

INTERED

The Journal of the Association for the Advancement of International Education



VOL. 32, NO. 102
SPRING 2006

IN THIS ISSUE

President's Message	2
Exec. Director's Message	3
An Editorial	4
U.S. School Aid	6
AAIE Hall Of Fame	9
Letter from AISH	10
News Overseas	11
Insites: A Digital Update	12
A Doctoral Abstract	13
The Shifting Sands	14
Memo To The Board	16
Research Is The Key	17
WASC Spring Update	18
Teach Peace As A Value	20
The Unification of NCA CASI	21
Case Study - Quo Vadis?	22
Strategic Planning	24
Bob Gross	25
Resilience	26
The Power Of People	28
Lehigh Awards	30
Regional Doings	32
Conference	34
Stress Without Distress	35
Accreditation Association News	37
Building Better Women	38
A Book Review	39
A Letter From Linda Duevel	40
Out And About	41



40TH CONFERENCE A GREAT SUCCESS

More than 450 delegates and 50 exhibiting firms with 130 representatives from all over the globe met in Boston from February 16 to 19 in what all agreed was an annual AAIE conference that breathed new fire into the Association. The number of participants at AAIE Annual Conference has increased sizably in each of the last 4 years. This year's attendance was 20% greater than that of 2005, also held in Boston's Westin Copley Place Hotel.

The program opened on a high note under the gavel of President Elsa Lamb and Executive Director Dick Krajczar with the inspiring keynote of Dr. Ned Hallowell, Harvard Medical School Professor of Psychiatry, who was introduced by Mary Ann Haas for sponsor International Schools Services. The elevated spirit that Hallowell created in his remarks continued during the next two days with second-day keynoter Rick Wormeli, one of the first teachers certified National Board for Professional Teaching Standards, whose most entertaining, inspirational, and informative address was sponsored by Lehigh University and introduced by Dr. Sally White, Dean of Lehigh's College of Education. The conference closed on another upbeat when Robert Gross of Singapore accepted the Ernie Mannino 'Superintendent of the Year' honor as AAIE's entry into the annual program of the American Association of School Administrators. (More on Dr. Gross' honor and his speech, sponsored by The International Educator (T. I. E.), may be found elsewhere in this issue.)

Early in the program, Executive Director paid tribute to five members who died during the past year, Todd Elsey, George Marsh, Frank Hudak, John Stoops and David Tully. Tully, former head of the São Paulo, Brazil, Graded School, was posthumously inducted into the AAIE Hall of Fame. His sons, Joshua and Samuel, were present to receive this

continued on page 8

NAIS – AAIE COLLABORATE ON GLOBAL INITIATIVE PROGRAM

By Dick Hall, Head of School, Washington International School;
Chair, NAIS Global Initiatives Task Force

The National Association of Independent School's (NAIS) best selling *Trustee Handbook*, currently in its eighth edition, will be rewritten to meet the needs of trustees and board members of American and other international schools. The project is a collaborative effort involving AAIE in its expert role as a resource in the needs of overseas international school board. The project has been encouraged and is supported by a generous grant from the Office of Overseas Schools of the Department of State to AAIE and the other State Department funded regional organizations. The Handbook, widely used in the US by independent school trustees as a development tool and permanent reference about their expected roles, will now be made suitable through AAIE members' counsel for use by overseas school board members as a similar self-contained orientation aid in helping them better understand their importance in effective school governance.

continued on page 10



INTER ED

VOL. 32, NO. 102 • SPRING 2006

for, by, and about leadership in international education

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A LETTER FROM THE PRESIDENT



Dear AAIE Friends and Colleagues,

It was wonderful to see so many of you at the 40th Anniversary Conference in Boston this past February. This year over 450 attendees from 68 different countries came together for our Annual Conference. The large number of Conference participants and the sustained high level of attendance to Conference sessions were evidence that the program offerings were both relevant and stimulating. It is important to point out that much of the credit for the quality of the program has to be attributed to the outstanding contributions of the consultants who presented this year, as well as to the

international school heads who were willing to present sessions in which they shared their best practices with professional colleagues from around the world.

Our 40th Anniversary was an appropriate time to reflect on the Association's mission, and the AAIE Board did just that. Its review led to the adoption of a new mission statement, one that the Board is confident will effectively guide the development of future AAIE programs and activities, as well as its decision-making. The AAIE mission statement is as follows:

The mission of AAIE is to provide a dynamic global forum for the exchange of ideas and research concerning developments in the field of international education and school leadership, and to advance international education through partnerships with educational institutions and associations worldwide.

This newly stated mission will be instrumental in keeping the current and future leadership of our Association accountable and focused. No new programs will be started unless these programs are consistent with our mission, and AAIE will proactively seek out those partnerships that further its mission.

In the coming years, in addition to a strong commitment to the Association's mission, the input and feedback of the membership will be needed to effectively push the goals of the Association forward and ensure its leadership is kept on track. Past experience has taught us that the questions AAIE must continually ask of itself are the same every school should regularly be asking of itself, *i.e.*, (1) "What are we doing?" (2) "How are we doing?" and (3) "Could we be doing it better?"

The 2007 annual conference will be in San Francisco, Feb.22-25. Remember to mark your calendars! Best wishes for a smooth closing to the school year, and a much deserved summer break.

Sincerely,

ELSA C. LAMB
President, AAIE

Ms. Lamb may be reached at elamb@ans.edu.ni

A LETTER FROM THE EXECUTIVE DIRECTOR

Dear Colleagues,

The 40th AAIE Conference in Boston was a success, with more than 450 registered delegates. The theme of the conference was leadership in our schools. A big thanks to our host of presenters who addressed many issues related to international schools. Once again, the very popular presentations by AAIE heads of schools were well attended and received laudatory comments. We hope to have more heads of schools share their programs and innovative activities and practices in the future. A big thanks to several people for their continued effort and dedication to AAIE — Everett McGlothlin, my friend and colleague, who handled the many on-site items at the conference; Anne Jenkins, AAIE administrative assistant; Sherry Krajczar, Colleen Hannon, and Josh Krajczar for their assistance at the conference.

The summer will be busy with our AAIE Literacy Conference and with the AAIE Institute for Exceptional Children, both scheduled between July 15 and 19th at Seattle University. I hope we have an excellent turnout again this year—last year’s institute was extremely successful. Bonnie Campbell Hill has been invaluable in assisting AAIE to provide a host of exceptional speakers and cadre of presenters working in our international schools for the Literacy Conference. The Institute on Exceptional Children will also have three fine presenters. Please visit www.aaie.org or contact us at aaie@sheridan.edu if you would like more information on either of these institutes.

The AAIE board has said farewell to Bill Powell, Bud Spillane, Steve Barone, and Pete Hansen as “retiring” members of the board. Their service has been so helpful in our transition. I wish them all a huge amount of good health and success. The new members represent additional support from our international schools. Mark Ulfers (Head at Frankfurt International) has been elected to take Bill Powell’s position as President Elect; Chip Barder (American School in Warsaw), Pilar Cabeza (American School Paris), and Areta Williams (International School of Kenya) will join the board. From the USA will be Carolyn Brunner, Buffalo State SUNY; Pete Woodward, New England Association of Schools and Colleges; and Robert Diyanni, The College Board. Welcome to them all. A special thanks goes to the board for listening to the membership about the need for additional board representation from heads of schools serving in our international schools. The AAIE Executive Board, chaired by Elsa Lamb, will meet June 23, 2006, in Sheridan Wyoming, with an opportunity to see the new AAIE office.

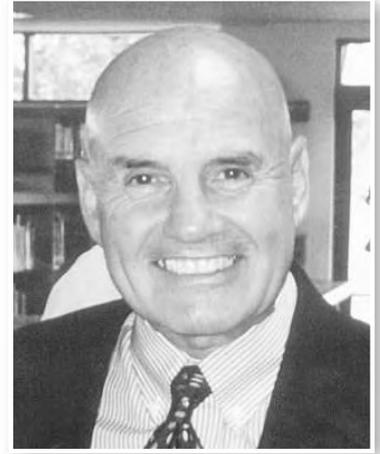
I have asked recent Superintendents of the Year to sit on a committee to review the annual AAIE Ernie Mannino Superintendent of the Year application and process. They will make suggestions to the board about the future of this award.

I hope you all have a smooth closing of the school year and a restful, relaxing holiday that allows sufficient time with family and for reflection.

Sincerely,

Dick Krajczar

Dr. Krajczar may be reached at krajczard@aol.com



AN EDITORIAL – LOOK ‘THREE’ WAYS BEFORE CROSSING

All of us, during our ‘growing up’ years, were reminded by our parents to adopt a safety practice as pedestrians that would extend our lives as we faced vehicular traffic, “Look both ways before crossing!” It occurs to me that those responsible for school governance, trustees and their heads of school, may also need this admonishment, surely if they are in their early years of service to their schools and communities. Except, school leaders shouldn’t look solely in ‘both’ ways, but in all three.

First, look backwards. What happened in the past that made this school, and perhaps this community, what it has become? What decisions were taken by some board of trustees, and some school head, perhaps whose personas and actions long since have been forgotten, that took this school to its current condition? What happened in the local environment, or in other areas beyond their control, that altered the institution? What factors of population change, program developments, staffing philosophy, financial limitations, etc., perhaps beyond the reach of the school leadership, produced the result that is our organization of today?

It behooves sitting trustees and school leaders to discover the ‘institutional memory’ of their school. What they inherit as their organization did not spring full-grown yesterday as if from the head of Medusa. The school evolved from leadership’s reaction to both internal and external factors in its efforts to bring the institution to a full fruition of program, organization culture and community image. The history of any organization is replete with decisions that were made from the best intentions of dedicated governance.

It is worth taking time to study these, so that current and future trustees may repeat, or perpetuate, previous actions that produced salutary results or learn from the well-intentioned mistakes of their predecessors and avoid similar pitfalls.

Trustees and their school heads should depart from the premise that the current condition of their institution did not arise accidentally. Decisions were taken that made it what it is.

The second look should be at the current condition of the school. What are its assets? The easiest to see and measure are the financials in balance sheets, budgets and operating statements. However, the total assets of a school are much greater than this, albeit more nebulous and difficult to evaluate. Such important values as human resources, curriculum, facilities, quality of students, extracurricular programs, school culture and spirit, parent involvement, community participation, image, etc., must be reviewed to get a good picture of where the school is at the moment, regardless of what brought it to its present condition. The important ‘look’ here is the current status of the institution, including its liabilities, impediments to its success, challenges that are appearing or that may appear, should be reviewed annually by trustees. In the United States at the start of the calendar year, it is customary for the President of the Republic to make a speech to Congress, “The State of the Union.” Someone, preferably the board chair or the head of school, should start the first meeting of a new board of trustees with a “State of the School” discourse to acquaint school governance with this much needed ‘second look’ before crossing into the area of decision making.

The third look is more interesting, and much more difficult. Indeed, its challenge is rarely attempted. It addresses the questions, “When I get across this coming period, what will I find on the other side?” The third look is into the future. It is the principal task of school governance that the future not happen by default, by lack of thought and planning, by personal negligence, if you will permit me. This ‘look’ requires vision, some joint vision of the board itself, of what it wishes the school to look like when 10 years have elapsed. If such vision is developed in consensus, it then will unite the first two ‘looks,’ where did we come from, and where are we. Now, considering our past and our present, what do we, as a board and as its chief executive officer, need to do, need to add, need to modify, need to provide, need to plan to get across this divide that will bring us where we want to go, not to the future that will just happen, but to the future we want for our school?

The editor may be reached at 2417gilbrown@msn.com

A DOCTORAL ABSTRACT - RESPONSIVENESS IN AMERICAN SCHOOLS OVERSEAS: DISCREPANCIES BETWEEN PARENTAL EXPECTATIONS AND SCHOOL PERFORMANCE

By William F. Johnston, Director, Academia Cotopaxi, Quito, Ecuador

The purpose of the study was to determine the educational priorities of parents with children enrolled in American Sponsored Overseas Schools in South America, and to compare those priorities with their perceptions of school performance. Responsiveness was defined as the relationship between priorities and perceived performance.

Parents of secondary students enrolled in member schools of the Association of American Schools in South America, Inc. were the population for the study. A purposive sample of four schools located in Argentina, Brazil, Chile, and Uruguay were surveyed. A low response rate reflected the nature of the population. Characteristics of non-response in overseas settings are discussed. Results were biased in favor of the politically interested/active parents.

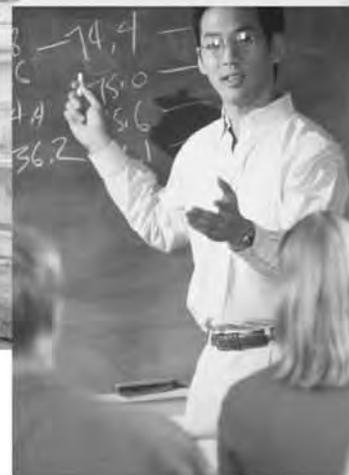
Frequencies and crosstabulations were used to describe responsiveness levels, relationships between responsiveness and demographic characteristics, levels of parent satisfaction, and relationships between satisfaction and respondent characteristics.

The findings indicate that respondents were a demographically homogeneous group. Parents responding were satisfied with their schools and felt that the schools were responsive to their needs. No significant predictors of either satisfaction or responsiveness were found.

Dr. Johnston completed his doctorate at Virginia Polytechnic Institute and State University. He may be reached at bjohnston@cotopaxi.k12.ec

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U.S. SCHOOL AID HAS LONG, LONG ARMS \$9 MILLION REACHES 134 COUNTRIES

By Christopher Lee, Washington Post Staff Writer

From the Washington Post, Thursday, January 19, 2006; Page A17
© The Washington Post. Reprinted with permission.

At the start of his Foreign Service career 13 years ago, Les deGraffenried liked to draw up lists of what appealed to him about potential overseas posts -- the history and politics of a country, its beaches, even its beer.

Then, 10 years ago, deGraffenried, now 48, and his wife, Katie, 44, had the first of their two children, and everything changed.

"Once you get kids, number one through 10 on the list is how good the school is," said deGraffenried, a native of Austin who has served in Panama, Poland, Germany, Uruguay and Azerbaijan.

Finding a suitable school can be a challenge when your career involves hop scotching around the globe every few years. There are language barriers, questions about the quality of the local curriculum and concerns such as safety in troubled parts of the world.



Keith D. Miller: Schools for citizens, models for others.
(Courtesy Dr. Keith Miller - Courtesy Dr. Keith Miller)

The State Department, aware that retaining talented people requires assuaging such concerns, has a program that funnels financial and technical assistance to overseas schools. With a \$9 million budget, the department's Office of Overseas Schools awards grants of \$10,000 to \$150,000 a year to 194 schools in 134 countries.

The idea behind the 42-year-old office is to ensure that every post has at least one appropriate school for U.S. dependents -- and also to engage in a little foreign policy by seeding such schools with the philosophy and methods of American education.

"The hallmark of a U.S. education is critical thinking," said Keith D. Miller, director of the program. "So the mission of this office is not just to have schools for U.S. citizens but to have models of education for others. It's a twofold thing."

While the Defense Department operates its own schools for the children of U.S. service members abroad, the State Department does not control the schools it sponsors. They are independently run, locally controlled and non-religious, and they offer instruction in English. They enroll 107,448 children of a variety of nationalities, including more than 29,000 U.S. citizens.

"These are truly international schools," said Miller, who headed U.S.-affiliated schools in Guatemala and Costa Rica before joining the State Department 20 years ago.

The curricula at such schools meet college-prep requirements and, more generally, help students stay on track if they return to the United States after a few years, Miller said. For the schools, the grant money is not the only consideration: The affiliation can help draw more students.

Morgan McCarthy, whose Foreign Service parents work in the African nations of Mali and Burkina Faso, attended the International School of Kenya in Nairobi for six years before heading to the University of St. Thomas in Houston.

"It's an incredible education," said McCarthy, 24, now a professional actress in Houston. "I felt way ahead of the other kids in college. I had the opportunity to take international baccalaureate classes. I placed out of science -- I didn't even have to take science my whole college life."

