens Middle School, teachers, counselors, administrators and staff worked to create manifestations of learning that would provide answers to all the questions that arose as students worked week after week on their journals and essay drafts. They were joined by parents, alumni, and experts in the larger community. On UN Day, the writing process served as a foundation for the activities and workshops that took place throughout the day-long celebration.

In preparation for the day, all Middle School students had read, discussed and written about the *UN Declaration on Human Rights* and the *UN Convention on Migrants’ Rights*—the latter of which served as the stimulus of a sixth grade Reader’s Theater performance at the end of the UN Day program. During UN Day activities, representatives of the Red Cross led rescue and aid workshops. Volunteers from the NGO’s *Doctors without Borders* and *Humanitarian Bridges* shared their first-hand experience of working in the camps and discussed the medical and psychological problems facing migrants and refugees. Three Syrian refugees shared their personal stories with students, resulting in the most moving and memorable exchanges of the day.

Working in teams, teachers created a series of experiential simulations for students, including a “virtual life raft” activity (how to fit 30 people in a life raft; how to decide who has priority in getting in), “the home in a box activity” (what necessities would you pack in your backpack if you were forced to leave home under perilous conditions?), and “the walk for water” project. The day ended with a variety of speakers discussing political, economic and social implications, but the journey was far from over. Throughout the day, students recorded facts, data, observations, significant quotations in specially designed “passports.” Based on what they had learned, students were asked to draw conclusions about what the immediate needs of refugees/migrants in Greece were and what kinds of action they could take to help address these needs. Their suggestions were passed along to the Student Council for development into action plans.

Like a magnet, the project began to attract members of the community who offered their personal contributions. An ACS Athens parent and documentarian, Marianna Economou, offered to premiere her documentary *The Longest Run*, a film about two teenage refugees caught up in the criminal justice system, in the Theater at ACS Athens for our students. Responding to the students’ assessment of migrants’ and refugees’ needs, one parent donated a truckload of personal hygiene products, and students quickly organized a day of packing these into individual kits and later handing them out at the impromptu refugee camp that had sprung up at the port of Piraeus. Students were invited to visit the Super Puma Airforce Base in Elefsina, where rescue pilots spoke and showed them how they rescued children from the sea between Greece and Turkey. A group of our Optimal Learning Program students and teachers visited groups of children for play sessions. The student Council, working from their peers’ needs assessment, organized drives to collect shoes and socks; blankets, sweaters and jackets; baby bottles, diapers, baby wipes and formula; and personal hygiene products – some of which one of their teachers transported to the island of Lesbos, where she joined other volunteers in distributing them. Her first-hand account of her experience made for a riveting assembly and provided yet another source of information,

which the students used to build their own evolving understanding of the crisis.

For the remainder of the school year, in addition to the service activities they organized, students continued to research current events, collected and analyzed data, evaluated the political biases of the media sites from which they got their information: reflecting, questioning and writing continuously. As political realities and realities on the ground changed throughout the year, so, too, did the students and their teachers’ understanding of the situation become more nuanced, more complicated, and all came to see, up-close and personal, that political decisions can have immediate and profound impact. Reflecting on the idea of home and safety, as well as on seeing the world through the eyes of refugees and migrants and those working with them, students built on their previous knowledge and experience to make meaning – expanding their understanding beyond the level of the personal to the realm of the historical, political, economic, social and cultural contexts of the refugee/migrant crisis as it manifested itself in Greece.

Understanding that sharing knowledge and urging considered action are also ways of addressing a problem, they participated in panel discussions and reflective dialogues. They created podcasts and, in their music, drama and visual arts classes, used their skills in the arts to make meaning of their year-long experience and express their understanding of the crisis. A group of students and their teachers presented their work to an audience of international educators at the ACS Athens Colloquium in April 2016. All eighth graders at ACS Athens engage in a semester-long, multidisciplinary research endeavor. Naturally, the refugee/migrant crisis provided the focus for this group’s research endeavor, which found expression in a full-dress pre Model United Nations (entirely organized and led by three volunteer high school students). Throughout the Spring semester, the eighth graders, guided by their high school mentors, researched their assigned countries positions on a number of issues related to migration and the problems of refugees. They wrote resolutions and position papers, which they presented and debated on the day of the MUN. They reflected on their experience and used the knowledge gained to write letters to political leaders outlining their own assessments of the crisis and of the steps that they felt should be taken to alleviate it.

At the heart of the year’s work was a shared belief that we have an obligation to engage with the world, and a continuous loop of research and reflection, conducted both individually and collaboratively: these were the means by which we were able to stand back to see and think about what is happening, learn about why it’s happening and what it all means to us, and determine how we can translate our knowledge into thoughtful and purposeful action.

As an American International School in the midst of this crisis, we felt compelled to go beyond education in the classroom. If we are to educate global citizens, we must inspire action and become the example. Our Middle School students and teachers had set a powerful example for school leaders. Therefore, we contacted local NGO’s and worked tirelessly through the bureaucracy to have fifteen unaccompanied refugee kids attend our summer camp, in an effort to better understand their needs and perhaps work towards making a dent of a difference in their lives. Professionals from the community volunteered to provide medical services; our psychologist and counselors provided psychological services; students volunteered to be their buddies and translators throughout the day; teachers and staff volunteered to lead activities. And three weeks of summer camp provided the context through which we learned the most valuable of lessons: that there was so much we didn’t know, but still had to learn.

Yet, we persisted. From the group of fifteen students attending summer camp, four were invited to attend our school at no cost. We felt that we had learned enough that we could offer these kids an education and hope for a future, wherever it would take them. But we are still learning. We are learning that even when an entire boatload of people sank deep into the sea, and when all lives but one were lost, our student held on in the freezing waters until she was rescued. She grieved (and still grieves) her losses; but she gets up every morning and puts a smile on her face in order to soak in the experiences that she now has as a freshman in the Academy (our high school). We learned that one of our other students is a gifted footballer, yet finds it hard to participate and focus when his mind wanders to the family that he has lost touch with. We learned that being alone is sometimes better

than being in the midst of new friends, who are just a reminder of what once was. We learned that despite the horrific events these students have experienced, they still have dreams, aspire to become better and yearn to belong. Enriched by having these four students as members of our community, we (administrators, faculty, staff, students) have learned again about our privilege and the obligations it compels.

And the learning continues. In the fall of 2016 four organizations came together at ACS Athens to address the refugee crisis and draft policy and a course of meaningful action for educating refugee children. The RSA (The Royal Society for the Encouragement of Arts, Manufactures and Commerce), ECIS (The Educational Collaborative for International Schools), ACS Athens (the American Community Schools of Greece) and WISE (World Innovation Summit for Education) summit on Refugee Education brought together a wide range of people with varied expertise and experiences with the goal of identifying

practical and sustainable ways in which international schools, uniquely situated in their communities, can aid in the education of refugee children. Participants included public policy makers, government officials, academics, educators from state school and international schools, NGO representatives and volunteers, philanthropists, entrepreneurs and refugees who had organized schools and cultural activities in their camps. The participants shared stories, research, data and experiences – and learned, by listening to one another and engaging in thoughtful, critical dialogue, how much individually they all had to learn from each other. (This is an important thread in this story.) Summit leaders collected summaries, conclusions and questions raised during the two days of workshops, discussions and field experiences – and are currently working on analysis, with the goal of drafting policy statements that can serve as a guide to international schools seeking to exercise their roles as *institutional* global citizens in contributing to the project of educating refugee children.

So, a journey that began with a group of Middle Schoolers' question about how we

could help the refugees and migrants who had become a part of our host country's reality at the beginning of a school year has led us to consider, in a profound (and still evolving) way what it means to be an institution that educates global citizens and that in itself models global citizenship as an institution. Ours is one story, not presented as a proscription or a guide, but as an example that may lead other international school educators to reflect and build upon the practices and processes at work in their own institutions that model and promote global citizenship as a worthy and necessary value. ■

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and practices of various cultures, we can focus on the commonalities, not only the differences. Global issues, the arts, history, the environment, language, and the search for meaning in life are just a few of the universal experiences that can frame our thinking into human's common ground.

Concluding Remarks

At the dawn of the 21st century, we are recasting our understanding of economics, communication, security, cultural identity, citizenship, and the environment (Boix Mansilla & Jackson, 2011, p. 1). This is a globalized world, and we need to make sure we are honing our students to be prepared to understand and respond to the changing realities of it. The global landscape necessitates that, for success, they are ready and able to interact, engage, and think with a robust worldview and with global competence. International schools are in a unique position to set the pace and standard in developing globally competent students, and keeping global competence as a focal goal can help prepare the next generation to be prepared and ready to address global

challenges with success. ■

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Additional Resources for Developing Global Competence

AFS Teacher Toolbox

www.afsusa.org/educators/teachers-toolbox/

This toolbox provides lesson plans related to several topics, including global awareness.

The Globally Competent Teaching Continuum (GCTC)

www.learnnc.org/lp/editions/global-continuum/cover
The GCTC is a tool for educators to reflect on their global competence.

The Global Education Conference Network YouTube site

www.youtube.com/user/globaledcon/

Includes videos from sessions and presentations given at previous Global Education Conferences (GEC). The conference seeks to present ideas, examples, and projects related to connecting educators and classrooms with a strong emphasis on promoting global awareness, fostering global competency, and inspiring action towards solving real-world problems.



Connection, Creativity, and the Capacity to Lead—Developing Future International Leaders Who Can Make a Difference

By Karim Medico Letwinsky

If you were to ask an international educational leader to list the roles and responsibilities fundamental to that position, the list inevitably would be extensive and even exhausting to review. If, however, you asked the same leader her primary concern in every executed decision she makes, the answer would be simple and singular—student achievement. At the heart of every decision an educator makes, whether teacher or leader, is an unyielding devotion to help students achieve their maximum potential. Creating the space and the combination of experiences for that to happen is the primary focus of every educational leader.

In the 21st century, however, the responsibility to navigate the complexity of leadership in education is exponentially more challenging than ever before. The influence of technology in our knowledge-driven, global society changes the nature of education from moment to moment. With these shifts, the needs of the world and the interests of our learners also change at a rapid pace, challenging us to reconsider how we design and deliver the most meaningful learning experiences for students. International student assessments such as the OECD's Programme for International Student Assessment (PISA), allow us to globally compare educational achievement, placing a new focus on the quality of education across systems, cultures, and countries. This information has highlighted educational quality for the world to determine which schools are successful in this pursuit, and which ones are not. The range of differences revealed in these reports has made educational reform a high priority for almost every country in the world.

Barber and Mourshed (2007) studied 25 of the world's best performing school systems and concluded that the quality of an educational system cannot exceed the quality of its teachers. Supporting this position is John Hattie's meta-analysis research of nearly 1200 studies. Hattie examined the effect size of 195 variables related to student

achievement including class size, socioeconomic status, feedback, prior achievement, time on task, and many more. Not surprisingly, like Barber and Mourshed, Hattie also found the teacher to have the highest effect on student achievement. As such, educational leaders' around the world should be focused on hiring, developing, and mobilizing the best teachers so that each student can have the opportunity to achieve his or her highest potential. If we look to the future and try to imagine the course ahead for leaders to accomplish this monumental task, and consider current educational systems demonstrating excellence in conjunction with insight gained through research, three concepts emerge as future international leadership essentials—connection, creativity, and capacity.

Connection

A Chilean biologist once wrote, "if you want a system to be stronger, connect it more to itself." The idea of being connected to one another in education has historically proven to have positive outcomes. A community of learners, for example, has the potential to far outperform an individual venture to learn. Similarly, professional learning communities within schools have proven to be effective ways to implement comprehensive and sustainable school wide reform initiatives. These powerful communities are defined by the emotional and philosophical connections formed between them such as a shared purpose, common values, shared norms, and common aspirations. Critical to the success of these connected learning communities is the active engagement of not only the teachers or students in the community, but the leaders as well.

Further support for the crucial value of forming meaningful connections was reported in Hattie's research previously mentioned where the second highest effect on student learning after the classroom teacher was found to be collective teacher

efficacy. Teacher efficacy is a teacher's belief in his ability to influence student achievement. Collective teacher efficacy, however, is different and even more significant. It is the teachers' belief in each other and their collective ability to promote high levels of student achievement. The power of this perception highlighted by Hattie's work exemplifies the connection necessary between teachers and their capability to work interdependently, not independently, towards the common goal of education.

As an educational leader looking to the future, it is essential to create opportunities for teachers to be connected – to the institutional mission and vision, to one another, to students, to the local community, and to the world. Kouzes and Posner (2012) wrote, "the best way to lead people into the future is to connect with them deeply in the present." This interrelated social system, made strong by deep connections and a focused common mission, has the potential to elevate the learning all schools. As a result, future leaders must be responsive to creating space and time for teachers to connect, collaborate, and co-design the educational process.

Creativity

International educational leaders now, more than ever, must think creatively. No longer are we expected to provide education in the manner it has historically been done. In fact, we have learned a great deal from research and from innovative schools who have paved the way with a new vision of quality educational design. As such, future leaders must be creative in their approach and courageous in their resolve to redefine traditional educational paradigms. The integration of technology into classroom environments, alone, provides the potential to transform learning, motivate students, and facilitate new forms of interaction between students, teachers, and content. Future leaders also must commit to creating safe and inclusionary spaces for all students to

have an opportunity to learn at high levels along with their peers. Creative thinking is paramount when resources are limited, but a deep commitment exists within a school to design and deliver learning experiences in new ways such that all students are provided equal access to achieve their potential. Science has taught us that the limits once imposed upon students with exceptionalities are diminishing and have been wrongly imposed in the past. Educators know that the true potential of these students, if given the opportunity, is limitless and almost all students can achieve at the highest level. A moral and steadfast devotion to education for all children has surpassed the antiquated vision that places boundaries on who can achieve academic success.