In some ways, life in her high school was marked by the same kind of pressures found in American schools. For instance, McCarthy said a "ruling group" of children who had lived in the United States longer than others tried to set the tone for music and clothes.

In other ways, life could not have been more different. After terrorists bombed the U.S. Embassy in Nairobi in 1998, other children, upset that scores of Kenyans had been killed, demanded to know what the U.S. government would do to help the families of the victims.

In other ways, life could not have been more different. After terrorists bombed the U.S. Embassy in Nairobi in 1998, other children, upset that scores of Kenyans had been killed, demanded to know what the U.S. government would do to help the families of the victims.

"They really attacked me on it," McCarthy said. "It's difficult to deal with being American or being seen as responsible for something that you really aren't. You kind of have to grow up fast in certain situations and be able to handle that stuff."

McCarthy never worried that her school would come under attack. But the embassy bombing, the 2001 terrorist attacks, and especially the deadly terrorist takeover of a local school in Beslan, Russia, in 2004 convinced U.S. government officials that they had to take steps to protect schools and other "soft" targets abroad.

Since 2003, the federal government has spent \$33 million to improve security at overseas schools by installing shatter-resistant window film, public address systems and radios, security fences, closed-circuit television, and other safety measures.

"We've always taken threats seriously, but for the first time we know the terrorists are willing to kill kids in schools," Miller said. He acknowledged a slight increase in anti-American sentiment in and around some of schools since the start of the war in Iraq but said security is not a major concern.

"I don't believe that we've ever had a threat in the last two or three years that could be proven to have been a true terrorist threat, and certainly nothing carried out in one of the schools," he said.

DeGraffenried, temporarily based in Washington before heading to Rome, his next post, supports the heightened security efforts but said concerns about his children, Tess, 10, and Drew, 8, have been more traditional: Will they be able to make and keep friends? Is it fair to ask them to move every few years?

The overseas schools office has been a big help, he said. He felt comfortable bidding on a post in Baku, Azerbaijan, a few years ago because there is an American-sponsored school there. More recently, deGraffenried and his wife consulted the office to find a school in Rome. And the schools themselves have been welcoming, filled with children open to newcomers.

The department's "seal of approval means a great deal," he said. "Schools . . . become in a sense the heart of the community. And if anything goes wrong in a school, the morale of a post can absolutely go the wrong way. So they can be really great or they can cause problems at posts if they are not cared for properly."

well-deserved recognition of the contribution their father made to the development of international education.

Other inductees into the Hall of Fame included Dr. Bea Cameron of the State Department's Office of Overseas Schools and Dr. Tony Horton, formerly of Shanghai, Warsaw, Lima, and Pakistan. (See further on the award of this honor elsewhere in this issue.) Horton, as well as Bob Sills, Executive Secretary of the East Asia Regional Council of Overseas Schools and former head of schools in Morocco and Israel, were presented with 25-Year Awards for continued membership and contribution to the Association's progress.

The proceedings and decisions of the business meeting on the last day of the Conference may be found elsewhere in this issue.

Dr. Hallowell spoke from his new book, *CrazyBusy: Overstretched, Overbooked, and About to Snap! Strategy for Coping in a World Gone ADD*. The ubiquitous interruptions of email, cell phones, pagers, Blackberries, and other constant electronic stimulations make the entire society seem as if it suffers from HADD. We have no time to finish current tasks. Speed is our dedication, no patience for delay. Like computers, we are all 'multitasked' so that in fact less work gets done. Hallowell's solution is connecting to other people, 'never to worry alone,' always fostering personal relationships despite all stimuli to the contrary. People must leave the 'f' state: frantic, frenzy, furious, etc., for the 'c' state or calm, cool, collected, creative, connected, etc. If you take your time, your time will not be taken from you. Do what matters most and connect to others. Nothing you can do to preserve your mental health is better than interpersonal, human relations.

Wormeli's address was marked by a great video clip of The Sound of Music's number in which Julie Andrews teaches music to the young Trapp children through a very logical 'start at the very beginning' advancing her lesson on what they have already learned in the previous scene. He encouraged the teaching of middle school students in an activity curriculum. As difficult as this may be for teachers, it is to be desired just as true sailors detest calm waters. One cannot learn anything except when there are whitecaps and strong winds. Equilibrium, peace in the classroom, produces nothing. Learning takes place by both teacher and student when there is a challenge, when challenging opportunities are created. Academic struggle is a virtue where even failure is a success. Our job as teachers and educational leaders is to cultivate risk taking, encourage courage to try the unusual, to motivate 'rule breakers.' All we need

to raise instruction to the level of excellence desired from our students is the courage to be brave.

In addition to the three general sessions that started each day's activities, 55 'breakout' sessions were held, led by leading administrators in the field who presented programs in their schools and on-going research they were conducting. Their experiences were shared with their colleagues for their edification and possible applicability upon return to their schools.

The social programs also were a high point, from the opening night's welcome festivities in the hotel sponsored by Merrill Lynch, the Visiting International Faculty Program, and Wheelock College, to the final night's Gala Reception in the most beautiful 'Top of the Hub' in the nearby Prudential Building's 50th floor with its panorama view of all Boston and environs, sponsored by Clements International and Tim McCarthy of Commerce Bank.

President Lamb and Executive Director Dick Krajczar expressed the great appreciation of the entire AAIE membership for the contribution of the many conference sponsors who made possible many of the breakout session presentations and all the refreshment breaks and social events. They included: Clements International, Commerce Bank, Definitive Datamation Design (3-D), Educational Testing Service (ETS), Houghton Mifflin Company, H2L2 Architects/Planners LLP, International Schools Service (ISS), Jostens Inc., Lehigh University, Pearson Education, The College of New Jersey, The International Educator (TIE), TieCare International, Visiting International Faculty Program, and Wheelock College.

The many exhibitors included the Academy for International School Heads, the Advisory Committee on Exceptional Children & Youth, SUNY Buffalo, Center for Talented Youth, Clements International, Community Products, Educational Systems Planning, FCD Educational Services, George Mason U., Global Education Systems, Gopher Sport, Harcourt International Education Group, Houghton Mifflin Co. International Division, Insurance Services International (ISI), International Schools Services (ISS), JBI International Insurance Brokers Ltd., Missoula Children's Theatre, Inc., Pearson Education, People to People Ambassador Program, Philip and Tacey Ltd., Rand McNally Educational Publishing, Seoul Foreign School, Seton Hall U., Tashkent International School, The College of New Jersey, TieCare International, U. of Nebraska - Lincoln, Virtual Link, Visiting International Faculty Program, and WIDE World.



SEE YOU AT SAN FRANCISCO'S GOLDEN GATE
FOR THE AAIE 41ST ANNUAL CONFERENCE
FEB. 22 TO 25, 2007!

AAIE HALL OF FAME INDUCTS TWO INTERNATIONAL EDUCATORS

AAIE's 40th Annual Conference in Boston in February inducted two well-known and long-term contributors to international education into its Hall of Fame.

DR. BEATRICE 'BEA' CAMERON

Dr. Beatrice Cameron has served as a Regional Education Officer (REO) in the Office of Overseas Schools, U.S. Department of State, since August 1992. Serving American-assisted schools and U.S. missions in South America and the Eastern Caribbean (AASSA) for five years, the Mediterranean (MAIS) and Near East South Asia (NESA) for the past eight years, and the Far East (EARCOS) for the past five years as well. Currently she serves the Mediterranean, Near East, South Asia, and Canada.

Prior to joining the Department of State, Dr. Cameron was Associate Superintendent of Fairfax County Public Schools, Fairfax, Virginia, where she served for 25 years. Her professional career began as a clinical psychologist working with emotionally disturbed children at Chicago's Orthogenic School with Bruno Bettelheim. She has lived overseas in Zaria, Nigeria, while working on a Ford Foundation project; taught on the faculty of Teacher's College, Columbia; and participated as Senior Research Associate on the staff of the Joint Commission on the Mental Health of Children. Over her educational career, she has had responsibility for strategic planning, policy development, legal issues, research and testing, program evaluation, "big picture" studies, curriculum development, special programs and services for the gifted and the disabled, student services, and administration of schools.

Since joining the Office of Overseas Schools, Bea, in addition to her responsibilities as Regional Education Officer, has developed and maintained annual professional development opportunities for overseas educators including the Overseas Schools Leadership Institute at Potomac, the Jefferson Overseas Schools Technology Institute, Project AERO (an American standard based curriculum support system), and new directors training. Her undergraduate and graduate education was received at Shimer College, the University of Chicago and Virginia Tech. A widow, Dr. Cameron has one son, Erik, who is an attorney, and two grandsons under the age of five.

DR. ANTHONY 'TONY' HORTON

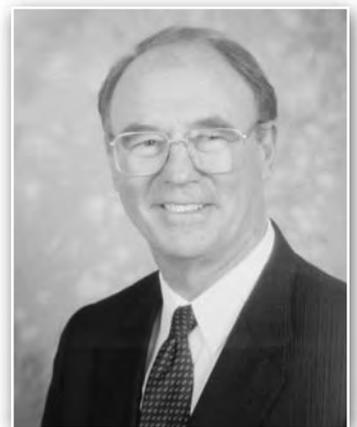
Upon graduating from Grinnell College in 1965, Tony took what he thought then would be a temporary teaching job. He so enjoyed the work that, when his wife Nana graduated in 1968, she also earned a credential with the goal of teaching overseas.

In 1970 they accepted jobs with the Joint Embassy School, now JIS (Jakarta). The planned two years had stretched to five with a range of teaching and admin support positions when JES initiated a sabbatical program. Both Hortons took advantage, with Tony earning his administrative credential. After another year in Jakarta, Tony was offered the K-12 Principalship of the Karachi American School and in 1981 became the school's Superintendent.

Following a total of 8 years in Karachi, Tony finished his Doctorate at the University of Florida. In 1987, he accepted the Directorship of International Community School Addis Ababa. He subsequently served as Head of Colegio Roosevelt in Lima (1989-96), The American School of Warsaw (1996-99) and Shanghai American School (1999-2005). In 2005 the Hortons moved to Idaho to be near their two children, both of whom are fine examples of the great education provided by international schools. At the pinnacle of the many good memories of his 35 years in international education, Dr. Horton cites the opportunity to work with and support over 1000 of what he believes are the most committed and talented teachers in the world.



AAIE Hall of Fame Inductee Bea Cameron



AAIE Hall of Fame Inductee Tony Horton

The National Association of Independent Schools (NAIS) is a membership organization representing approximately 1,200 independent schools and associations in the United States and abroad. It offers a broad variety of services to its member schools and associations. Its mission statement declares, "The National Association of Independent Schools acts as the national voice of independent pre-collegiate education and as the center for collective action on behalf of its membership. It serves and strengthens its member schools and associations by articulating and promoting high standards of educational quality and ethical behavior by working to preserve their independence to serve the democratic society from which that independence derives and by advocating broad access for students in affirming the principles of equity and justice." The primary purpose of the Association is to serve and strengthen independent schools of the United States and affiliated schools around the world by helping them maintain high quality and standards, preserve their independence to serve effectively the free society from which that independence derives, and provide access to students through the principles of diversity, choice, and opportunity. More information about the NAIS, is available at its website, www.nais.org

The rewriting of the *Trustee Handbook* is part of the initiative of NAIS's Global Initiatives program. The National Association of International Schools has determined that its mission must include a strategy to help its members to become more intentionally international if they are to serve their students in the 21st century. Its board established a Global Initiatives Task Force in order to investigate the parameters of the work of the organization in this arena. To advance the initiative, the theme of the organization's 2006 annual conference was, in fact, the Opening the Doors to the Global School House...Today. As part of the committee's work, at the past two NAIS annual conferences meetings were convened of association executives from around the world, the object of which was to establish how NAIS member schools might all learn from one another as each sought to solve common problems that face independent schools. It was agreed that "governance" is an issue of interest to all schools around the world, and that a collaborative enterprise would be useful to establish guidelines that would be of service to school boards and heads alike. Some years ago, NAIS established a highly successful workshop for board chairs and school heads (Leadership Through Partnership) as well as for boards at their respective schools. (Governance Through Partnership) The European Council of International Schools (ECIS) then began to work with NAIS to adopt this workshop format to boards and school heads in their region. A precedent was created for NAIS and overseas international schools to collaborate. In addition, there was general agreement among the association executives the work NAIS had done in developing its *Trustee Handbook* was first class - but in some ways not quite appropriate to the issues that boards and heads might face in the governance of international schools. Therefore a committee of knowledgeable administrators from around the world met at the NAIS headquarters in Washington in the fall of 2005. They began the task of adapting the *Handbook* for an international audience. Much work followed, largely under the leadership of NAIS Board and Global Task Force member and Near East South Asia Council of Overseas Schools (NESA) Executive Director, David Chojnacki aided by Executive Director Richard Krajczar of AAIE. We are very proud of the result- not only because we believe that the new manual will be a great help to schools - but also because we believe that the process for developing it is a model collaborative process that will be useful for future projects.

At a recent NAIS board meeting, the Global Initiatives Task Force led a discussion to examine how NAIS might assist its member schools to learn from other countries whose educational systems have faced and resolved a wide range of problems from which schools in the Association may benefit.

AAIE's expert editing task force is composed of Jim Ambrose, Search Associates; Gil Brown, Editor of *Inter Ed*, Executive Director David Chojnacki, Near East South Asia Council of Overseas Schools; this writer; Executive Director Dick Krajczar, AAIE; Ev McGlothlin, AAIE; Executive Director Dixie McKay, European Council of International Schools; Gail Schoppert, Council of International Schools; and Executive Secretary Bob Sills, East Asia Regional Council of Overseas Schools. All the AAIE representatives to the writing team are former long time heads of overseas schools and well-known experts in the field of the development of international school boards. Many have worked as consultants in the development of overseas school boards.

Publication is scheduled for sometime during 2006. Watch following issues of *Inter Ed*, your email and the AAIE website for further news both of this rewriting project as well as of the NAIS's Global Initiatives program.

Dr. Hall may be reached at Hall@wis.edu.



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NEWS OF THE OFFICE OF OVERSEAS SCHOOLS THE OVERSEAS AMERICAN VIRTUAL SCHOOL

By the Office of Overseas Schools

In the 1980's, the Office of Overseas Schools (A/OS) supported a project for central secure storage of school records. Current and impending political and social unrest in some localities had forced, or could force, the sudden closing of their American schools. Students and staff would be scattered with a potential for the loss of school records that would prevent students to transfer normally, permanently or temporarily, to other schools. If one secure depository could be established for these school records, family's transfer to another institution would be facilitated without the impediment of having to recreate their children's school records from unofficial documents.

Times surely have changed. All schools now 'back up' their records on computer disks and at several other computer storage locations in remote electronic storage devices. It's no longer just the records that are stored in a safe and easily accessible location, but the entire school itself!

The Virtual School Program

The Virtual School Program has been developed with the support of A/OS and the participation of several schools in Africa and of the Near East South Asia Council of Overseas Schools. (NESA) In 2001, the International School of Islamabad was the first overseas school to enroll. Several schools in Africa are in the process of developing virtual school programs. Johannesburg, Uganda, Abidjan, and Mozambique, all now have active programs. Recently, ten other African schools sent faculty to be trained at an A/OS-sponsored seminar as part of the State Department's Quality of Life initiative.

A/OS worked closely with staff and students of Thomas Jefferson High School for Science and Technology in Fairfax County, Virginia, in a process to allow overseas schools to post their programs on the Internet communicating with their students anywhere in the world. The Department of State considers it an important innovation for periods or emergency, evacuations, or whenever schools are forced to interrupt classes temporarily.

In November 2005, during a period of civil unrest in Kampala, Uganda, when its school had to close, A/OS, the area regional Association of International Schools in Africa, (AISA) the American International School in Johannesburg and Blackboard USA all cooperated in assisting the Uganda school to launch successfully a virtual school program for its students allowing them to study at home throughout Kampala.