The ongoing challenge to maximize resources with limited funding also demands that future leaders think creatively in order to escalate the collective capacity of their teachers through strategic hiring, well designed opportunities for ongoing professional development, and institutional support for the implementation and sustainability of new practices. The unforeseen yet economical benefits through avenues such as social media, for example, provide marketing methods with a wide reach, but low cost. Similarly, technology allows for professional development and learning to occur almost anywhere, often with minimal expense as open online resources continue

to grow. As leaders look to the future, the need for creative solutions will inevitably increase as we strive to advance the learning of students in the new and ever-changing world.

Capacity to lead

Having the capacity to lead with success is more complex and demanding than ever in our expanding global environment. The demands on instructional time, restraints on resources, and accountability pressures are intensifying rapidly. The knowledge, skills, and dispositions necessary to influence positive change and inspire others to engage in the hard work of education takes both theoretical and practical knowledge, social and emotional intelligence, savvy and a clear vision. Transformational leadership requires a growth minded and reflective practice that both challenges and affirms ones core beliefs. It also demands the capacity and courage to lead through an unyielding moral compass, and the ability to communicate a concise vision for a school.

Kouzes and Posner (2012) wrote that leadership development is self-development. This intentional effort to build one's leadership capacity is optimally created through authentic experiences supported by ongoing education. The AAIE Leadership Institute provides a pathway to build this leadership capacity through professional development courses and access to degree programs purposefully designed in collaboration with PLS 3rd Learning and Wilkes University. Whether you seek a leadership

certificate, a master's degree, or a doctorate, consider your untapped potential for growth through programs such as these. To build institutional capacity and elevate learning in a sustainable way, the need for leadership knowledge and dispositions in classroom teachers and current administrators is critical at this dynamic and exciting time in international education. Challenge yourself to embrace the responsibility, cultivate your creativity, and take an active leadership role in advancing international education. In the AAIE program, you will gain relevant knowledge and immerse yourself in a powerful and connected international learning community. ■

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AAIE Annual Membership

Reminder! Early Bird Membership Renewal Opens 1 May 2017

We open membership renewal early each year so that schools and universities can use extra funds from this fiscal year towards bills for the 2017-18 year! Go to aaie.org and click on Membership to renew your membership beginning 1 May 2017. Enjoy a wonderful spring and we look forward to welcoming you back in August 2017 to the new year!



Renewal begins 1 May
Member only Benefits

Human(e) Growth

Mariam El Mansouri, a GAP student from the American School of Marrakech, has written an article on our empowering student-led 2016 GIN conference, supporting COP 22, in Marrakech. We began hosting a GIN conference in tandem with COP 20 in Lima, COP 21 in Paris — and this year in Marrakech!

A wonderful benefit of the COP 22/GIN collaboration has been the good fortune to have unforgettable world-renown speakers and student groups from Peru, Bali, and the US in attendance. Each speaker/author, including Sailesh Rao's The Vegan Metamorphosis, and John Liu's Great Work of Our Time have put into words of what is of vital importance on climate change and provide us with much needed calls to take action. This is a tradition that we will continue to nurture.

American School of Marrakech hosts GIN Conference in Support of COP 22 Human(e) Growth

The American School of Marrakech (ASM) is new to the GIN community and the first Moroccan school to join the network. We recently hosted our first ever GIN conference, which was a great success. It was an opportunity to meet and share information and experiences with people from all over the world and it was truly unforgettable. Similar to other conferences ASM students have attended, students from every school initially huddled together with their friends, but the ice was quickly broken. Within just a few minutes, names were exchanged, and before long plans were being made to meet our new friends after the conference. Then we down got down to business.

There were four student-led presentations that really stood out at the conference: two by students from the Bali Green School, one by students from Global Kids in New York City, and one by students from Colegio Franklin Delano Roosevelt in Lima, Peru. The Green School gave us two very thoroughly rehearsed and creative presentations, one describing their school and one which was written and performed as an inspirational song and

dance routine calling on us to protect the environment. It was this presentation that truly set the stage for productive and profound discussions throughout the conference. Presentations by the Global Kids and students from Peru were very enriching and opened our eyes to the use of art and innovation as ways to present ideas, experiences, and opinions related to resolving issues of the environment.

However, not every presentation at the GIN conference was student-led, and several speakers were invited to share the reality of climate change, what professionals are doing to tackle it, and what we ourselves can do. These speakers included Dr. Sailesh Rao, Executive Director of Climate Healers who inspired many to consider veganism as a way to protect our environment and John Liu, a renowned film director and environmental activist—their excerpts are included. We were also fortunate to hear from José Esteban del Corral Sánchez, Project Director of the Noor 3 solar plant, who enlightened all present with information about solar technology and its positive impact in Morocco.

If the entire purpose of this conference was to have a meeting of minds to help us unite and fight against climate change, then the conference was a success. The conference will surely have a lasting impact on the students, teachers and professionals who attended. The future of GIN in Marrakech is bright and strong. ■

Mariam El Mansouri is a GIN Ambassador. Global Ambassador Program for the globalissuesnetwork.org/



Thanks to AAIE's InterED, the Global Issues Network (GIN) is generously given the opportunity to share our ongoing and new efforts around the world. We continue to select an array of materials to inform and inspire you to be involved and support GIN around the Globe. Your involvement enables us to effectively collaborate and perpetuate student empowerment. We hope you enjoy our selections for this issue!

The Global Issues Network (GIN) is a worldwide network of school communities made up of transgenerational global citizens working to stridently address global issues through student-led designed, project-based learning, and community partnerships. Now in our 11th year, we have developed a network of GIN schools on five continents. Our growth as a network of change makers has empowered students to organize local learning communities dedicated to solving global issues.

A new focus is to grow a cadre of Global Ambassadors at each school to support GIN, with local conferences being of the utmost importance. Our local conferences continue to grow around the globe and are open to all students. We ask that every school involved with GIN host a local conference in support of a sustainable local tradition with a lasting impact.

GIN Conference Logos

On our website, globalissuesnetwork.org, is a timeline of past and upcoming student created conference logos. We hope to pique your interest to attend with insight into the focus/themes and program of this year's conferences. Those who have attended a GIN conference feel positive energy from the moment we come together and are forever. We hope to hear from you, as we always welcome innovation and suggestions to improve experiences, increase empowerment, and expand one's empathy and resilience. Click on "Read More" on each image on page 37 to learn about each conference. ■

Linda Sills is Director for the Global Issues Network (GIN). She works cooperatively with AAIE and the Washington School. lindasills@gmail.com. Ashley Sills is Deputy Executive for GIN. tck.sills@gmail.com

The Great Work of Our Time by John Liu

At certain times in human history the generations at the time are called upon to perform heroic deeds. Imagine the transition from “Flat Earth” to “Round Earth” or the end of slavery. Today, we face just such a moment. Human progress and possibly human survival depend on our understanding and actions at this time. Problems like land degradation, biodiversity loss, toxic pollution and climate change affecting everyone have been sublimated for the short-term profit of a few. Human population is growing by one billion people every twelve years. We are aware that the materialistic mainstream culture is corrupt and corrupting; it does not satisfy and is not sustainable. Everyone feels the tension as the violent fringe strikes at the heart of civilization.

Yet for all our problems, the conditions are ripe for humanity to move to a new level of consciousness. If we realize, that knowledge and generosity yield much better outcomes than ignorance and greed, we can work together for mutual benefit. Restoring large-scale degraded landscapes and ecological function is more valuable than everything that has ever been bought and sold. This knowledge is a responsibility. We now have the technology to make the sum of human knowledge available to every human being on the planet simultaneously and instantaneously. *We are called to restore the Earth and the Human Spirit.*

This is the Great Work of our Time. ■

John D. Liu is Director, Environmental Education Media Project (EEMP) and a Visiting Fellow, Netherlands Institute of Ecology (NIOO). John is an Ecosystems Ambassador, Commonland Foundation. johnliu@eempc.org. knaw.academia.edu/JohnDLiu

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The Vegan Metamorphosis

This essay is excerpted from the book, Carbon Yoga: The Vegan Metamorphosis. Excerpts used with permission by the author.

“Would you ever deliberately hurt an innocent animal unnecessarily?” So far, among the thousands of people that I have asked this simple question, no one has said, “Yes.” Though most of us wouldn’t identify ourselves as vegan, that’s who we really are – by definition. But who we are and what we do are not in alignment, which leads to unnecessary suffering.

This misalignment is supported by our socioeconomic system, which is based upon consumption as an organizing value and competition as an organizing principle. We are each bombarded with thousands of advertisements a day, persuading us to consume some unnecessary product or the other. We constantly compete against each other to determine who is better at some activity or the other. The social hierarchy so created greases this ritualistic consumption. But once we grant animals the rights to life, liberty and the pursuit of happiness, it becomes impossible to maintain such a hierarchical system. Hence the widespread “Cowspiracy” that has infected institutions everywhere, especially in the developed world.

But the vegan metamorphosis is inexorable and just as in Nature, the Caterpillar has no choice but to become a Butterfly. In the US, as of 2010, according to a Hartman Group Research report, 12% of Millennials, 4% of Gen X-ers and 1% of Baby boomers self-reported to be vegan. Since then, interest in Veganism has tripled according to Google trends. The interest is especially strong in the developed countries of the world, which augurs well for its continued exponential growth.

Veganism is like a four-legged stool with health, ethical, environmental and spiritual reasons for its adoption. As documentaries like “Forks over Knives” have shown, animal foods are a well-established source of chronic diseases of the affluent, namely diabetes, heart disease, stroke and cancer. The ethical reasons for embracing Veganism are obvious to anyone who has seen videos

of animals in factory farms and slaughterhouses. As for the environmental reasons for embracing Veganism, imagine a weightlifter lifting five times his weight above his head, discovers that he’s on quicksand and sinking. What is the first thing that he should do?

Drop the weight, of course!

Would you know that as of 2010, our livestock consumed five times as much food as all humans, while wild vertebrates diminished by 52% from 1970 levels? We are definitely on ecological quicksand here! Indeed, if this exponential trend of destruction continues, then by 2030, all wild vertebrates will die off and our own necks will be on the chopping block. In contrast, if the whole world goes vegan today, we can sequester 265 Giga tons of Carbon (GtC) on the land that’s freed up from livestock production just by returning the native forests that used to exist on them in 1800. This is more than the 240 GtC that human activities have added to the atmosphere since 1750!

But for the most compelling reason for embracing veganism, we need to circle back to the spiritual one: Veganism is in perfect alignment with who we are! True, Veganism requires transforming our civilization around compassion, not consumption, as the organizing value, and collaboration, not competition, as the organizing principle. But that is such a wondrous transformation to contemplate, especially for educators and academics! Indeed, surely, we are truly lucky to be alive at this incredibly significant moment in human history, to engineer such a transformation! Onward with the metamorphosis! ■

Sailesh Rao is the Executive Director of Climate Healers. A systems specialist with a Ph.D. in Electrical Engineering from Stanford University, Stanford, CA, USA, conferred in 1986, Sailesh worked on the internet and communications infrastructure for twenty years after graduation. In 2006, he switched careers and became deeply immersed, full-time, in the spiritual and environmental crises affecting humanity. He is the author of the 2011 book, Carbon Dharma: The Occupation of Butterflies and the 2016 book, Carbon Yoga: The Vegan Metamorphosis.

Funguka: Are You Ready?

Sumana Dhanani, a student from the International School of Tanganyika (IST) conference planning team has written an article that brings the 2016 Global Issues Service Summit (GISS) and the hundreds of students from around the world who attended, to life. It will inspire you as she tells the story, with well-chosen photos, from this empowering never to be forgotten experience.



The Summit

From March 12-14, 2016 at the International School of Tanganyika in Dar es Salaam, Tanzania, hundreds of students from 24 schools around Africa and the world gathered at IST for the region's annual Global Issues Service Summit, one of the largest student-led conferences in Africa. The theme for the summit was "Funguka: Are You Ready?" Funguka is a Kiswahili word that means "to open up", "stand up" and "advocate". A global citizen who embodies Funguka is one that is open to new ideas, embraces different perspectives, and recognizes that positive change starts with the self. Delegates were encouraged to open up about global issues that were meaningful to them throughout the three-day summit, which involved a range of different sessions and activities. Barry Nabholz, teacher at the American School of Yaounde, Cameroon, expressed that, "whether it was listening to a speaker, presenting themselves, debating, questioning, or going on a service trip, the sum of the parts was truly greater than the whole."