Virtual Schools in the NESA area

Perhaps the most advanced virtual school program is in the NESA area. The Near East South Asia Virtual School (NVS) began in 2001 in response to Islamabad's needs. A/OS' support of the project brought in Blackboard.com that became the software and service provider, in addition to NESA and Thomas Jefferson. During 2002-3, six additional schools entered the program, Tel Aviv, Amman, Doha, Dhaka, Delhi, and Muscat. Tel Aviv and Amman applied the NVS to support students who were evacuated during local turmoil. In 2003-4, six more schools joined, Cairo, Riyadh, Dhahran, Jeddah, Katmandu, and Beirut. Riyadh, Dhahran and Jeddah utilized NVS to support students evacuated in May, 2004, to complete their school year.

Tel Aviv also developed and tested a pilot AP Calculus program for eventual 'course sharing' within the region.

NVS has since expanded its service in the region beyond one intended primarily as an emergency response utility for communication and curriculum delivery. The program became an integral component of school instruction and family communication. Online courses were developed that could be shared among participating schools, allowing the launching of such innovations as the Virtual Science Fair. (See *Inter Ed*, Fall, 2005, p. 14) NVS also has become a tool for regional professional development, project coordination of AERO, national board certification of teachers, and university courses. In June 2005, 8,500 individuals among A/OS assisted schools were using the program in the NESA area.

For further information, the Office of Overseas Schools of the Department of State may be reached at its website, www.state.gov/m/a/os

INSITES: A DIGITAL UPDATE - MOBILE TOOLS AND SCHOOLS

By Barrie Jo Price



While data in Pew Internet and American Life Project <http://www.pewinternet.org> are from the US, the trends seem similar worldwide, making this a useful site for international educators and administrators. An example is the April 5, 2006 Report on Technology and Media Use: How Americans Use Their Cell Phones:

http://www.pewinternet.org/PPF/r/179/report_display.asp

The report describes the results of an extensive survey, and one of the most powerful findings is that cell phone users ages 18-29 use their cell phones as personal computers, digital music players, and cameras. Almost two-thirds of this age group use their phones for text messaging, and they use their cell phones to access the Internet significantly more than other groups of users.

In *Smart Mobs: The Next Social Revolution*, Howard Rheingold says mobile devices combine the personal computer, mobile phones and the Internet into a new medium <http://www.powells.com/biblio?PID=28275&cgi=product&isbn=0738208612>. He says, "The coming wave is the result of super-efficient mobile communications—cellular phones, personal digital assistants, and wireless-paging and Internet-access devices that will allow us to connect with anyone, anywhere, anytime."

Here is a set of tools that students bring with them to school each day, often to be stowed in the locker or at least zipped into the book bag of students, not to be used during the school day! Granted, there are significant 'down' sides to cell phones, also reported by Pew. But it cannot be denied that students have mobile devices, that they use them almost constantly outside of school hours, and that schools really have not tapped into the use of these devices for educational purposes.

International schools in all regions are beginning to explore how these devices might be used after school to support instructional activities. Some teachers are using mobile devices, including cell phones, MP3 players, iPods and PDAs (Personal Digital Assistants), as homework tools, assigning students to listen to pod casts, for example. A few teachers are using IM (Instant Messaging) as homework for teams to collaborate, with the leader assigned to 'turn in' the transcript from the IM session, saved as a text file; these teachers say that students are on IM constantly, so why not make that activity related to classroom learning. Teachers acknowledge that this generation sees using cell phones to 'text' or send photos as a basic skill set in today's world. MAIS schools <http://www.mais-web.org> and Executive Director, Reina O'Hale, are examining the trends in mobile access and exploring applications along with the accompanying school policies for incorporating mobile devices owned by students. EARCOS <http://www.earcos.org>, guided by Dr. Robert Sills, Executive Director, is providing informational and skill sessions on pod casting and other Internet-based applications for hand held devices. Some of these sessions are at <http://www.emTech.net/tutorials>. For background reading, go to

<http://www.edutopia.org> and look for the October 2005 issue, IKIDS, which includes more information on mobile devices for education.

Regional groups and individual schools considering virtual schools and elearning options will certainly want to explore the use of the devices already owned by students as a delivery strategy or at least one for supporting other elearning approaches. Also, any 'exit' scenario, where schools need to continue in other places, should include the use of cell phones and other hand held devices already owned by students. Why wait until then? Why not use them now, meaning less transition is needed at an already stressful time?

Here are some starter readings:

- Schools Dial up Cell Phone Content, October 2004, eSchool News <http://www.eschoolnews.com/news/showstory.cfm?ArticleID=5326>
- New Back to School Clickers, August 2005, CNET News.com http://news.com.com/New+for+back-to-school+Clickers/2100-1041_3-5819171.html (and some teachers are using students' cell phones or PDAs as 'clickers')
- Adopt and Adapt, by Mark Prensky, Edutopia, December 2005 http://www.edutopia.org/magazine/ed1article.php?id=Art_1423&issue=dec_05

Dr. Price is Professor of the Institute for Interactive Technology <http://lit.ches.ua.edu> of the College of Human and Environmental Sciences, University of Alabama, Tuscaloosa, AL. She is Partner, em Tech Consulting, <http://www.emTech.net>, She may be reached atbjprice@emTech.net

A DOCTORAL ABSTRACT - LEADERSHIP AND SCHOOL CLIMATE: A MIXED-METHODS STUDY OF UNITED STATES-ACCREDITED COLOMBIAN SCHOOLS

By Michael W. Adams, Director, Colegio Granadino, Manizales, Colombia

The primary purpose of this study is to examine the relationship between the leadership of United States-accredited (U.S.-accredited) Colombian schools and school climate. A secondary purpose of this study is to inform educators and administrators within these school communities about the links and relationships between leadership and school climate.

A sequential explanatory, mixed methods research methodology is used in this dissertation. The design includes the sending of an electronic survey to staff members of seven U.S.-accredited Colombian schools (N=387), followed by a single, qualitative case study of Colegio Bolivar in Cali, Colombia.

The overall results of the electronic survey show a general satisfaction with work relations, leadership, and school climate. Leadership support of shared decision making, distributive leadership, and autonomous behavior is reported as having a positive influence on school climate. Situational leadership, instructional leadership, transformational leadership, and distributive leadership are the preferred styles of leadership in these Colombian settings.

The results show that the Colombian hired staff is significantly more positive and accepting of leadership and school climate than the internationally hired staff. The Colombian hired staff shows a preference for leadership that facilitates commitment and dedication,

professional development opportunities, respect and support, and timely recognition of the work people do. The internationally hired staff shows a leadership preference characterized by the promotion of teacher autonomy, the use of teamwork, the promotion of professional development, respect, and support.

The optimistic results of the case study show an overall recognition of the following leadership practices: leaders promote and facilitate autonomy and autonomous behavior; leaders facilitate a sense of belonging; leaders promote and recognize commitment and dedication from their staff; and leaders are, above all else, respectful of the diverse needs of their staff members.

Future related research might consider variables such as salary differentials, cultural and language differences, tenure, and gender as those that might have an impact on the relationship of leadership and school climate. It is hoped that this dissertation might inform thinking about leadership and school climate in U.S.-accredited Colombian schools as well as other schools in diverse settings globally.

Dr. Adams completed his doctorate at the University of Minnesota in Educational Policy and Administration. He may be reached at mwadams@granadino.edu

AISH ANNOUNCES SUMMER SEMINARS, ELECTIONS

Academy for International School Heads (AISH) Director Clark Kirkpatrick, announces the Summer, 2006, seminars including, 'Navigating and Leading Healthy Change in International Schools.' This 7th Annual AISH Summer Seminar will be held June 25-30 in North Wales, PA, an hour from Philadelphia. The keynote presenter will be Dr. Robert Evans, noted psychologist and author of *Human Side of Change and Family Matters: How Schools Can Cope in the Crisis of Childrearing*. He works extensively with schools and school leaders. The multiple themes of renewal, recreation and reflection will continue as in preceding years. All heads and deputy heads of international schools are invited to participate. Membership in AISH is not required.

Other seminars

July 7-10	Institute School Finance Jim Ambrose, Search Associates	Washington, DC
July 13-15	Institute for New Heads (with A/OS) Clark Kirkpatrick, AISH	Washington, DC
July 27-29	Institute Aspiring Heads Clark Kirkpatrick, AISH	Minneapolis, Minnesota

Elections

New AISH Board officers for 2006 are President Tim Carr, Vice President Robert Landau, Secretary Maureen O'Shaughnessy and Treasurer Paul Poore. New board members with three-year terms are Jean Vahey and Joyce Lujan. Elsa Lamb leaves the board after six years of service. After six years as Secretary, Monica Greeley will continue to serve as a board Member.

Work in progress

Clark Kirkpatrick will continue as the AISH CEO until June, 2007, on an interim basis. The board is reviewing the next steps after conducting an unsuccessful search for a new CEO, which ended in February. The AISH Board is working on several initiatives through various task forces on teaching recruiting, strategic planning for the AISH, professional development for international school heads, summer seminar core staff, collaboration with AAIE, marketing, and David Tully leadership awards.

Watch the AISH website at www.academyish.org for up-to date information.

Dr. Kirkpatrick may be reached at cmkirkpa@ties2.net

THE SHIFTING SANDS OF TEACHER RECRUITMENT

By Alan Travers, Placement Coordinator
Queen's University, Kingston, Canada

This article is a brief look at some recruitment issues and is a compilation of some facts, opinions, impressions, and suggestions. Among the contributors are Jim McKay (Council of International Schools), Tracey Godon (University of Northern Iowa), several school heads who have been exchanging ideas, and BJ Bryant, Executive Director of the American Association for Employment in Education (AAEE). At the 2006 AAIE conference in Boston, there was more talk than usual about school heads finishing the February recruiting fair circuit without completing their hiring. While this information is anecdotal it does coincide with other evidence of increasing competition for teachers.

What's going on?

One thing is clear. Expansion in the international school arena is continuing, as the demand for this type of education increases. For example, there is a growing middle class in China looking beyond China for post-secondary opportunities for their children. New international schools appear every year to meet the need for an acceptable university entrance qualification, and many of the existing schools are growing. Additionally, 19 new international schools opened in Dubai in 2005, in one year! Thailand now has 99 international schools in total. Regardless of the quality of the new schools, or the curriculum, they increase the demand for teachers internationally. Many strong teachers who are new to international teaching aren't always able to distinguish between established, fully accredited schools and some newer or less desirable situations.

In the USA, there is an annual supply and demand report published by AAEE that indicates a steady increase in demand for teachers nationally since 2003. Of 64 teaching fields surveyed, 43% of them are reported to be in some degree of shortage. Shortages also affect some geographical areas as well as subject areas. Contributing factors include increasing enrolments, immigration, retirements, issues of teacher retention, and reductions in class sizes in some jurisdictions. (The fastest growing school district, Clark County in Nevada, opens 10-12 new schools each year and almost 3200 teachers were hired for the 2005-06 school year. About two-thirds of that hiring resulted from expansion.) Salary and benefit packages are improving substantially in many jurisdictions with some of the richer school districts in the USA 'raiding' some of the have-not school districts for teaching staff. The impact on international school recruitment of the overall situation in the USA can't be helping.

Compared with previous years, there were fewer candidates at *some* of the February 2006 recruiting fairs. One view of this phenomenon is that we have a candidate base each year that is being spread across an increasing number of recruiting events. Also, more candidates are being hired ahead of the fairs through increasing use of technology. Some of the recruiting organizations are feeling the pressure to attract more candidates.

There could be other factors affecting teacher recruitment and retention for international schools but, as mentioned above, there

is a broad consensus that the task was more difficult in 2006. And that leads us to possible responses.

What can schools do?

The suggestions that follow are drawn from several sources and are offered to be helpful to specific schools. Several school heads are saying that it's time to think 'outside the box'. This flexible thinking includes a willingness to utilize multiple strategies including recruitment events, Internet resources, and a team of trained recruiters.

School-based strategies

- School websites can be improved overall. Fairly often, many candidates will assume that the quality and thoroughness of the site is a reflection of the quality of the school. Within the site, have a section dedicated to recruitment that tells candidates how and when the school recruits, and to whom applications should be addressed. Regular updates to expected vacancies could be posted. Teacher testimonials can be a powerful addition to the site.
- School email systems can be upgraded to include, at the very least, an automated response that indicates that the message was received. Such a message could include detailed information about the school's needs, criteria, and hiring procedures. Many candidates will drop a school from consideration, and possibly attendance at a recruitment conference, if there is no response. If necessary, consider hiring someone on a part-time basis to screen and sort the incoming applications and to respond appropriately.
- VOIP can be used for inexpensive phone calls and video-conferencing for 'face-to-face' meetings with candidates.
- TIE, and similar sites, can be used to post vacancies and to screen resumes on a regular basis.
- Current faculty might be able to recommend potential candidates from a variety of sources. Consider moving up the date by which current faculty have to report their plans for the following year. A few schools offer a bonus for earlier decisions.
- Relationships with schools/faculties of education can be developed for the purpose of hiring first year teachers for regular contracts or for intern positions. There are many excellent beginning teachers who can handle the challenge. Some recruiting organizations already have longstanding programs of introducing interns and new teachers to international schools. Newly retired teachers could also be given more consideration.

continued on page 15

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- An emphasis on developing a positive school climate can pay dividends down the road in retention of faculty and attracting new faculty.
- Professional development opportunities are also a significant issue to candidates. PD can take many forms, including availability of a Masters degree program, but a commitment by the school is key.

Making best use of recruitment conferences

- Some recruiting organizations provide advance access to their candidate data base. This allows for pre-screening and early contact. It is important to keep a record of such contacts in order to credit the appropriate organization for any subsequent hires. In addition to accessing information prior to the event, it is important to arrive early and allow ample time for screening of paperwork. Some schools can take more advantage of the tools offered by the recruiting organizations.
- Given a compressed recruitment schedule in February, and the independence of the recruitment organizations, there will always be overlapping dates for these events. Schools must choose carefully the events at which they can be competitive and/or send out additional recruiters.
- Large-group presentations/briefing sessions can be improved in many cases. These sessions can be the deciding factor for candidates when choosing between schools. Consider bringing a former teacher

- or student to the presentation for added credibility.
- Have a list of current faculty with email addresses and phone numbers who can be contacted by interested candidates.
- People move people, and all communications at recruitment conferences are important. This ranges from the tone of notes to the energy and personality of the interviewer and a demonstrated commitment to the school. Many teachers end up accepting employment with schools they had not considered before meeting the school representative at a recruiting event.
- Interviewing skills can be improved through training and through learning from successful recruiters.
- Some schools and families of schools are considering having their own mini recruiting fairs tailored to their particular needs.

This list of suggestions is only a starting point but might stimulate further discussion and sharing of ideas. With increasing competition for teachers, it is time to be creative, flexible, thorough, and resourceful. There is a very important related issue, beyond the scope of this article, and that is the impact on recruitment ethics of the increasing pressures and challenges.

Mr. Travers, a regular attendee at all AAIE Conferences, may be reached at alan.travers@queensu.ca



MEMO TO THE BOARD – FOR LOVE OR MONEY?

By Gilbert C. Brown

A famous US president once said, “The business of the United States is business!” Some years later, another chief executive officer of a famous multinational added, “What’s good for my company is good for the country!” Those two comments may well sum up the thinking of most company executives who annually must ‘make their numbers,’ increase

cash flow year to year, decrease debt to equity ratios, and produce a profit at the end of one fiscal year that exceeds that of the previous year.

Today we see executives entrusted with the success of their corporations on trial for allegedly having tried to do all this with ‘creative’ accounting practices that, if not exactly illegal as will be judged by a jury based upon an indictment, surely are highly unusual in their resultant deception of the current owners and stakeholders of the company. Worse, their practices misled prospective, future owners and stakeholders.

I doubt if anyone of the members of the boards of directors of these organizations, upon hearing what they wanted to hear, positive and uplifting reports of the past success of their polices and organizational governance as reported by their administration, ever stopped for a moment to ask, “Just hold on there. What are we in business for?”

Unlimited profit?

Unlimited profit and public image *at any cost* is surely *not* what they thought the businesses they were operating were intended to create. If one were to ask these board members what they hoped would come of their service to their companies, I presume the ethical and politically correct answer would be, “the creation of a superior product or service, at attractive, justifiable and reasonable cost to the client, with an efficiency of operation that would maximize profit and the enhancement of our shareholders’ equity.”

Surely none would answer, “and we would do all this with creative practices akin to the smoke and mirrors of the best professional illusionist in show business.”

International school board members also occasionally should ask, “Just hold on there. What are we in business for?” Robert Townsend, the CEO of Avis Rent-a-Car in the 1970’s, wrote a book, *Up the Organization*, now followed with another, *Further Up the Organization*. Townsend was the originator of the famous Avis motto of the time, “We’re number two; we have to try harder!” In his first book, he proposed that every organization should have one employee whose sole job it is to wander through the halls of the company, opening any door where a meeting was going on, and yelling in the sole word, “NONSENSE!” or another word to that effect.

Overseas schools are operated on such limited budgets that such an employee cannot be afforded to open the door of the board meeting room and shout the deprecation to remind trustees of what they are about. Therefore, the duties must be left to a volunteer. The one that is positioned best is a member of the board, a trustee whose job it will be to keep his or her board colleagues ‘on task.’

Why is my school in business?

I, for one, would like to meet the trustee who has interrupted a meeting to ask, “Is this why we are in business? Does what we are

considering have anything at all to do with the future of our school, or with improving what we now do? And if not, why are we discussing it? That item had no place on our agenda! We are busy people with no time for matters that ‘don’t matter!’ Trustees will agree that they are not in business to curtail needed programs that fulfill the mission to which they should be dedicated. Trustees’ job description cannot include an obligation to meet clients’ demands that the real value of tuition be reduced from year to year. The school board, a group of trustees, has been ‘entrusted’ with enhancing the worth to its present and future ‘owner-stakeholders’ of one of the community’s most valued and valuable assets, its school. That worth cannot and should not be measured solely in monetary terms, although surely any business can only succeed when supported on a sound fiscal base. That fiscal base cannot be the all and end all of the operation of the school business. Boards measure the success of their educational institutions by some other aspect than comparative bottom lines of year-end operating statements and balance sheets.

School ‘bottom lines’ are difficult to measure

The annual outcome of school operations is more nebulous than that of other organizations that deal in more concrete production outcomes. Trustees must recognize that assessment of organizational performance must be based upon future results that cannot be measured in the discrete terms of financial statements. How does one evaluate a joint vision of what one’s school will look like in ten years, what will be its product, and whether that vision is really what is desired by the community the trustee represents?

Surely, trustees should take the first step as a group to set aside time to jointly create the vision of reality, and its concomitant, the vision of what would be preferred, that which is ‘dream-able.’ Trustees who attempt to enhance the future of their institutions by program curtailment, seeking professional staff at an impossibly low cost, reducing the numbers of required qualified personnel needed to achieve the ‘dream,’ and retaining less than the most competent administration, are deluding themselves, worse, betraying their trust. When discussions of such matters arise on the agenda of board meetings, the employee is needed to open the boardroom door and shout, “NONSENSE!”

Thinking of the future product

Elsewhere in this issue, AAIE Superintendent of the Year, Robert Gross, in his acceptance speech, addresses the question asked by many parents and trustees, “Is this the ‘best’ international school in the world?” His standard response is on target, “This is the wrong question. It should be, ‘What kind of school do we want to be and how close are we to being that kind of school?’ ” How close ‘we’ are and where ‘we’ are going has to do with the dream. How good we are addresses reality of the moment. That moment is transient. Reality will be different a moment from now. The question trustees must answer is not the reality of the moment, but their vision, the dream of the desired future reality.

An operating statement or a balance sheet is a photograph of the moment in time when they were calculated. It is a lot easier to look at a photo, now something of the past as soon as it is taken, than to look skyward at a cumulus cloud and guess how its shape will change as it drifts across the sky.

When a board sits in session and reviews reports as if they were photos of the past, without asking of its chief executive officer, and of the trustees themselves, “Where will this take us in the future?” it may not be doing the more important part of the job it was entrusted to do. Trustees must think, ‘We are not in business just to stay in business! We are in business to produce a needed,

continued on page 17



RESEARCH IS THE KEY: THE GLASS CEILING CAN YOU SEE YOUR WAY THROUGH IT?

By Jay Ketterer, Professor of Educational Administration
Director of International Endowment Foundation, Inc.
Jacksonville State University, Alabama

What is the “glass ceiling?” René Redwood describes the glass ceiling as the “artificial barriers that deny women and minorities the opportunity to advance within their careers.” ([http:// www.inmotionmagazine.com/glass.html](http://www.inmotionmagazine.com/glass.html)) Ms. Redwood was a Special Assistant to the Secretary of Labor (Robert Reich) and executive director for the Glass Ceiling Commission formed by the Bush Administration and completing its mandate during the Clinton Administration. The Commission documented both gender and racial mean income disparities across the board.*

Ms. Redwood was a Special Assistant to the Secretary of Labor (Robert Reich) and executive director for the Glass Ceiling Commission formed by the Bush Administration and completing its mandate during the Clinton Administration. The Commission documented both gender and racial mean income disparities across the board.*

Women making limited progress

The Austin American-Statesman recently reported that women are making very little progress in the struggle to move beyond the classroom door, even though they outnumber men in the classroom (R.E. Hill; November 13, 2005). Citing a study conducted for the American Association of School Administrators by C. Cryss Brunner (University of Minnesota) and Margaret Grogan (University of Missouri) (<http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=1020&snItemNumber=950&tnItemNumber=951>), it is noted that nationally there are an estimated 2,500 superintendencies, and 18% of those positions are held by women. Brunner points out that the figure hovered around 11% in the early 1900’s and remarks, “We’ve seen an increase of 7 percentage points over 100 years.”

Two recent studies in overseas schools address different facets of the “glass ceiling” issue. Elizabeth A. Sims-Pottle conducted a qualitative study entitled “The Experiences and Leadership Styles of Six Female American International School Heads: Personal and Professional Journeys” (Lehigh University, 2005). Sims-Pottle explores the richly diverse personal experiences of her subjects with a special focus on leadership style, the obstacles encountered, and the personal characteristics of these leaders. Among her findings, Ms. Sims-Pottle notes that these school heads, although unique in their experiences, share qualities such as highly collaborative styles, enhanced communication skills, willingness to engage in risk-taking behaviors, and caring attitudes. She seeks to document the experience of her subjects, noting that women are “underrepresented” as school heads in what continues to be a “gender-stratified executive position.”

The glass ceiling in international education

So, is the glass ceiling effect at work in international education?

The facts must speak for themselves. In her dissertation study, “International Women Teachers View Their Careers in American Schools Abroad: A Qualitative Study of Overseas Hired Teachers in Three American International Schools in China” (Appalachian State University, 2005), Susan L. Peacock (Elementary/Middle School Principal at the International School of Yangon, Burma) notes that approximately 70% of international teaching positions are held by women, but 70% of international school administrators are men. Approximately 77% of international schools heads are men. Using a combined methodology of survey and interviews, Ms. Peacock discovered that women in international schools felt that the experience was liberating; they felt empowered by the experience of independence and the intellectual challenge of cultural and professional adjustment. Somewhat to her surprise, it appears, she discovered that very few of the women aspired to administrative positions. In her interviews with male school administrators she did not note any discriminatory attitudes. Rather, she found a genuine interest in the subject and a welcoming attitude among those she interviewed. According to Peacock, “There was no apparent ‘glass ceiling’ to keep women out of administration, but also no clear organizational encouragement for them to take on administrative responsibilities. There were few mentors and no professional organizations to support international women teachers’ professional ambitions.”

These are profoundly interesting, and hopefully, motivating studies. They lead us to surmise that there were two glass ceilings. The first was the glass ceiling that was intentionally constructed to protect class, race, and gender privilege. Perhaps that one has been removed by our evolving understanding of civil rights. The second glass ceiling, the one that persists, is the cultural artifact of deeply engrained, unreflected practice. As educators, we should be especially aware that these lingering obstacles result in a waste of talent, energy and potential. They harm our organizations. We must see our way through the glass ceiling.

*Copies of the Glass Ceiling Commission's fact-finding report, *Good for Business: Making Full Use of the Nation's Human Capital*, and the recommendations report, *A Solid Investment: Making Full Use of the Nation's Human Capital* are available on the World Wide Web at <http://www.ilr.cornell.edu>

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MEMO TO THE BOARD....continuation from page 16

worthwhile product and service! The *future* value of our end result must be enhanced by what we do, the way we think, and how we spend our time. What thought have I given to what the future holds, and to what it should hold? Will whatever happens become reality just by default, by our lack of thought and planning, by reacting solely to the ‘business’ needs of our school? How have I created that educational tomorrow we really want, the improved future of

our school, and the children we serve, by what I have done here today?” And that’s not ‘NONSENSE!’ – that’s good business sense!

Dr. Brown is the Editor of Inter Ed. He is the former head of schools in Rio de Janeiro, Brazil, and San Jose, Costa Rica. He may be reached at 2417gilbrown@msn.com

WASC SPRING UPDATE: ONGOING GROWTH AND DEVELOPMENT

The Accrediting Commission for Schools has continually moved forward with several initiatives since the fall newsletter update. These include:

- The modification of the Commission bylaw section on terming to incorporate the following:

The Commission will grant a term that shows a strong correlation to existing student achievement results and growth as well as current programmatic and operational actions based on the WASC criteria and accreditation term factors. This correlation would take into consideration the individual school's situation and status with regard to expectations established by institutional and/or governing authorities.

The visiting committee reports that are being submitted this spring have included a stronger section regarding student performance and growth in achievement of all students at the school visited. The Commissioners are finding this very helpful in assessing the degree to which students are demonstrating acceptable growth in achievement based on schoolwide student goals, standards, and institutional and/or governing authority expectations (one of the WASC accreditation term factors).

- The increasing number of schools that are seeing the value of Accreditation Plus software that can support each individual school with tools for optimizing time and increasing efficiency (1) to engage stakeholders in the collaborative self-study process and (2) to assist in the organization and sharing of information, communications, documents and resources with the stakeholders and the visiting committee. Schools particularly like the feature of the section entitled "Provide Your Input" that will enable individuals or school groups to respond to the WASC criteria during the self-study process. In addition, the use of the library as a means to organize all materials, including drafts of self-study sections, and the annual action plans has been most helpful.
- The distribution of WASC criteria subprompts and/or questions that support the WASC criteria "suggested areas to examine" and indicators has been well received by all schools participating in WASC self-studies, including the EARCOS schools. These are also on the WASC website for both the WASC Focus on Learning and the WASC/CDE Focus on Learning (www.acswasc.org)
- WASC continues to provide training through the EARCOS region through full day sessions at EARCOS Conferences, such as the recent March ETC Conference. Based on school requests, WASC has also been providing additional training in Bangkok, Hong Kong, Taiwan, Myanmar and other areas as schools request assistance.
- In March representatives from the Council of International Schools (CIS), New England Association of Schools and Colleges (NEASC), and the Western Association of Schools

and Colleges (WASC) met with leadership and staff members of the Office for National Education Standards and Quality Assessment (Sor Mor Sor), the Office of the Private Education Commission (OPEC) and the International Schools Association of Thailand (ISAT). As a result the collaborative project has moved forward with a scheduled May training for members from ISAT schools to serve on international accreditation visiting committees for the particular purpose of reviewing the Sor Mor Sor standards on Thai language and culture. In addition there will be a May session for all ISAT schools explaining the further integration of international accreditation with OPEC standards for new schools and Sor Mor Sor standards for schools conducting full self-studies.

- WASC along with representatives from CIS and NEASC met with representatives from China's National Center for Curriculum and Textbook Development (NCCT) shortly after the fall EARCOS Conference for its annual meeting. The collaborative cycle for one or more of the international accrediting agencies and NCCT was refined as well as a supplement entitled "The China Context." Ongoing work with the Four Parties Agreement is occurring to ensure integration and efficiency of processes.
- The WASC Commission and IBO are working on the details to ensure coordination of visits and reports. The next meeting will occur in the latter part of April.
- The growth of schools that wish to be accredited with two or more accrediting agencies. One example is the WASC/CIS (Council of International Schools) process with which WASC has worked since 1989 (formerly ECIS). Schools that are WASC/CIS will use one protocol, the CIS 7th Edition, every 10 years with a common re-accreditation or renewal process at 5 years that looks at student/community data, status of the school with respect to criteria/standards, and ongoing progress on the school's action plan. In intervening years there will be one common annual or interim report with a joint preparatory visit at least 18 months prior to the next self-study.
- At the forthcoming May Commission meeting the Commission will be discussing better ways to conduct Commission business, how to ensure that all schools provide educators to serve on visiting committees, and the WASC appeal process.

In closure, as stated in the fall, WASC is continuing to serve a rapidly increasing number of schools and is always open to constituent ideas and suggestions to improve this powerful process since WASC really means "We Are Student-Centered."

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THE NEW SCHOLARS[®] HEALTH PROGRAM

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TEACH PEACE AS A VALUE

Dr. Oscar Arias, Ex-President of Costa Rica, recently reelected President and Nobel Peace Laureate, made this keynote address at the opening of the Annual Meeting of the TriAssociation in San Jose, Costa Rica, in October 2005. At the time of this speech, Dr. Arias was a candidate for President. Dr. Arias spoke in Spanish. What follows is a translation of that speech.

Good morning. Thank you Mr. Bimrose, and thank you to everyone who has worked hard to make this conference possible. It is a great pleasure to be here.

I would like to take this opportunity to extend my thanks once again to the Lincoln School, which holds a special place in my heart for educating my two children. So far Oscar Felipe and Silvia have turned out very well. They are both well liked and they both have steady jobs. We'll have to wait until February to see if the same will be true of their father. Perhaps if I had gone to Lincoln my chances would be better.

For those of you who are here from abroad: welcome to Costa Rica, a land I love and am immensely proud of. I am especially proud of the history of education of this country. In 1948, my late friend and mentor, Jose Figueres handed the key to the army barracks to the schools, a powerful moment that forever intertwined education and peace in the national consciousness.

Fifty-seven years later, I am here to urge you to do something very similar. You, some of the best educators in the world, have a great opportunity to intertwine peace and education throughout Latin America. The reason for this opportunity is that, as you already know, you teach more than facts in your schools, you teach values – what's important in the world. Teaching values is inescapable. The subjects you choose to cover, the content of those subjects – it all springs from the core principles you choose to cherish, as I hope will become clear.

My friends, my message to you today is this: teach peace as a value. Today I would like to talk to you about three subjects in which you can teach peace as a value: history, science and language arts.

Teaching peace through history

Teach peace as a value through history. You will be fighting an uphill battle, for war has already dug its trenches in the American history curriculum. There are so many textbooks where the American Revolutionary War is a series of stars on the map of the United States: blue stars over the locations where the American army was victorious, red stars where they were defeated. Flip to the next page of the history of the early republic, and it's a map of North

Africa representing the war with the Barbary pirates, with a blue star over Tripoli. The next page depicts the War of 1812, with a big red star over Washington, DC, and a blue star over New Orleans. The Mexican War is a series of blue stars over Veracruz, Monterrey and Mexico City, to name a few. Add on and on throughout the history of the nation. Those for who wars are the defining events in the history of the United States would not dare show more detailed pictures than this, especially not to children. Stars are far easier to take.

So you must decide, what will you focus on in your history classes, the famous battles or the famous peace treaties? Delve into those treaties. Assign students parts of the actual documents to read,

help them understand the motivations of the principal actors, stage mock negotiations and have them draw up treaties of their own. Only then will they learn how difficult peace is, how the doves, and the hearts, and the olive branches they see on the logos of nonprofit organizations disguise a process that is not only intellectually demanding but physically draining as well. Long days and nights of negotiation, voices hoarse from constant use, repeated meetings for new compromises even after a groundbreaking document is signed. If your students learn no other lesson in their history classes, let them learn this: Peace is the most honorable form of exhaustion, and the most exhausting form of honor.