Delegates listened to passionate speeches delivered by keynote speakers who embodied the funguka spirit. The speakers talked about the various global issues they were grappling with. They described how they became passionate about acting to better their communities, and explained strategies they used to overcome challenges they faced. They inspired us with their stories of change, and compelled delegates to make a change for themselves. Former child soldier and best-selling author Ishmael Beah rallied us with his opening speech, where his stories about the civil war in Sierra Leone served as a reminder of the resilient nature of the human spirit and the significance of laughter in the healing process. He talked about the importance of making the most of our situations by sharing our stories, and

several students later said they had a funguka moment when Beah declared, "Talent is universal, it is opportunities that are limited". Kobi Little, an activist with a focus on promoting social justice, reminded us that our global citizenship gives us the power and the right to discuss the issues affecting our planet, and should prompt us to embrace the responsibility of acting considerably towards our fellow citizens to ensure social equity. Sam Farai Monro, stage name Comrade Fatso, is an activist-comedian from Zimbabwe who delivered a hilarious performance that showed us by example how humor and the arts can be an excellent way to advocate for global issues. Conservationist Josephine Smit talked about the importance of spending more time outdoors so that we learn through experiencing it and ultimately nurture a greater appreciation for and love of nature which will, in turn, ensure we conserve it. She reminded us that the beauty of our youth is that we are not powerless against global issues that seem permanent. Global health expert Dr. Rik Peepkorn, with the challenging work he is doing to address global health problems, was an example to us of how someone can dedicate their life to solving global issues. Adam Nothem, a health extension agent for the United States Peace Corps who has spent the last two years volunteering in a village with limited access to running water, electricity, and reliable transportation, used his story to explain how we can change the world at a local level. The keynote speeches opened delegates' eyes to the idea that not only is changing the world a possibility, it is also a necessity.

Delegates were given the opportunity to form deeper connections with global citizens who are actively engaged in solving of a variety of global issues during change maker sessions. There were many change makers in attendance, including Naureen Gamdust, the young founder of The Purple Box, a

charity organization that promotes sanitation among underprivileged school girls; civil rights activist, writer, and publisher Walter Bgoya, who established Mkuki na Nyota, an independent scholarly publishing company in Dar es Salaam; Katia Geurts, a health entrepreneur who founded the Mabinti Centre, a project that seeks to educate and empower women receiving fistula treatment; and journalist Daniel Hayduk, who initiated the independent news site Dar Post. The change makers shared their experiences, led discussions, prompted debate, and explored delegates' questions. We were inspired by anecdotes of epiphanic moments, stories of adversities overcome, and fond memories of the little victories that made all the hardships worth it. These sessions were a way for young activists to learn about how regular people can make tangible change in their communities.

Keynote speakers and change makers then united to form groups known as Panels of Change. We listened to these unique collections of inspired activist debate questions that were central to global citizenship. This gave the delegates a chance to experience meaningful conversations about concepts that are relevant when considering global issues. The delegates were able to be a part of these discussions by asking questions and sharing ideas with the panelists. I attended a session where Mr. Ishmael Beah, Mr. Kobi Little, and Mr. Daniel Hayduk had gathered to debate the question, "How can we preserve individual cultures while working together to solve global issues?" Even after the session had ended, a group of delegates continued to talk to Mr. Beah about the ideas he expressed during the discussion, and a full-scale debate ensued about the merits of preserving individual culture in modern societies. It was fantastic to watch young activists converse with such a prominent global citizen. Keynote speaker Adam Nothem noted that, "The delegates were attentive, charismatic, and very engaged, with their questions being thought-provoking." The topics covered by other panels included the use of social media in global service, how bottom-up solutions can be used to solve global health issues, and the role academic knowledge plays in addressing problems of global significance. These panels were a

FUNGUKA, continued from pg 39 ►

highlight for many of the delegates.

Each visiting delegation led workshops where they opened-up with other delegates regarding projects they had been working on. In doing so, the young activists were able to share ideas and learn from each other in ways to impact positive change in their surroundings. For example, a student from the Aga Khan Academy Mombasa led a workshop focused on the use of biogas as an alternative fuel in rural areas. The American School of Yaounde's workshop showed how one's environment can be built and protected through effective partnership with local communities. Lincoln Community School led a session about Books for Change, a student-led GISS project founded in Ghana that centered on renovating the library of a local Ghanaian school, and providing new and relevant books for children.



Delegates from different schools also collaborated to form sustainability teams. Sustainability team sessions involved the young activists grappling with global issues that hold particular significance to our daily lives. In addition to learning about these issues, participants used Alan Atkinson's Pyramid Lite Model to discuss why and how to tackle them. According to Simon Sinek's analogy of the "golden circle," while it is true that most people and organizations are aware of *what* they are doing, they only become successful in inspiring action when they know *how* they do it, and *why* they are doing it. With this in mind, sustainability teams were given the challenge of generating theoretical solutions to their global issues using a five step approach guided by the sustainability compass: Nature, Economy, Society, and Personal Well Being. Samana Khimji, leader of the service learning

committee stated that "these issues were discussed on a local, national and international level whereby delegates brought forth their international-mindedness and diverse cultural experiences that allowed them to further their understanding on the global issues being discussed."

Finally, on the third day of the summit, the sustainability teams participated in direct service programs in sites across Dar es Salaam. These sites, which included a reforestation project, a beach cleanup, charcoal processing (from biomass), and the building of a daycare facility run by local women, were actively providing solutions to the global issues that had been explored during the sustainability team sessions. Therefore, delegates were given the opportunity to see how others were actually solving issues they had already generated theoretical solutions for. This allowed them to engage fully as they interacted with the local community and break social barriers when learning about the tangible change that can be made through considered action.

What Happens Next?

The real beauty of GISS is that it inspires action beyond the three day conference. As keynote speaker Kobi Little put it, "It's not sufficient to just come to a conference and talk about ideas — you must take action!" In attending the summit, participants were able to swiftly progress from passively talking about issues considered intolerable, to accepting responsibility by actively talking about how to solve them. Rather than asking themselves, "Why don't we do something?" young activists were able to collectively discuss, "How will we do something?"

People are often daunted by the idea of taking action because they believe the actions of one person will be insignificant in the face of a towering global phenomenon. The GISS enabled delegates to realize that they, as students, can make an impact on the world around them. One student, Abril Soewarso-Rivera from The King Abdullah University of Science and Technology (KAUST) School, remembers, "I'd always believed that my choices as an individual would never have an impact. However, I now wholeheartedly understand that it is only the work of passionate, caring individuals that has ever made positive, lasting



change in the world." However, the summit also allowed the students to recognize that they are not alone. There are hundreds of young activists out there. Watching inspired discussions and strong friendships form between delegates as they came to this realization was truly heartwarming.

The lasting change made by GISS is evident when looking at the numerous service projects that have since been initiated by schools involved. The American International School of Johannesburg hosts SASSY (South African Service Summit) each year — a conference that aims to bring GISS ideas on a more local scale. Creating clean light for homes with no electricity, and a project to aid handicapped people are endeavors inspired by the conference that are on the agenda for next year at the American School of Yaounde, Cameroon. The KAUST School has decided to create a long-term Global Issues Service Team, which aims to develop a culture of service at the school, and to facilitate the growth of funguka-minded individuals. These are but a few of the many projects that have been catalyzed by GISS in schools across Africa and the world.