Teaching peace through science, especially to your women

Teach peace as a value through science. Renowned biologist Stephen Jay Gould liked to recite the conventional sequence of the evolution of animal life on Earth. The first thing listed in the old texts and charts would be the "Age of Invertebrates." Then would come the "Age of Fishes," followed by the "Age of the Dinosaurs," the "Age of Mammals," and finally, the "Age of Man." Professor Gould would then chuckle to himself and say, "As it was in the beginning, it is now, and ever shall be . . . an Age of Bacteria"

This kind of scientific thinking, this way of cutting through political constructions to see what's really going on in the world, is essential for peace. Science can be an antidote to the poisonous world view that the greatest threat to the human body is another human body, when in reality the biggest threats come in the smallest packages.

Tell your students that the biggest killer in the world is heart disease, not Saddam Hussein. Tell them that malaria claims more lives than missiles, that AIDS is more ruthless than Al-Qaeda. On September 11, 2001, the United States lost 3,000 lives because of Osama Bin Laden. That same year the world lost over 1.6 million lives because of tuberculosis. And yet the United States spends over 450 billion dollars a year on its military when only \$7 billion would provide access to clean drinking water for the 2.6 billion people on the planet who do not have it.

These priorities are just wrong. And when you tell your students the facts, they will know it. They will know that new weapons can never provide anything like the national defense provided by new medicines. They will know that in the end, chemistry and biology are what security is all about. And there is something else you absolutely need to do: tell the girls in your class that they need to be scientists, too. These problems are too big for 50% of the world not be working on them. We need all the help we can get.

Teach peace as a value through language

Teach peace as a value through languages. Give your students the tools to meet the challenges to human health and happiness by allowing them to communicate with smart minds around the globe. If you have not done so already, make it a priority to expand your language offerings to include Chinese, Russian and Arabic.

Teach students to question the meanings of words in all languages,

continued on page 21

THE UNIFICATION OF NCA CASI, SACS CASI, AND NSSE

By Frank Anderson, SACSCASI
Assistant Executive Director for Latin America

We are pleased to announce that the Board of Trustees of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Board of Directors of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) have voted to bring together NCA CASI, SACS CASI, and the National Study of School Evaluation (NSSE) into one strong and unified organization that will serve as a national and international leader for quality education.

With our shared mission of advancing the quality of education, we will work to enhance the three pillars of accreditation – high standards, quality assurance, and continuous improvement - while providing a more unified and national/international voice for the profession on issues of educational quality.

This unification creates the world’s largest education community, representing over 23,000 public and private schools and districts in 30 states and 65 countries and serving over 15 million students. Through our strong state presence and volunteer network, we will leverage our size and global network to deliver the powerful combination of accreditation, research, and school improvement in a customized way to every school and district we serve.

NCA CASI and SACS CASI will maintain their brand names so that schools will continue to enjoy the brand recognition of our respective accreditation seals, while gaining access to a broader network of schools and greater resources.

Over the course of the 2006-07 school year, we will share more of the exciting details of this unification; however, we would like to highlight in this announcement several of the benefits that the unification will bring to accredited schools and districts:

First, it will enable us to leverage a greater network of best practices and the strong research base of NSSE to provide higher quality products, services, and support.

Second, it allows us to build on the best of NCA CASI and SACS CASI processes to deliver an accreditation process that is meaningful, useful, simple and does not duplicate effort with state or federal requirements – this responds directly to feedback we have received from the constituents to be further served.

Third, it provides us with an opportunity to build national and international team chair training curriculums that will heighten the value and impact of on-site reviews.

And fourth, it provides a strong platform that allows us to move from a regional organization to national and international advocates for the profession on educational quality.

We are excited about the potential that this unification will have to benefit districts, schools, and ultimately and most importantly students; and we look forward to sharing more with you over the course of the coming school year.

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TEACH PEACE AS A VALUE....continuation from page 20

to detect when the forces of war have invaded a word and are using it for sinister purposes.

A curriculum with peace as its guiding value teaches that there is a battle for the meaning of the Arabic word “jihad,” that a mainstream interpretation is that it denotes not a physical struggle against the infidel, but a personal, spiritual struggle against the demons within. I wish everyone in the world were aware of this.

I wish everyone in the world were aware that the language we use shapes the societies we live in, a powerful connection that led the masterful poet Octávio Paz to comment, “Quando una sociedad se corrompe, lo que primero se pudre es el lenguaje. La critica de la sociedad empieza con la gramática y el restablecimiento de los significados.” “When a society become corrupt, the first thing to rot is its language. Social criticism begins with grammar and the reestablishment of meaning.”

There is no doubt in my mind whatsoever that establishing clear meaning and communicating it effectively is the most important tool for peace. I know that these goals sound lofty, and we all know that the devil is in the details. Of course, that’s why you are all

here, to discuss specifics, to compare methods, to argue over whether the analogies section should have been cut from the SAT – in short, to immerse yourself in the small, because your responsibility is too big not to.

But, when getting into the nitty-gritty, I urge you to remember that you will be teaching values as well as facts, and I beg you never to forget the value of peace. If you teach this value, if you believe in this value, then your students will believe in it, too. If they believe in it, when your students grow up, they will speak with clear and honest words, they will focus the financial resources of the governments they lead on finding a cure for malaria. And as a final triumph, they will write history textbooks full of maps with little blue stars over all the cities where groundbreaking peace treaties were signed.

Enjoy the 2005 Tri-Conference, and ¡Viva Costa Rica! Thank you.

Reprinted by permission of the TriAssociation. If you would like to receive the Spanish version of the speech, please contact Irene Tovar at itovar@lincoln.ed.cr

CASE STUDY - QUO VADIS?

Push had come to shove. This was the big board meeting for which Helen Post, head of AIS, and Burton Wolfe, board chair, had prepared during their many regular one-on-one meetings discussing the school's major concerns. Tonight's agenda had been cleared for its sole item, "Where are we going? Where can we go?"

Enrollment had been falling for several years. The loss was among the expatriate community. Multinational firms were replacing their expatriate personnel with host nationals who had been trained by ex-pat predecessors or who had returned from abroad with their MBA's and fluency in English. The need that existed to retain expat managers and technicians declined over the years, and would continue to decline.

The school once had a balance of one-third US nationals, one-third internationals, and one-third locals among its 800 students. Enrollment was now 600, of whom now almost 60% were locals, 25% internationals, and only 15% US. To maintain financial equilibrium, previous boards had modified AIS' admissions policy. For financial reasons, they wished to 'fill' vacant classroom seats, allowing the original balance of nationalities to change through enrollment of the only clientele available, host country students.

The administration's figures really showed a larger than accurate US enrollment. It 'awarded' US status to any student who had a US passport, even though many of these students had one or both parents who were host nationals. They had spent their entire lives in the country. They were more like local nationals than they were like US ex-pats. The figure for true US ex-pat students with US permanent homes was closer to 10%.

The school was in satisfactory financial condition despite the loss of students. Program and curriculum had remained constant. Boards compensated for the reduced income from fewer students by raising adjusting tuition each year. Recently, in private conversations with both trustees and individual local parents, Helen heard increasing complaints that tuition was at levels beyond their reach. Their children were enrolled when fees were accessible. Changes in the local economy also were affecting their ability to afford the school.

Class size had decreased. Some trustees had expressed concern that some elective and advanced classes had as few as five students. Occasionally, a trustee would suggest that these classes were too expensive and should be discontinued. The board as a whole had not brought this to its agenda, but tonight, this and other considerations that had been concerning school families would make the meeting memorable!

The composition of the board had changed as well. Where once the board had been composed of six ex-pat parents and one host national, the current trustees elected by the parents were five host nationals, one US and one international. Helen and Burt had discussed that the time was not distant when the increasing numbers of host country parents would elect an entire board of locals. The bylaws allowed this as they now stood.

"Let's face it," said trustee Mikael Breznewski in his halting English soon after Burton Wolfe opened the meeting, "we are in business to stay in business. We keep raising tuition, we drive out from the school the families we need to pay our bills. That's not right. We enrolled these families who expected that tuition would remain somewhat constant, at least with inflation. We now have raised tuition a total of 30% above inflation over the last four years. This can't go on! All of us are under constant pressure from parents to

control tuition costs!"

"Mikael," interrupted Gisela Slovaska, another trustee speaking in the local dialect, "translate this for me so that it comes out right." Mikael did this, "Gisela is saying that we should face the reality that we are no longer an American school, but a local school that teaches in English. Economies are possible if we reduce the expatriate teachers and find locals who speak English. There must be many available."

Burton Wolfe: "Lady, gentlemen, we were all elected by the parents to preserve the mission of being an American school. I ask you to think of what makes us an American school. We cannot trade that for economic efficiency or survival. We have been given this school in trust by our community to keep it what it is. I know this is painful at the moment, but future communities will bless us if we can hold the line!"

Hendrik Svensson, another trustee: "Burt, you're right, but admitting more local children will give us economy of scale to fill the classes that are now empty. We will become more financially efficient if we fill these vacant seats. The school will still remain American because its curriculum will be steadied by our increased cash inflow!"

Karl Levandowski: "That's sheer nonsense! Admit these kids, we become 90% locals, this board becomes 100% local, and there goes our school, our traditions, and our commitments to preserve our institutional integrity. Look at all the complaints we are hearing now about the tuition! A 100% local board will sacrifice program to meet parents' demands that charges become more acceptable!"

Gustaf Borowski: "Wake up everyone! We graduate maybe 50 seniors every year. 35 stay here for university. Others go to study in their home countries where English is not the language. They don't need advanced programs. They need better preparation in our language and in the subjects to pass the entrance exams. English is valuable so that they are better placed for work in the international community. We don't need to stress it just for the few who go to the US, Canada or the UK!"

Helen Post: "There are many great American schools around the world with as few as 300 or 400 students. We can operate at any level the board chooses. We are free of debt. Outflow to creditors is nonexistent. We spend all our funds on program. The board must decide the program it wishes."

After two hours without reaching consensus, Wolfe appointed a task force to study the responses of the board members, to research the community and parents, to review the experiences of other American international schools, and to return in two months with one best recommendation how the board should plan the school's future. Wolfe would chair this group. Helen Post would be vice chair. Two other trustees were asked to join.

Two months later, the group presented its recommendation . . .

The Case Study in board/administrator situations in American International schools is a regular feature of each issue. Cases are analyzed in a maximum of 250 words by school heads and board members. Inter Ed invites your participation and support. If you have a case you would like analyzed, or if you would like to be an analyst, please send cases or your interest to Gilbert C. Brown at AAIE. Email: 2417gilbrown@msn.com Cases are limited to 750 words and should be fictionalized to avoid school identification.

STICKING TO OUR KNITTING

BY ROBERT TRENT, DIRECTOR
Country Day School, San Jose, Costa Rica



The first question to answer is not where are we going, but WHO ARE WE? AIS has failed to articulate its mission and identity it that leaves no question among the constituency. When enrollment began to fall and the school decided to add host country students, it failed to educate new families as to its historic identity.

The majority population now has mixed messages from the school. Is it an American curriculum school, an international school, or a school that teaches English to the local population? The board chair and the head of school appear to be in the minority of trustees with an understanding of and commitment to being an American school. Issues of size and affordability are highjacking the discussion.

Jim Collins in *Good to Great* says that one characteristic of the great organization is 'the hedgehog concept.' decide what you do better than anyone and stick to it. Don't try to be all things to all people. For schools overseas that have been historically American, that one thing is *being* American. I would argue that an American school is defined not by whom it enrolls but how it approaches the delivery of its program.

I mean that not in a narrow nationalistic sense, but in our embracing of traditional American values embodied in the democratic sharing of ideas, valuing the opinion of all, insisting that students be active participants in their education, encouraging critical thinking, questioning, reasoning, working with others. We live in a world where those values and concepts are needed more than ever. It is not about test scores, learning a particular language, memorizing facts, or getting into an American university. If AIS will rearticulate its historic identity, it will have a valuable niche in the educational market of its host country.

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A SCHOOL'S MISSION LIES IN STRATEGIC PLANNING

BY DAVID SHAWVER, DIRECTOR
American International School, Guangzhou, China



International schools face the question of whom they serve as the composition of the community shifts. A school with a clearly defined Mission Statement starts out ahead in these situations. Even clearly defined Mission Statements may not be enough when the change in community is goes in a dramatic and unanticipated direction. Fortunately, we have the tool of strategic planning available in such circumstances.

The appointment of a task force to consider the question is a move in the right direction. The question is whether the task force chosen solely from the trustees is inclusive enough to provide the answer sought. In selecting who participates in the task force or in strategic planning, a bias is built-in. Since a strategic plan has to be approved by the trustees, this safeguard can allow a task force or strategic planning exercise to be more inclusive. Two months is not an unreasonable period for this to occur if crucial information is available and the stakeholders can schedule time for reflection and discussion.

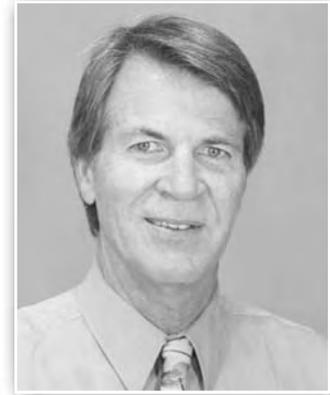
In today's world, judging a school's composition simply by the passports their students carry or even the students' parents carry is not sufficient. More complex metrics are needed that can include students' period of residence in the host country, linguistic background, post-secondary educational plans, etc. We not only have "third culture kids" these days, we have "third culture school communities" where there is neither a dominant national culture nor a dominant host country culture. American international schools may be particularly prone to this. America is a country with a high immigrant population where citizenship is determined by place of birth as much as by nationality of the parent.

Aligning a school's mission with the appropriate curriculum, size, and financing is a complex challenge that American international schools face. My experience is that, with the help of strategic planning, we often get it right.

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FIRST, WHO ARE WE?

BY JON WALKER
Superintendent-elect, 2006-07,
American Cooperative School, La Paz, Bolivia



This school appears to be more in the throes of an *identity* crisis than a financial one. Before discussing "Where are we going?" the school board must first determine "Who are we?" If the Board has a mission statement, they should revisit it and remind themselves of what they stand for. They should also reflect on what it is that makes this school special—why families, including local ones, choose to send their children there. It does not appear likely that more international students will miraculously appear in the near future, but with no mortgage or other debts and 600 students, school leaders should be able to craft a budget that preserves the core program with minimal tuition impact. The school board appears to be falling into the "either/or" trap: *either* we have to become a local school *or* we cannot offer a quality program anymore. This is a time for the superintendent to pull her staff together and do a complete analysis of curriculum, course offerings, class sizes, and resources and look at ways to maintain a strong academic program with the decreased enrollment. School leaders must present dynamic alternatives and provide leadership rather than serve as spectators. The Board and superintendent must also consider the likely impact of "going local" and abandoning preparation for American universities. Will host nationals gain entrance to top colleges so they can "return from abroad with their MBAs and fluency in English" without a solid preparation from a fully accredited, English-language high school using an American curriculum? How many international students will leave, thus further eroding the school's finances? In my opinion, the school head and board chair have been observers, watching enrollment drop and reacting only with tuition increases. They should have been out in front of this challenge, defining the core mission, reviewing every program, and presenting clear alternatives.

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RESULTS-BASED STRATEGIC PLANNING

By William F. Johnston, Director, Academia Cotopaxi, Quito, Ecuador

Strategic planning in education has tended to focus on generating a clear mission statement, doing a comprehensive review of the environment, and then using the two to generate clear statements of strategic issues and activities to address them. This approach follows a basic business model but, unfortunately, is not particularly effective for schools for two critical reasons.

First, the process in schools tends to focus more on generating activities/strategies than it does on assuring that those activities are targeted to achieving specific, measurable results. Those results are reflected in productivity and profit targets in business and are pretty much a given. In education, however, we do not have that “given” and, without that basic understanding and appropriate metrics, there can be no coherent accountability.

Second, educators tend to work very hard to involve all stakeholders at all levels. In practice, this has led to the entire community determining how things need to be done. While the Board and other stakeholders have a critical responsibility to determine strategic direction, they should not be involved in determining the specific means to implement the plan unless they expect to be held accountable for the success of those activities.