For IST delegate and student change maker, Zahra Fazal, the summit provided a framework for implementing "A Litre of Light" in the Nyaragusu refugee camp in Tanzania. This is a movement in order to address the refugee crisis in Tanzania that seeks to provide people who have no access to electricity with affordable, sustainable solar light. Zahra collaborated with UNHCR, and has already managed to successfully install the mechanism in a test location. Despite facing obstacles along the way, Zahra is now pushing for final approval from the UNHCR so that her project can be implemented in the camp. The summit motivated her, and she says that "GISS was almost like a springboard. It has propelled me forward because in the end I realized that there is place for a student's voice to be acknowledged."

FUNGUKA, cont'd pg 41 ►

It is clear that the future for GISS delegates is bright and filled with promise. After all, success comes from a marriage of talent and opportunity. Daniel Hayduk, one of the change makers, expresses, "I was inspired and encouraged by the steadfastness of the student delegates, who already embody the idea that change starts with the individual. I can't imagine where they'll end up, but wherever it is, I am confident they'll do amazing things." These young activists made their talent evident throughout the three day conference, and opportunity often arises when there is a combination of preparation, enthusiasm, and interpersonal relationships. Delegates returned from the

conference equipped with knowledge, skills, and connections that prepared them for a lifetime of successful service to the community, and changing the world for the better.

Next year, GISS will be held at AISJ in South Africa. The theme of the conference will be "Phambili," a Zulu word which means "moving forwards." Anyone who feels passionate about shaping the future is invited to join. The GISS team at AISJ is very excited to be hosting delegates, and moving forward by preparing the next generation of global citizens. ■

Sumana Dhanani, GISS Student Leadership Team. Edited by Rebecca Gillman, Teacher Mentor

Global Ambassador Program

The Global Ambassador Program (GAP) is a student-led program and a huge success in supporting GIN. It has grown under the leadership of our student Director and GINtern, Valeria Wu, a student from Franklin Delano Roosevelt/Lima. Valeria has also written a quite compelling article featuring student quotes. It's a celebration of the vast global empowerment of all of the students involved in this program. In addition to Valeria are GAP co-creators, Rafaela Damasceno, Rodrigo Rose, and Guilherme Grupenmacher, our amazing GINterns/GAP Youth Leaders from the International School of Curitiba. Together, these four amazing students work in a virtual environment in order to teach this innovative and empowering program.

Global Citizens: Y(our) Future: Global Ambassadors Program at the Global Issues Network

GAP has been an incredible experience, filled with learning, unique opportunities, collaboration on a global scale, and has been unforgettable thus far.

Mehak Jain, Singaporean, Singapore American School, Singapore

What is the greatest gift you can give a student? It is a two-word concept that is very easy to remember yet very hard to put into practice. It is a mindset that lasts a lifetime – it is global citizenship. The Global Ambassadors Program (GAP) was founded in 2015, as a Global Issues Network youth directed initiative. The GAP was founded on the belief that to solve local-global issues, we must empower students to work collaboratively. Students from across the world are working as GIN Global Ambassadors to develop empathetic action as a global community of young leaders who value honorable leadership, collaboration, lifelong learning and civic engagement. Through group Skype sessions, research projects and the development of empowerment toolkits, these Ambassadors

7-8 July 2017

Washington, D.C.

SUMMER
2017!



AAIE LEADERSHIP TRANSITION RETREAT

IS A LEADERSHIP CHANGE IN YOUR FUTURE? BENEFIT FROM THIS HIGHLY INTERACTIVE AND INTERNATIONALLY FOCUSED OPPORTUNITY TO PREPARE FOR YOUR UPCOMING LEADERSHIP TRANSITION.

Each attendee will craft a comprehensive and strategically aligned transition plan with the guidance and support of two experienced and highly respected school leaders, while sharing ideas and networking with other leaders transitioning in the coming school year to new schools around the world.

Time for regeneration, reflection, and socializing will ensure you walk away with your plan in hand, a supportive community of colleagues, your vision for implementation clear, and the energy and inspiration to make it happen!



Facilitator:
Lee Fertig

RETREAT TOPICS INCLUDE:

- Establishing A Comprehensive Transition Plan and Timeline
- Utilizing Strategic Processes and Resources
- Sharing the Experience and Learning From Others

* For complete event information please visit aaie.org

WHO WOULD BENEFIT: All International & Independent School Senior Level Leaders transitioning into a new leadership position as a Head of School/Director, Assistant Head of School/Director, Principal, Director of Teaching and Learning, IT Director, etc...

All levels of leadership experience will benefit and are welcome!



Facilitator:
Barry Déquanne

REGISTER TODAY AT aaie.org

For Hotel & Reservation Information

Go to www.aaie.org and click on

EVENTS > SUMMER INSTITUTES > LEADERSHIP TRANSITION

REGISTRATION FEE

Register Today / Limited Spaces Available

Early Bird AAIE Member: \$760
(After 1 May \$840)

Early Bird Non-Member: \$960
(After 1 May \$1,040)

Registration Includes:

- All Conference Materials
- 1 Group Dinner
- 2 Lunches
- Refreshment Breaks

For more information contact yolanda@aaie.org or go to www.aaie.org and click on the **EVENTS** tab



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are actively working to strengthen themselves as leaders and their GIN school communities.

As an “introverted leader,” I have always struggled to make my voice heard and unite my teams to effectively collaborate. Through the program, I gained many invaluable leadership skills and strategies, but more importantly, confidence to lead my team forward.

Li Chenqui, Chinese, Lincoln Community School Ghana, Ghana

The tasks were challenging and brought great learning to me. Not only did they make me improve as a writer, videomaker, and group worker, but also as a human being, since they made me understand how much we, humans, have damaged our planet and how we may heal it.

Carlos Pinto, Brazilian, American School of Belo Horizonte, Brazil

As a global learning community, the GIN Global Ambassador Program is constantly growing and developing its understanding and best practices for creating positive change. The GAP has worked with more than 80 student leaders from more than 30 nationalities. The GAP empowers students to champion leadership and advocacy through their identity as global citizens. The GAP model functions on multiple levels. It nurtures and fosters individual growth through the process of self-discovery while at the same time asks our young leaders to collaborate as contributors and creators. Students are working to build themselves and the organization simultaneously. Within the GIN GAP, Global Ambassadors have discovered and grown their understanding of themselves as leaders of today, researched, and used their own experience to draw out and define terms that will contribute to a common language of change that builds connections between empowerment and action. They have also evaluated their current and future projects through a comprehensive GIN Project workbook in order to analyze their short- and long-term steps, and after understanding each platform’s dynamics and best practices, prototyped powerful social messages in Facebook, Twitter, and Instagram.



In the upcoming program semester, scheduled to start on February 6, 2017, the GIN GAP Ambassadors will perform an evaluation of their school’s level of engagement as an activated GIN School. They will work with their GIN School community to study the past and present, evidenced by a GIN School Case Study. Using these measurements they will design and implement a plan with their GIN School Team to reduce carbon emissions and waste at their school, evidenced by a published GIN School Report. This will be passed on to next year’s Global Ambassador who will continue to employ strategies and interventions at their school with a goal of heightening awareness and sustainability as a GIN School community. As GIN School leaders, they will join the network of GIN Global Mentors and strive to assist and provide guidance to GIN students and the incoming cohort of GIN GAP Ambassadors.

Specifically, one of the courses pushed me to focus on developing a detailed plan for a project that I had been passionate about for a while: a composting initiative in my own school.

Celine Pham, Vietnamese, Saigon South International School, Vietnam

Because my project centers on gender equality, through this investigation I realized that advocacy is the best road for me to create meaningful, sustainable change. I am very grateful for this course because in the last 6 months it has been a guide for me for creating my GIN project.

Isabel Calero, Colombian, Academia Cotopaxi, Ecuador

In keeping with best practices, it is our belief that we as an organization, follow the methods we have developed. We do this by asking students to work alongside us as part of our organizational team. Students lend us their insights on the best educational practices and methods we employ. GIN strives to make every program youth-led and educator-supported. In doing so, we see the GAP as a continuous prototyping

process, wherein we test, measure, evaluate and reiterate based on feedback, efficacy, and impact in alignment with our programmatic and organizational goals to study and create sustainable positive change. As the program director, and I know the course leaders would agree with me, it is each student’s growth throughout the semester that inspires us to develop curriculum content and try to expand our mission to all schools across the world.

The project fosters development within individuals as people, before allowing them to form themselves as leaders. In the process of learning who we are, what kind of people we want to be, we accumulate the knowledge and qualities required to be a leader of the next generation.

Ana Samudio, Panamanian, British International School of Ho Chi Minh City, Vietnam

The program has been proudly presented at 10 different conferences across the world, allowing the cohort of leaders to become diversified and highly multicultural. However, our efforts don’t stop there, we are determined to empower as many students as possible. This is where we need your help. Whether you are a student, educator or parent, spread our message, visit our website, send us an email, and share it on social media. The world needs students curious about the local-global issues that surround them and who are determined to take collaborative action. The world needs students engaging with their community and willing to lead from behind. The world needs students who are global citizens.

I have learned the importance of sustainability, the connections of local-global issues, the applications of conscientious daily living and the value of positive action.

Marina Siquiera, Brazilian, Pan American School of Bahia, Brazil

In the process of learning who we are and what kind of people we want to be, we accumulate the knowledge and qualities required to be a leader of the next generation.

Yeonhee Oh, Korean, Asociaciones Escuelas Lincoln, Argentina

It’s exciting to sit on one side of the world,

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speaking to and working with GIN members from all over the world. I'm continually inspired by other Global Ambassadors and what they have done to alleviate the global issues we combat in GIN.

Roopa Kondepudi, American, Singapore American School, Singapore

By inspiring us to become Young Global Leaders, the program is setting a forth a domino effect that will last for generations.

Nakari Alberto, Dutch, International School of Curaçao, Curaçao

Valeria Wu, GIN Global Ambassadors Program Youth Director. valeria@globalissuesnetwork.net. globalissuesnetwork.org/ginglobalambassadors/. Valeria is a 16-year old studying at Colegio Roosevelt, in Lima, Peru. Her work with GIN dates back to 2011, as a 6th-grade photographer for the first AASSA GIN Conference hosted by F.D.R, The American School of Lima. Ever since then, she has built a strong connection to the program and participates actively as a GIN community leader. She has attended five GIN conferences in Costa Rica, Peru, Mexico, United States (UNESCO GIN) and Brazil. As part of her own GIN project, Valeria co-lead an installation of 14 solar water heaters in her school that save approximately 75 metric tons of Co2 annually. The project got selected as finalist of the Americas for the Zayed Future Energy Prize in 2014, and received a 50,000 USD grant to expand renewable energy in her school. Valeria is currently the Youth Director for a new chapter of GIN programming, called the Global Ambassadors Program (GAP). GAP aims to create a network of student leaders at every international school who will promote service, leadership and broaden accessibility to Global Issues Network programming. In two years, the program has already served over 80 students from 30 nationalities and presented at over 10 conferences across the world.

Applications and enrollment begin every year at the start of April, please check the GAP page for more information: globalissuesnetwork.org/ginglobalambassadors/

Contact: valeria@globalissuesnetwork.net

GIN/MUN Synergy

Rodrigo Rose, GINtern and GAP Youth Leader, has written an essay on an important and very timely topic – how we can benefit from a much needed collaboration between GIN and the Model United Nations (MUN). Many of our students take part and excel in both programs. Collaboration will benefit not only the programs, but our students and our world. Please share his thoughts with students who are involved in or are interested to learn more.

Collaboration/Synergy between MUN and GIN

In today's globalized world, youths are getting more and more involved in our planet's challenges, and many initiatives work together to create greater change – and GIN is no exception. Most students that partake in GIN worldwide do not limit themselves to this organization, and one of the most common clubs students are also involved in is the Model United Nations (MUN). Hence, as GIN believes in cooperation and collaboration in both local and global scales, we are strong supporters of synergy, especially given the many connections MUN has with the work of GIN. An example of this is with one of the core elements of MUN, research, which can be developed greatly through GIN as well. When you undertake the process of creating a GIN project, the first phase is always the investigation, where you explore and learn about your cause, finding out what has already been done regarding the issue you wish to tackle in order to bring you inspiration for your own project. Just as in the MUN, you are required to conduct an extensive investigation throughout many different sources, not all from your country and even in your native language, and sometimes even requiring direct personal interaction. Moreover, participating in the GIN brings you international and multilateral views on

the issues afflicting our planet, just as you receive when debating at the MUN.

Sometimes the same issues are faced in various regions of the globe, and in GIN rather than just debate them, you learn to implement them in your daily life in whatever scale you choose. Additionally, the contact GIN students have with people from all across the world at the GIN conferences gives it a truly international touch that few other initiatives can offer. The opportunity to present your project to people from a different continent and see what they have done likewise or differently brings an enormous capability for networking, which not only helps people grow as students, but as individuals in a globalized world. Finally, one last element both projects have in common is what I like to call the "drive." The drive is all that pushes people forward, all that makes a person look themselves in the mirror and say, "I'm making a change." The GIN and MUN both serve as huge tools in your own personal drive, a commitment to changing your planet for the better. Through both you develop public speaking, articulation, interaction and a form of personal growth unparalleled by anything else. So, GIN asks you: Do YOU want to make a greater change? If so, then intertwine your initiatives, work with them in synergy, and undoubtedly your impact will exceed your expectations.