Strategic Planning in education needs identify desired, measurable results and then hold operational staff accountable for achieving those results. The overall process should include two major components. The Strategic Component includes processes to involve multiple stakeholder groups working together to clarify the strategic goals and objectives of the school/district, developing an effective accountability structure to assure that those charged with achieving results actually do so. This Strategic Component includes building a common mission (who we are and what we do) and vision (what we get if we do what we do well: a result) that form the foundation on which the rest of the plan will be built. Given the mission and vision, the team performs a comprehensive environmental scan, building 5-10 year *goals* that, although not generally measurable, establish clear direction. These goals are then defined by tightly measurable 3-5 year *objectives*, statements that generally speak to changes in behavior. When related to achievement, they talk about students, not adults. Finally, having defined the desired results and measures, a data-driven, trend-based

accountability system must be developed. At this point, community participation and Board approval requirements come to a close and the process moves to a more operational focus.

The Operational Component is the responsibility of the school’s administration and staff. As the trained professionals, they should be expected to develop effective strategies for achieving the results that the community expects. They work together as a team to build 1-3 year *strategies* targeted at reaching the objectives specified in the Strategic Component. Strategies generally speak to what adults will do to bring about the changes specified in the objectives. They are fleshed out in detailed *action plans* that stipulate how the strategy will be implemented and who is responsible at each step of the way. As these plans are put into place, performance is *monitored* internally and, using the accountability structures already in place, progress is reported to the Board. The Board’s role is to hold administration accountable for the results they have specified to be reached in the intermediate and long term, but the Board is *not* involved in developing the strategies: their role is *policy*, not *operations*. The administration’s role is to get strategies developed and implemented in the best way possible and to show measurable progress over time.

Accountability is tied to achieving results, not to the number or types of programs implemented. Board and community involvement is limited to clarifying expectations for the administration, and the Board’s role is heavily targeted at holding administration responsible for delivering results. Administration is expected to use professional expertise to determine the best methods for achieving desired results - and to explain what is going on and make needed adjustments in the approach if those results are not being achieved.

Many may find this particular approach a bit daunting but, if we truly believe in the separation of powers between Board (policy) and administration (operations), then we assure that Boards focus on the “Big Picture” and long-term health/development of the school. Making what they believe and adopt as the vision of perfection as much a reality as possible is what school administration and staff are hired to accomplish.

Dr. Johnston may be reached at bjohnston@cotopaxi.k12.ec

WE REMEMBER . . .

Malcolm J. Loughlin, 59, Associate Dean of Distance and Continuing Education of Western Carolina University, Cullowhee, North Carolina, died on January 4, 2006, after a long struggle with cancer. A native of Wales, he earned a Masters Degree in educational administration at Western Carolina. He taught in England, Jamaica, Scotland, and the US. He coached Western’s NCAA Division I men’s soccer team and coached swimming. He spent five years in Scotland as Director of Athletics at the American School in Aberdeen.

He was a leader in Western’s summer programs sponsored by the Inter Regional Center (IRC) for the development of teachers and principals in American schools abroad. He also coordinated the program for the development of public school teachers and administrators for the country of Jamaica through which hundreds of Jamaican teachers earned advanced degrees. Among his many honors, Phi Beta Delta Honor Society for International Scholars bestowed honorary membership in 2005. Western presented him with the Paul A. Reid Distinguished Service Award in 1997. He was nominated for the Governor’s Award for Excellence. In 2005, he received recognition from both the US Department of State’s Office of Overseas Schools and from the Jamaican Government noting his exemplary service over three decades as a teacher, mentor and guide to hundreds of international teachers and school administrators.

BOB GROSS AAIE SUPERINTENDENT OF THE YEAR 2006



AAIE Ernest Mannino 2006 Superintendent of the year, Bob Gross and his wife Judy (L) and AAIE President Elsa Lamb (R) at induction ceremony in Boston.

In a moving and inspirational address that closed the program at AAIE's most successful 40th Annual Conference, Bob Gross, Superintendent of the Singapore American School, accepted his appointment as the overseas schools' representative in the yearly program of the American Association of School Administrators, national 'Superintendent of the Year.' This annual honor brings together one superintendent of schools from each of the 50 United States, plus Gross as the entry of the overseas American schools.

Gross was raised on a farm in North Dakota, went to the historically famous 'one-room' school house where he was one of eleven students during his first eight years. He later graduated from Valley State University in North Dakota and did advanced work in school administration at the University of North Dakota and at the University of Minnesota. At the Brainard, Minnesota, Public Schools, he rose from teacher, assistant principal, principal, assistant superintendent to Superintendent of Schools, a position he held for 18 years prior to his retirement.

Not really ready to 'hang up his spikes,' he became the Superintendent in Singapore, a position he has held since 1999.

Mixing humor with the most profound lessons from which he has benefited, Gross began by complimenting the current AAIE administration for the excellent work done in breathing "new life that has been injected into AAIE." He pointed out the need for school leaders 'to let things go.' "That's what happens to many of us, we just can't let go. What we let go of is as important as what we hold on to. Letting go is always more difficult than holding on. Whether it's in the current position we are in, a program that has lost its usefulness, an office practice we perpetuate or letting go of the familiar and the safe for the new and unknown and where past strengths and achievements may be of little use."

Public education is similar to overseas schools

Gross compared public education in the US with the overseas schools, finding more similarities than differences. Reviewing statement by alumni of his Singapore school, "they value the work of teachers where they learned "passion, civility, dignity, opportunity and service." He spoke of returning to real basics, "Instead of another program on character education, what if we committed ourselves to making sure that all our staff is saying the good mornings, good byes, how are you. If they noticed a child having a bad day and took a little extra time with him or her. Our graduates are telling us to find teachers who have great passion for their work, who show up at my performances, who take a personal interest in me. All this transcends international borders."

Gross credited his students with keen insights into their school community's needs. "One of our senior girls came in to see me to discuss our community service program. She gave the opinion our program was missing a valuable dimension saying we need much more emphasis on doing service within the school and in our homes and neighborhoods." Students were working in programs that have the 'wow' factor of grander projects but missing helping their own parents with household chores, looking in on a neighbor in need, or even "just picking up after ourselves in the cafeteria."

Setting appropriate limits

Gross reported surveys indicating that students felt that their school was setting appropriate limits for them that were clear, but that their homes were not. Using the words of professor of David Gerlenter of Yale, a victim of the Unibomber, urging all to encourage students to acts of person-to-person public service, "If you insert into this weird slot machine of modern life one evil act, a thousand acts of kindness tumble out."

continued on page 28

RESILIENCE AND THE INTERNATIONALLY MOBILE STUDENT

By Pamela A. Ward, President, Board of Directors
Foreign Service Youth Foundation

As educators our deepest desire is to protect our students from events and experiences, direct or vicarious, which might cause them physical injury or psychological trauma. As members of the international community, we know only too well that this is not an achievable goal. Our students are exposed to war, natural disasters, terrorism, pandemics and other horrors on a daily basis by means of intense media coverage, if not in person. Sometimes terrible events unfold on our doorstep or in our school.

Since we cannot provide the protection of ignorance or innocence, we should have a full repertoire of strategies to encourage the development of resilience in the young people we work with and knowledge of how best to react when faced with the unthinkable. These strategies should be an integral part of our school and community programs so that when the unexpected happens, our students, and the adults who work with them, are as well-prepared as possible.

The *Merriam-Webster Online Dictionary* defines resilience as “an ability to adjust easily to misfortune or change.” Misfortune may take the form of physical injury or illness, psychological loss, such as the death of the loved one, vicarious trauma as a result of witnessing the suffering of others or fear resulting from a major close call. Misfortunate may be a large event affecting many, such as a natural disaster, or as intimate as being bullied at school. Change may manifest itself as an alteration in family structure such as parents’ separation, relocation to a new community, school or country or even the birth of a sibling. It is clear that all children, and especially those from internationally mobile families, may be subject to these situations many times as they are growing up. It is our job to nurture the quality of resilience and to help them bounce back when they encounter life’s challenges. According to Dr. Paul Yellin of the NYU School of Medicine, this is the most important thing we can do for children as we strive to facilitate their journey to what we hope will be a satisfying and successful adulthood.

Characteristics of Resilient Children

Research tells us that some children are more resilient than others under similar circumstances. Dr. Maureen Neihart has identified fourteen characteristics of children who have demonstrated the capacity to recover from adversity:

- Compassion for others
- Sense of humor
- Persistence in the face of failure
- Moral conviction or a strong code of ethics
- Interest in spirituality or religion
- A respectful manner
- Capacity to get attention in positive ways
- Ability to plan ahead
- Skill at problem solving
- Feeling of autonomy
- Maintaining a positive outlook on life
- Belief that one’s effort can change things
- Talent or hobby
- Flexibility in gender roles

As educators and parents, we need to make conscious and planned efforts to inculcate these characteristics in developmentally appropriate ways throughout childhood and adolescence. In addition, we need to have plans in place so that we can respond appropriately when tragedy or challenge occurs.

The Role of the School in Nurturing Resilience

Our mandate as educators is to provide a safe environment where students feel affirmed and confident. Maslow stresses the need for a firm foundation of physical and psychological security before learning and intellectual risk-taking is possible. As administrators, it is tempting to assume that our faculty members know how to create a supportive and accepting atmosphere for all children. Unfortunately, this is not always the case, especially with teachers from varied cultural and educational traditions. On-going staff development activities should focus on the qualities of a safe and inclusive environment. All teachers should have yearly goals related to creating a positive social/emotional atmosphere in their classrooms and should be evaluated on the effectiveness of the implementation of appropriate strategies. Classroom activities should emphasize multiple intelligence approaches, problem-based units, flexible grouping, collaborative learning, positive reinforcement and other best practices, to reinforce the characteristics of resilience.

Schools should provide a wide range of group activities to enable students to pursue intellectual passions, special interests, hobbies and talents not directly addressed in the formal academic program. Through such activities, students can enhance and expand their own skills and body of knowledge and also develop relationships with others who share their interests. Students may discover new areas of interest and unsuspected talents.

Providing a wide spectrum of opportunities can be daunting for a small school, however drawing in community members as mentors, inviting parent volunteers to share their skills and exploring the use of technology for on-line classes and clubs are but a few examples of creative ways to expand the options available to students.

Dr. Julius Segal stresses the importance of compassion and altruism as characteristics of resilience and the need to actively support the development of these qualities in children and young people. Some schools and specific academic programs require community service. Those that do not can provide opportunities and encourage their students to volunteer. In international settings this provides students with a chance to do for others and potentially to become more familiar with the culture of the host country. Young people may feel overwhelmed by poverty, disease and suffering that is evident in some parts of the world. Making a concrete contribution can lend a sense of contributing to a solution and perhaps ameliorate underlying feelings of guilt. Community service projects can become part of the culture of a school that will contribute to ethical behavior, cultural and moral understanding and tolerance.

International schools can also tap into community resources to provide support for students who are facing anticipated, but still stressful, challenges. In Paris, international schools regularly collaborate with Anglophone psychotherapists in the community to provide workshops for families and students who are newly arrived or planning for a move. Community professionals have also been utilized to facilitate therapeutic groups in the event of a tragedy such as the death of a student and to conduct specialized parent support groups.

Lack of information can exacerbate the anxiety in any situation. Administrators can and should prepare a school for any eventuality by having emergency communication mechanisms, such as phone or e-mail trees, in place so that faculty and families can be informed rapidly of any critical information from weather closings to civil unrest. In some instances, it may be appropriate to develop such systems in collaboration with the American and other embassies which are concerned with emergency planning for foreign national residents. Shelter and/or evacuation drills should be planned,

understood by everyone in the school community and practiced regularly with the advice of security specialists familiar with the unique conditions in each country.

The Role of Parents in Nurturing Resilience

Parents are key to developing resilience in children and adolescents. Often parents look to educational and psychological professionals for advice on the best ways to do this. In international communities the school may be the best, or only, source of this type of guidance.

Young people should have “permission” and be encouraged to express their feelings and concerns whether in a crisis or everyday situation. It is often uncomfortable for a parent to hear that their child is angry or fearful. Dismissing a child’s concerns as unfounded, frivolous or selfish, however, is counterproductive and can be damaging. Active listening and affirmation of the child’s feelings is much more conducive to a positive outcome. Providing factual information and encouraging the child to generate some ideas for dealing with the challenge will help her to regain a sense of control and optimism.

Parents need to allow children to be less than perfect. The parent who insists on straight A’s, only homeruns or flawless piano playing is setting his child up to fail. A child deserves unconditional love from his parents and the knowledge that his parents believe he can move past a setback. If the parent believes it, the child will believe it and that is what resilience is all about. A child will only try new things and explore new interests if she is not afraid to be less than perfect.

Parents should inspire their children by developing their own coping skills. Parent who admit that they have had their own share of disappointments and setbacks, but tried again, model the quality of resilience. Parents should not hide their sadness or concern when bad things happen. The message to the child, in words and actions, should be, “I am sad or worried or hurt right now, but I am not going to let this get me down and I am here for you.”

Resilient children have strong, enduring relationships beyond their immediate family. International mobility can make it difficult to sustain close connections with extended family and friends. Nevertheless, parents should make sure that their children have regular opportunities to spend quality time with grandparents, aunts, uncles, cousins and friends from home and previous posts. For internationally mobile families, the cost of plane tickets and complicated logistics is sometimes the price of being an effective parent.

Developmental psychologists identify three distinct parenting styles. The permissive parent allows a child or adolescent excessive freedom and autonomy. The authoritarian parent keeps a very tight leash and makes all the decisions. Neither style is conducive to the development of resilience. Without a sense that a parent is in charge, a young person may feel unimportant and unsafe. Without experience in decision-making and an emerging sense of autonomy, a feeling of control and competence is elusive. An authoritative parenting style, allowing for gradually increasing independence but with the safety of support from a caring adult, is most likely to result in a resilient and confident young adult. Some parents may need professional assistance to find and maintain the delicate balance.

Supporting Children When the Unthinkable Happens

September, 2001 hit very close to home in Arlington, Virginia. Across the Potomac River from Washington, DC, and the home of the Pentagon, the adults and children of Arlington saw 9/11 unfold first hand. The Arlington County Employee Assistance Program was tasked with responding to the mental health needs of first responders, the bereaved and preparing the staff of the public school system to help the county’s young people survive and thrive. These experts provided guidelines we should all keep at hand.

- Always be honest with children and teenagers but use age appropriate detail and vocabulary. Acknowledge that bad things happen. Don’t be afraid to admit that certain facts may be unknown or uncertain.
- Reassure children that parents, teachers or adult caretakers are in charge and in control of the situation. If children are not physically with their family it is important to establish and maintain contact among family members and let children know that members of their family are OK.
- Listen to children and observe their behavior and body language. Some children may want a hug or a hand to hold and others may not. Some children may want to hold a favorite toy. Others may be very clingy. Some children may express fear or anger by acting aggressively toward other children. Encourage them to use their words or draw a picture instead of hitting a playmate.
- Try to return to a normal routine as quickly as possible. Parents may feel that they want to keep their children close, rather than send them back to school. This sends the message to children that school is not a safe place to be and is ultimately detrimental.
- Provide ways for children to grieve. Let them participate in memorial events or provide a special children’s event. One elementary school close to the Pentagon released a helium balloon in honor of each person who died, including the spouse of one of their teachers.
- Limit exposure to intense or explicit media coverage. Vivid images can evoke nightmares or frightening fantasies, even for those too young to understand what is taking place.
- Discourage children from making cultural, religious or ethnic generalizations or for placing the blame for a tragedy on members of a particular group. It is also helpful to discuss the similarities among people. We should encourage children to empathize with death and suffering anywhere in the world, not just in their own country or community.
- Give children an opportunity to help in a tangible way such as collecting toys or school supplies for children victimized by a disaster.
- If a family member has been directly impacted or a child is overly aggressive or withdrawn, especially beyond the seven to ten day period after the event, it may be necessary to seek professional counseling.

Finally, we all hope that our communities, schools and homes will not experience crisis and tragedy directly. We know too well that there are no guarantees. As educational leaders and responsible community members we must be prepared for the unthinkable by helping young people to develop the valuable armor of resilience.

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Inter Ed congratulates Dr. Ward on the completion of her Ph. D. at the University of Virginia. She has been Director of Pupil Services at the American International School in New Delhi, India, and the International School of Islamabad, Pakistan. She served on the board of Directors of the Carol Morgan School in Santo Domingo, Dominican Republic, and was President of the Board of Directors of WICE (Women’s Institute for Continuing Education) in Paris, France. Dr. Ward has been an educational consultant to international schools and international school organizations in South Asia, Europe and Africa. Her fields of interest include cognitive development, educational assessment and instructional strategies. Dr. Ward may be reached at www.allkindsofminds.org

THE POWER OF PEOPLE TO PEOPLE PROGRAMS

by Susannah Cornelius, Vice President of Program Development,
People to People Ambassador Programs

"During my People to People program I learned about leadership, attending college in the United States, and I learned about my career by doing research, hearing lectures and focusing on how to make a difference. Twenty years from now, I'll remember everything about this experience. It was great!" Kara from Puerto Rico

We are changed and impacted by every person we meet, sometimes in subtle ways, occasionally in life-changing ways. For high-school students focused on their future, People to People Leadership Programs provide the perfect vehicle to begin their journey into the future.

People to People Future Leaders Summits and Leadership Summits both unite and prepare young achievers from around the world for college and future careers. In 2005, students from 65 countries participated in these programs and visited college campuses of several prestigious universities in the United States.

Last year, former New York City mayor, Rudy Giuliani, addressed 500 student leaders that gathered in NYC from throughout the United States and around the world to listen and learn. Students have personally met with many influential world leaders and listened to their informative and inspiring messages. Past speakers include Mrs. Suzanne Mubarak, First Lady of Egypt; Mr. Claus Nobel, senior member of the Nobel prize family; Mr. Tom C. Korologos, U.S. Ambassador to Belgium, and Princess of Jordan, Dana Firas, Director of ResCare's International Division.

"The more you understand the world, the more effective you'll be in understanding other cultures, other civilizations and other people."
Rudy Giuliani, Former NYC Mayor

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BOB GROSS....continuation from page 25

Perhaps the evil act is unnecessary if students are taught the clear lesson at school, in their youth. Quoting from Wynton Marsalis, the great trumpeter, "I ask college students the question, 'Can you all tell me one example of a democratic act?' To which they never think that maybe a democratic act means you have to surrender something that's yours and give it to someone else. That is the essence of what jazz is, because you can be the greatest soloist in the world, but if you don't have anybody to play with, you're just not going to sound good. The difficult thing to convince our younger students is that it is important for you to view yourself in the context of everyone else."

Gross encouraged international education leaders to heed the three important items that make a great school, "academic rigor, professional excellence, and extraordinary care for the welfare of each child." This is the way to please parents, "People are looking for simplicity and profoundness and all too often we give them volume."

He continued, "One of the more powerful things I do with the board is my annual self-evaluation. In it, I try to think about all the things I didn't do so well during the year and tell them about it and how I would do it differently if I had to do it again. Once the board knows that you're willing to look critically at yourself and work

Students attending recent summits in Washington D.C., received an inside view of college admissions from Leah B. Thomas, an Admissions Officer at Georgetown university. She spoke frankly about what Georgetown looks for in a freshman class and how students can best prepare an application, personal statement and acquire letters of recommendation.

Collect academic credits.

Students who participate in our Leadership Programs gain knowledge and skills that set them ahead of their peers. They're encouraged to do things outside of their "comfort zone" of school, friends and daily activities, and are placed in challenging, stimulating positions of leadership. By completing assigned coursework, students can also earn valuable high school and college credits through the Washington School of World Studies (WSWS) and Eastern Washington University.

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Mary Eisenhower, President Dwight D. Eisenhower's Granddaughter and CEO of People to People International

IMPORTANT NOTE TO EDUCATORS: *You may immediately think of several students deserving of nomination. They're highly motivated, academically accomplished and already show leadership potential. On the web, there's a lot more information at www.futureleaders.org and www.lsstudentleaders.org. To nominate, just click on the "Educators" link.*

Ms. Cornelius may be reached at info@futureleaderssummit.org

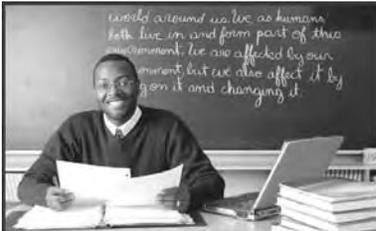
hard at improving your performance it makes it so much easier for the board to work with you."

Answering the question about the 'best' schools

He continued with methods to look at answering questions about being the best international school, the previous superintendent, parents' requests to transfer their child from one teacher to another, teacher dismissal, negotiation, hiring the child or spouse of a friend, ("If you can't tell the difference between your friend and your job, you don't deserve either!") and a recommendation to send Thanksgiving letters, "Send a letter to a teacher's parents at Thanksgiving time or similar holiday in the teacher's respective country and thank them for raising such a wonderful son or daughter. It's more powerful than any bonus you could award."

Gross concluded, "You clearly have an unusual spirit in your (international) schools that you need to celebrate and treasure. Regardless of big schools or small schools, it is about the kids and all we can for them; it is about us. It is about one heartbeat. So for a short period of time in our lives we put our hand together and become one heartbeat."

Mr. Gross may be reached at bgross@sas.edu.sg



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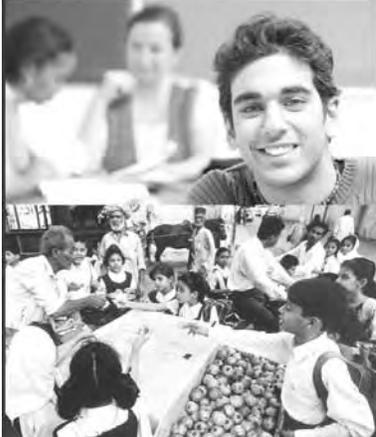
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College of Education

LEHIGH AWARDS MASTER'S DEGREES TO ARAMCO TEACHERS

by Jenel Looney



Dr. Sally White, Dean of Lehigh University's College of Education, presents Mr. Muhammad Al-Abdallah of Saudi Aramco with a letter of congratulations from the Oil Minister of Saudi Arabia.



Dr. Sally White, Dean of Lehigh University's College of Education, presents Mr. Brent Mutsch, Superintendent of Saudi Aramco Schools, with a letter of congratulations from the President of Lehigh University.

Saudi Aramco Schools and the Career Development Department hosted a graduation ceremony to honor the accomplishments of 15 individuals who have earned a Master's degree in Global Leadership in Education from Lehigh University. Lehigh is the alma mater of His Excellency Ali Al-Naimi, Minister of Petroleum and Mineral Resources, Saudi Arabia. Although Mr. Al-Naimi was unable to attend the ceremony, he did send congratulations, along with a personal message to the graduates: "Have a purpose in life and an escalating hierarchy of ascending objectives."

The graduates were: Martha Ann Copeland, Ras Tanura; Deborah Dahl, Abqaiq; Brian Gallagher, Dhahran; John Igleheart, Dhahran; Megan Johnson, Dhahran; Gary Lunsford, Dhahran; Walter Maakestad, Dhahran; Naghmana Malik, Dhahran; Amilia Noori, Dhahran; Brian Remsburg, Udhailiyah; John Snakenberg, Dhahran; Pam Snakenberg, Dhahran; Mark Stenov, Dhahran; William Taylor, Abqaiq; and Madison Tyler, Dhahran. Degrees were conferred by Dr. Sally White, Dean of the College of Education, in the first Lehigh graduation ceremony ever to be held somewhere other than the school's Pennsylvania campus in its 140-year history.

Muhammad Salim Al-Abdallah, Acting Director, Industrial Training Department, congratulated the students for their accomplishments. "This is a distinguished and outstanding example of the self-development initiative at Saudi Aramco," he said. He promised the continued support of Career Development.

John Snakenberg, chosen by his classmates, spoke on their behalf. "Aramco has acknowledged a resource that may be even greater than oil," he said as he thanked the management of the company for investing in the education of its employees. Dr. Brent Mutsch, Superintendent of Saudi Aramco Schools, echoed this sentiment. "The level of support we receive from this company, the level of support that the graduates had to make this possible, proves that we work for a company that is concerned with more than just making money. The company is also deeply committed to their greatest resource – its employees and their development."

Although Lehigh University is in the Pennsylvania, the students did all coursework in Saudi Arabia. Three courses were taught by Lehigh professors who traveled to Dhahran, three were taught by Saudi Aramco employees Dr. Nathan Taylor and Dr. David Warren, who served as adjunct professors, and four courses were taught via the Internet. Because most of the students were Saudi Aramco Schools' employees, the content of the classes was geared specifically to meet the needs of Saudi Aramco Schools.

This innovative program began in 2003, after Curriculum Coordinator Brian Bahr found opportunities for teachers to further their in service education. "We needed to bring in instructors who were up on the current reading and research so that our staff could tap into that knowledge base," Bahr said. At a professional conference in Miami, Florida, he struck up a conversation with Dr. Daphne Hobson of Lehigh. Because Dr. Hobson had lived for years at Saudi Aramco and raised her children in Dhahran, she still considers herself part of the Aramco family. "Once an Aramcon, always an Aramcon," she said at the graduation ceremony.

The coursework taught students leadership skills they can use in the classroom or as school department leaders. Lehigh professor Dr. Roger Douglas said, "The students had the freedom to specialize in areas such as technology, school administration, counseling, English as a Second Language, and Special Education."

Lehigh also offers a doctoral program. Eight Saudi Aramco employees are pursuing a doctorate degree in Educational Leadership. This program takes a minimum of four years, during which time students must travel twice to Pennsylvania to attend summer classes. The rest of the courses are offered locally or via the Internet.

In a company which knows the value of a highly-educated workforce, one can be sure that such a successful program will be repeated. The second Master's degree program from Lehigh started in early October, 2005, with nine more teachers who take to heart the Saudi Aramco Schools' drive for continuous improvement.



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REGIONAL DOINGS

FROM THE ASSOCIATION OF AMERICAN SCHOOLS IN SOUTH AMERICA (AASSA)

A highly successful AASSA Spring Conference was hosted by Nido de Aguilas International School, a well developed institution with outstanding facilities located in the mountains with 160 acres of prime property overlooking Santiago. The staff was attentive to the conference participants and did not overlook one detail which helped make the conference successful. Headmaster Don Bergman, conference organizer Michael Schramm, and his assistant, Cecilia Muñoz devoted endless time and energy in planning, organizing, and implementing a valuable educational experience for those who attended.

Over 130 educators attended the conference from the following schools: Academia Cotopaxi, American School of Quito, CIPLC, Colegio Internacional de Caracas, Colegio Roosevelt, Escuela Campo Alegre, São Paulo Graded School, Inter-American Academy, International School of Curacao, International School of Curitiba, Pan American Christian Academy, Santa Cruz Cooperative School, The American School of Campinas, ACS La Paz, Davy College Perú, The American School of Asunción, International Preparatory School Santiago, Santiago College, Villa Maria Academy Santiago, Nido de Aguilas.

The six formal presentations and teacher presentations received rave notices from the participants, including:

- How Young Children Learn a Second Language by Rebecca Valdivia
- Arts as a Gateway to Understanding by Kristin Berman
- Teaching with the Target in Mind: Standards and Assessment by Kim Thomasson
- Integrating Technology into an Information Literacy Curriculum by Doug Johnson
- School Libraries: A Resource without Walls by Sandra Mann
- A Model for Managing Your School's Curriculum System by Kathy Daulton

Teacher presentations included: Sara Costa, Gregg Phillips, Lee Piscioneri, Mimi Tornquist, Stephanie Jones, John Megathlin, Jean Schramm, Aida Bermudez, Linda Sivenson, Ed Harkins, Sally Stoyell-Alvear, Susan Stevens, Silvana Meneghini, Hillery Marshall, Linda Strauss, Ximera Nunez del Prado, Celia Schatzky, Megan Maher, and Leika Propcopiak.

The next two AASSA Conferences will be held in Asunción in October 2006 and in Rio de Janeiro in 2007. Forthcoming AASSA programs include:

June 30 – July 2, 2006, AASSA Board Meeting in Miami The AASSA Board will meet in Miami at the Dadeland Marriott Hotel to interview the three finalists for the Executive Director position. This meeting of the selection committee includes Dr. William Johnston, Ms. Susan Barba, Dr. Eric Spindler, Ms. Jean Vahey, and Dr. Don Bergman plus members at large Phil Joslin, Peter Cooper, and Barry McCombs.

July 16 – 19, 2006, Business Managers/Administrative Professionals Conference to be held in Miami, at the Dadeland Marriott Hotel. The Franklin Covey company will present a full day seminar for both the Business Managers and Administrative Professionals entitled "Focus: Achieving Your Highest Priorities." This seminar will focus on increasing productivity by identifying and focusing on your top priorities, enhancing chances of success by setting goals that align with your most important objectives, effectively managing all the information that comes across your desk, reducing stress by recognizing and eliminating low-priority activities and distractions. Lonnie Moore will be the facilitator. Lonnie Moore's career as a classroom teacher, author and inspirational speaker has prepared him to help clients in long-term change through effective relations with individuals and organizations. Lonnie taught middle

and high school math and was honored as the "Mainstream Teacher of the Year" in Pinellas County, Florida. He has given seminars in school districts in New York City, Los Angeles, Seattle, Atlanta, Dallas, San Diego, Minneapolis, Detroit, Chicago, and Philadelphia, and also for many companies, corporations, and non-profit entities.

Dr. Linda Carlidge will present a one-day workshop on the "7 Habits for Highly Effective People" for the Administrative Professionals.

September 28 – October 1, 2006, Board Chair / School Heads' Conference This annual conference will be held at the Miami Dadeland Marriott Hotel. John Littleford, Independent Consultant, will conduct most of the conference.

October 19 – 21, 2006, Asuncion Annual Conference The Annual Conference will be held at the Asuncion Sheraton Hotel. Dr. Bill Durden, President of Dickenson College, will be the keynote speaker and will also conduct two breakout sessions. Presenters will include Gini Rojas, Susan Lowell, Anna Sugarman, and Gary Greene.

November 30 – December 3, 2006, AASSA Recruiting Fair will be held in Atlanta at the Hilton Garden Inn.

December 3 – 5, 2006, SACS The Southern Association of Colleges & Schools Conference will also be in Atlanta following our Recruiting Fair.

For further information, contact James Morris, Executive Director of AASSA, at aassa@bellsouth.net

FROM THE EUROPEAN COUNCIL OF INTERNATIONAL SCHOOLS (ECIS)

At its Annual November Conference in The Hague, Netherlands, The European Council of International Schools was honored to have as a guest speaker at the opening plenary session, His Royal Highness, Prince Edward, Earl of Wessex, KCVO. His Royal Highness attended the conference in his capacity as International Trustee and Chairman of the International Council of the International Award Association.

He spoke about the Award, which began life in 1956 as the Duke of Edinburgh's Award Scheme in the UK and now has a presence in over 100 countries. The values of the award, based on the philosophy of Kurt Hahn, a German educationalist, are self-improvement, excellence, confidence and pride. The Earl, himself an Award Gold Medallist, emphasized that the International Award is fun and open to all young people between 14 -25 years of any nationality, creed and ability.

A number of ECIS schools already participate in the Award Scheme and HRH's presentation undoubtedly spurred many more to think deeply about how it can enhance the education that they are already providing. The Earl won over his audience with humor and charm, but he also spoke with deep commitment about the value of the Award in helping to forge confidence, adaptability and strength of character in young people. The values that are inherent in the Award are the same that permeate ECIS's 500+ member schools and we will be following the development of the Award with interest in future.

After his speech HRH spent the day at the conference attending the workshop sessions about the Award Scheme and working with delegates.