Rodrigo Rose, GINtern/GAP Youth Leader, International School of Curitiba

Challenge

Our ongoing request to you is to recognize and celebrate all of the ways you are involving youth in roles impacting your school. Then we ask that you challenge yourself to further involve youth wherever possible in every part of the school. Students need to have a voice and they will prove to be a wonderful asset.

Student Leadership Opportunity!

New AAIE / GIN International TOP 100 Global Citizens Student Leadership Challenge

23-30 June 2018

Information & student applications available Summer 2017 at aaie.org
Also access globalissuesnetwork.org for more information

26-29 June 2017 • Nova Southeastern University • Fort Lauderdale, FL

SUMMER
2017!



AAIE - ISCA INTERNATIONAL COUNSELING SUMMER INSTITUTE

**PART 1: MONDAY & TUESDAY
26-27 JUNE 2017**

DEVELOPING A COMPREHENSIVE COUNSELING PROGRAM IN INTERNATIONAL SCHOOLS: LEVEL 1 TRAINING ON THE INTERNATIONAL MODEL

FACILITATOR:



Counselors will engage in collaborative sessions to develop and improve their school counseling program using the foundations provided by the International Model. Participants will learn about specific tools and activities as well as create an implementation plan that can be put in place during the upcoming school year.

THE FOUR COMPONENTS OF THE INTERNATIONAL MODEL WILL BE EXPLORED IN DEPTH:

- Foundation
- Program Delivery
- Program Management
- Accountability

Anchored in research and best practice in school counseling programs, this experience will leave you inspired, motivated and equipped to reach your full potential to best support your students as a school counselor in your unique International School setting.

For more information on the International Model for School Counseling please go to <http://iscainfo.com/the-model>

**PART 2: WEDNESDAY & THURSDAY
28-29 JUNE 2017**

AAIE SUMMER INTERNATIONAL COUNSELOR RECHARGE



This active and invigorating 2 day institute provides attendees with a wealth of opportunities to learn, share and connect around timely counseling topics while recharging internal batteries for the coming year while making connections with colleagues and experts from around the world.

2017 COUNSELING TOPICS

- Student & Family Transition
- Shaping School Culture Through Mentoring
- Crisis & Trauma Response
- Child Protection Through the Counseling Lens
- Counseling Leaders: Team & Program Optimization

A special strand will focus on the Counseling Department Chair/Lead role and ways to optimize your team and school resources to best support your community's unique counseling challenges.

Each day includes time for regeneration, networking and sharing of ideas with other counselors in similar roles facing common challenges from across the world.

FACILITATORS:



Facilitators:
Dr. Jordan Greenbaum,
Dr. Scott Poland,
Dr. Mercedes Ter Maat,
Ellen Mahoney,
Chrystal Kelly &
Cheryl Brown

REGISTER TODAY AT aaie.org

REGISTRATION FEES

For Hotel & Reservation Information

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EVENTS > SUMMER INSTITUTES > COUNSELOR INSTITUTE

4 DAY SUMMER INSTITUTE:

26-29 June 2017 (includes Int. Model Level 1 Training & Recharge Institute)

Early Bird AAIE Member: \$890
(After 15 April \$950)

Early Bird Non-Member: \$1,150
(After 15 April \$1,225)

2 DAY COUNSELOR RECHARGE:

28-29 June 2017 (This does NOT include the 2 day Model training)

Early Bird AAIE Member: \$690
(After 15 April \$750)

Early Bird Non-Member: \$945
(After 15 April \$1,025)

Fee Includes:

- All Needed Materials
- Transportation to and from sessions
- Lunch and Refreshment Breaks
- 1 Group Dinner



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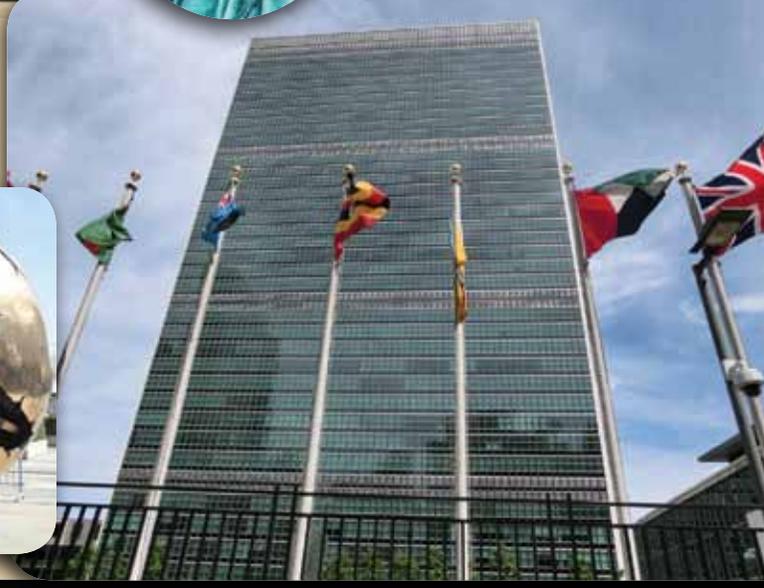
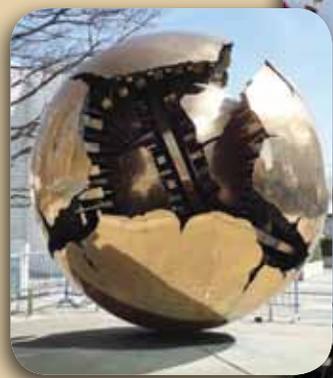


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the DATE!**

52nd AAIE International Leadership Conference & Expo

**GLOBAL Citizens
& Leaders**
5-7 February 2018
New York, N.Y.

Watch for details
and registration at
aaie.org



UPCOMING AAIE INTERNATIONAL LEADERSHIP EVENTS

SUMMER 2017!

**AAIE International
Child Protection Leadership
Team Training &
Certification Program**



26-29 June, 2017
NSU Main Campus
• Fort Lauderdale, Florida

26-29 June, 2017
**Nova Southeastern
University**
Fort Lauderdale, Florida

**AAIE / ISCA International
Counseling Institute**
Facilitated by: Dr. Scott Poland,
Ellen Mahoney, Cheryl Brown,
Dr. Jordan Greenbaum and more.



**AAIE Instructional
Leadership Institute**
Facilitated by: Dr. Fran Prolman

**AAIE Leadership
Transition Retreat**



7-8 July, 2017 • Washington, D.C.
Facilitated by: Lee Fertig and Barry Déquanne



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TODAY AT
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