New! Outreach Program

ECIS is committed to the promotion of an international outlook amongst its member schools and their communities in all regions of the world. Our schools, their staff and students are characterized by knowledge of, and respect for, their own values and those of

others. Our new Outreach Program is being developed to encourage and support a wide range of diverse student projects and activities within ECIS member schools which reach out to others outside of the ECIS family and which promote cross-cultural awareness and understanding, international education and service learning. An application packet is being drafted and will be available to all ECIS member schools following the April 2006 Conference.

ECIS Early Childhood Conference

The Early Childhood Conference, organised by the ECIS Early Childhood Committee, took place at St John's International School in Belgium from March 3 – 5 2006. The event was a great success, covering many topical issues, such as: international mindedness; assessment and documentation of students' work; children's rights; new research on the importance of the bond between children and animals; education through the arts/drama, art, music; early childhood curriculum; 'special needs' and EAL in the classroom. This event attracted some 450 people, including speakers and exhibitors, from more than 100 schools around the world.

Global Issues Conference

The first annual Global Issues Conference 'Exploring Global Responsibility' took place in Luxembourg from 23 – 25 March 2006. Keynote speakers were Jean-François Rischard, Ryan Hreljac and Claire Bertschinger and activities included schools showcasing curricula or activities related to global issues; NGOs seeking connections to schools; participants prepared to engage in interactive debate sessions and students learning from one another about global issues programs.

Diary Dates

For year-round professional development, ECIS Online Learning with Optimus is accessible at www.ecis.org/gateway/optimus.asp
April 20 – 23 2006 ECIS Administrators' Conference, Barcelona, Spain: www.ecis.org/gateway/conference.asp
November 16 – 19 2006 ECIS Conference and AGM Nice, France
March 12 – 15 2007 ECIS Administrators' Conference, Dubrovnik, Croatia
March 23 – 25 2007 ECIS IT Conference, D_sseeldorf, Germany

Dixie McKay, Executive Director of ECIS, may be contacted at dixiemckay@ecis.org

FROM THE TRIASSOCIATION

The Association Board held its winter meetings on December 5, 2005 at SACS in Atlanta and on February 16, 2006 at AAIE in Boston Their fall meeting is scheduled for October 13, 2006 in Bogota, Colombia.

The Tri-Association, along with NAESP, Lehigh University and SUNY Buffalo will sponsor the Early Education, Principals' and Counselors' Institutes leading to international certificates and graduate credits. ICLLC will be held at the Hotel Krystal in Puerto Vallarta, Mexico according to the following schedule.

July 3-8, 2006 - Early Childhood Education Institute; Counseling Institute I; Principal Leadership Institute

July 10-15, 2006 - Counseling Institute II; Education Technology Institute

Dr. Janie Pollock continues working on Curriculum Development, Revision and Assessment in connection with the OSAC grant Project AERO. She will be hosting two sessions this summer from July 17-22, 2006, in Colorado for a number of school teams.

The Association will hold its 25rd Annual Educators' Conference in Bogota, Colombia at the Casa Dan Carlton Hotel October 11-13, 2006, hosted by the Colegio Nueva Granda under the leadership of Dr. Barry McCombs.

Several Pre Conference Institutes are planned:

October 9-10, 2006 - Trustee/Governance Workshop; Cognitive Coaching; AP Spanish/Spanish Literature; AP Calculus
October 10, 2006 - Using Data to Improve Student Learning; Curriculum Development for Linguistically Diverse Classrooms; CIS/Tri Counselors' Institute; NAESP Leadership Institute

Executive Director Mary Virginia Schez may be reached at marsanc@uio.satnet.net

FROM THE EAST ASIA REGIONAL COUNCIL OF OVERSEAS SCHOOLS (EARCOS)

EARCOS has just finished the annual Teachers' Conference 2006 with approximately 1300 members and associate members. The "word on the street" says presenters were terrific, the food service was beyond description and a rewarding time was had by all. Tomorrow we will survey the delegates and presenters through Zoomerang to gather opinions on sessions in a more formal fashion. So, what's next with EARCOS she asks?

In three weeks (no rest for the wicked or weary) Linda and I will have our Spring Heads' Conference in Bali where we will do it a little differently. We have deemed this traditional mini-conference as a time to reinvent EARCOS through the strategic planning process. We will look at our mission to determine our purpose and those whom we are destined to serve as well as look at our vision to see where we want to take the organization in the future-what will it look like in 2009? We will examine those events and services that are going well and see what we can do to enhance them and look at those events and services that have lived their wholesome life to the fullest but now appear to be ready for retirement or planned abandonment. We will look at new structures as well to see what we can do in the future to further assist our schools. Our goal is to enhance and expand services through a planning process facilitated by Transformations Systems. It will be hard work but rewarding and hopefully fit my mantra of "work hard and play harder." I look forward to the collaborative effort that will be enjoyed by the largest and smallest schools in the region as well as A/OS schools, proprietary schools and religious schools, all representing the diversity of this region called EARCOS stretching from Ulanbaatar to Guam to Bali.

Speaking of collaboration, the research is very clear about the power of collaborative efforts within schools and school groups in terms of student outcomes. I believe it is safe to extrapolate this further but stating that collaboration between international schools will enhance schools programmatically and thus enhance student learning. We hope that through this effort we will also begin to augment the collaborative nature of EARCOS. This summer, many of the regions will begin to look at "connectivity software" at the JOSTI conference. The Office of Overseas Schools will sponsor this "summit". Blackboard or Moodle; that is the question of the moment. Having worked as a school head in a school that went online for 60-90 days, I became thoroughly convinced that the teachers' position is safe for the face-to-face activity is an inherent part of the teaching learning cycle but also I became equally convinced that technology and distance learning will begin to change the nature of secondary and elementary education in the near and distant future. Through technology, the arcane summer vacation will dissipate and students will augment their learning with online courses offered throughout the year. Graduation requirements will have to be adjusted, class hours, hours on campus, course evaluation and many other policy considerations will have to be examined but this will happen hopefully in a collaborative forum using video conferencing and connectivity software. These are exciting times.

This year, we also initiated an EARCOS Global Citizenship Award that puts a strong emphasis on community service. We hope to expand this into a student leadership conference in future years. Next year we will continue with the Weekend Workshops financed by EARCOS. We have 28 scheduled on a variety of subject areas and topics. This will augment our conferences along with our other scheduled activities and those yet to be determined through the

continued on page 34

CONFERENCE BUSINESS MEETING ADOPTS NEW MISSION STATEMENT

Under President Elsa Lamb's gavel, the annual business meeting that closes each AAIE Conference made decisions affecting the operation of the Association and its future direction.

With the resignation of Bill Powell of Kuala Lumpur as President Elect, the membership elected Mark Ulfers of the Frankfurt International School as new President Elect for the 2006-2007 year. If approved by the membership at the 41st Annual Conference in San Francisco's Hyatt Regency Hotel, February 21 -24, 2007, Ulfers will become the President of AAIE for the 2007-2009 biennium.

The Board of Trustees was also enlarged to include three new overseas members, Chip Barder of Warsaw, Areta Williams of Nairobi, and Pilar Cabeza de Vaca of Paris. The membership also reelected Carolyn Brunner of SUNY Buffalo as trustee along with new trustees Bob DiYanni of the College Board and Pete Woodward of the New England Association of Schools and Colleges (NEASC). All six will serve during 2006-2009.

Revised Mission Statement was adopted.

The new statement reads:

The mission of AAIE is to provide a dynamic global forum for the exchange of ideas and research concerning developments in the field of international education and school leadership, and to advance international education through partnerships with educational institutions and associations worldwide.

Beliefs:

1. Trust, loyalty and communication are the hallmarks of AAIE.
2. In all undertakings, AAIE will adhere to the highest professional standards.
3. Effective, open and frequent communication is vital to AAIE accomplishing its mission.
4. Every member of the AAIE Board of Trustees and the AAIE Staff is responsible for actively advancing the mission of the organization.
5. AAIE will actively promote mutually beneficial collaboration between itself and other organizations that are dedicated to providing and supporting international education.
6. The AAIE Mission Statement will guide the development of programs and activities and the

REGIONAL DOINGS....continuation from page 34

strategic planning process. We are also looking at several collaborations with other organizations that will enhance the professional development opportunities for our EARCOS teachers and administrators. Both Linda and I feel that working in this region has been both rewarding and challenging. We look forward to the "stretch."

2006 Administrators' Conference, Nov. 4 - 7, Shangri-La, Bangkok, Thailand
ETC 2007 Teachers' Conference, March 29 - 31, Shangri-La, Bangkok, Thailand
2007 Administrators' Conference, Nov. 3 - 6, venue TBA

Dr. Bob Sills, EARCOS Executive Director, may be reached at bsills@earcos.org

FROM THE ASSOCIATION OF INTERNATIONAL SCHOOLS IN AFRICA (AISA)

Welcome to the Wonderful World of AISA once again! The sun is shining, the birds are singing, the sky is the amazingly brilliant blue of Africa, and all is well.

First, we want to express our appreciation all of you who attended our annual luncheon at the AAIE conference this year. Once again, it was a wonderful experience for everyone. Merrill Lynch gave us some assistance with the luncheon cost this year, which we certainly appreciate. In addition to honoring our departing Regional Education Officer, Dr. Joseph Carney, with many wonderful and moving

decision making of the organization.

Parameters:

1. No new program will be instituted, nor existing programs continued, unless it is consistent with the mission statement.
2. Trustees share responsibility with the Executive Director and staff for the success of the organization.
3. The Executive Director and all committee chairpersons reporting through the Executive Director, will be responsible for keeping the Board informed of the progress, or lack thereof, in each aspect of the organization's activities.

Constitution amended

The membership also approved a change in the Constitution requiring the Board of Trustees to meet only once a year instead of "at least twice" as formerly required. The officers and the Executive Committee will continue to meet more often as necessary to assure effective governance of AAIE.

Executive Director's report

Executive Director Richard Krajczar's report included the success of last summer's workshop on literacy in Seattle and plans for its continuation again in Seattle in June. He also spoke of the developments in his office at Sheridan College in Wyoming. He announced that the 2007 41st Annual Conference will be at the Hyatt Regency, Embarcadero, San Francisco, February 21-24, 2007, at which he hopes to see everyone from this year's attendees and many more who will be encouraged to attend by the outreach of his office and those of the members of the Board of Trustees.

Treasurer's report

Ron Marino gave the Treasurer's Report. He indicated an expected budget surplus for the current year of approximately \$35,000, which will accumulate a general fund of close to \$150,000, indicating a salutary recovery in the last three years from a deficit of \$25,000 in 2003. He reported the organization as debt free. The accounting practice had been modified from cash to accrual. The Board had approved a highly conservative investment policy for unencumbered cash to maximize income and the results of continuing frugal money management while ensuring full security of the Association's assets. The annual budget of the Association will be around \$450,000.

stories, we collected \$3,394.20 for the Roll Back Malaria program run by UNICEF. This fund provides treated malaria nets to villages throughout Africa. Special thanks go to State University of New York (SUNY) Buffalo and Carolyn Brunner for their contribution of \$1000 to this fund.

We have just completed a three day institute focusing on Special Needs, held in Abuja, Nigeria. It was well attended, and in spite of what most people think about Nigeria, Abuja is a lovely city. The end of May we will co-host an Early Childhood Institute with the International School of Moshi (Arusha) in Arusha, Tanzania.

Other projects this year have included our Mentoring Program for new school heads and heads new to the continent. We have just completed the second year of this program, and it continues to develop and improve.

Of course we are well into planning for AISA 2006, too. Conferences will be held in Addis Ababa, Ethiopia, from 5-8 October, and in Johannesburg, South Africa, from 12-16 October. The highlight of AISA conferences is the wonderful collegiality of the AISA family, and we look forward to that once again. Please join us!

Conference Schedule - 2007

12-16 October - All-Africa Administrators Conference-Accra, Ghana
13-16 October - Teachers Conference - Accra, Ghana
20-23 October - Teachers Conference - Lusaka, Zambia

Miffie Greer, Executive Director, may be reached at miffie@pop.isk.ac.ke

STRESS WITHOUT DISTRESS: A SUPERINTENDENT'S VIEW

By Dan C. Wertz

“What do you like best about being a school superintendent?” An experienced school leader was asked. “The stress, it puts me where I would not normally go. I become my best when confronted with difficult issues. I become more creative.” This resilient superintendent’s response exploded the myth that stress is always harmful.

It fact, stress often results in increased productivity... up to a point. Those who study the discipline compare our stress to the tension of a violin string: Too little and the music is dull and raspy, too much and the music is shrill or the string snaps. However, just the right tension can make a magnificent tone.

Stress is an individual perception

Stress is different for each of us. What is anxiety producing for one person may or may not be so for another. The threshold for productive and non-productive stress is entirely different in each of us. During tense situations, the body releases cortisol, which triggers a complex sequence of events that flood our bodies with adrenaline and noradrenaline instantly sending our blood pressure soaring and causing our heart to pump faster. Blood is diverted away from the skin to the core of the body. We focus our attention on the issue, sometimes to the exclusion of anything else. This can serve us well or interfere with our responses. In excess, adrenaline and noradrenaline trigger an emotional response to the stress that suppresses short-term memory, concentration, and rational thought.

The butterflies some administrators experience before a contentious board meeting, when confronted by a difficult parent or before delivering an important speech are signals that the body is reacting to or tuning up for the event.

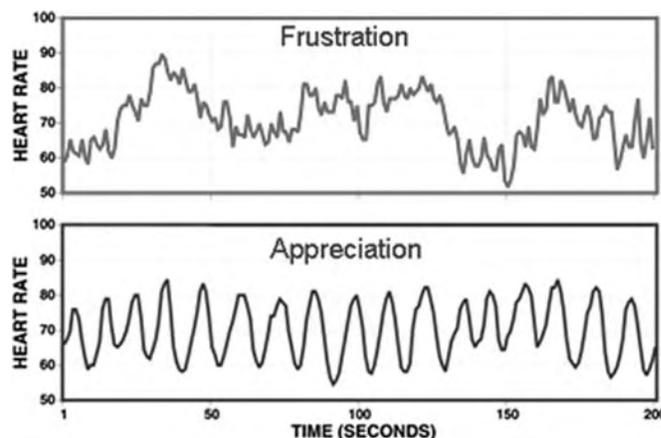
The research projects I have conducted show administrators adapt well in the face of adversity. School leaders routinely demonstrate resilient behaviors. Their responses to difficult and stressful experiences are ordinary, not extra ordinary. Although positive, these administrators are not foolishly optimistic. They never pretend that things are different from how they really are. They see the stumbling blocks but are certain things can and will be better. Unfortunately, our body reaction to prolonged stress can have negative consequences. Over time, a constant state of stress causes wear and tear on the body. Release of cortisol, often referred to as the “warier drug”, suppresses the production of DHEA, the buffering hormone that offsets the effects of stress related hormones. Once the stressful situation passes, cortisol production is shut off and DHEA “the hormone of coping” is produced to restore calm and balance.

However, those in a protracted state of stress continue producing cortisol dropping DHEA to a critically low level. This decline in DHEA is coupled with an inability to cope with even the slightest of life’s provocations. The most obvious effects are tension headaches, anxiety, sore muscles, exhaustion and insomnia. Researchers also link chronic stress to a variety of more serious health problems.

Effects upon the heart

As our mental and emotional perceptions change, information is transmitted to the heart and other parts of the body. The heart generates two types of electrical signals, either chaotic or coherent. The graph from www.heartmath.org shows how emotions can affect our heart rate. “The chaotic heart rhythm is associated with frustrations and other negative emotions that drain our energy. The chaotic rhythm adversely affects our ability to think clearly and make sound decisions. Positive emotions such as appreciation are associated with harmonious and coherent heart rhythms. Coherent

rhythms increase our energy levels, mental clarity and offer a wide range of health benefits.



When we are in sync, blood pressure normalizes, stress hormones plummet, anti-aging hormones increase and clarity increases.” (1)

During intense times, most situations are best addressed from a calm, rational, controlled and socially sensitive approach. To be effective in dealing with in-the-moment issues, we need to keep our responses under control. In the long term, we need to keep our stress under control to avoid problems of poor health and burn out

Researchers have determined that supplemental DHEA, (dehydroepiandrosterone) taken in appropriate doses, is the cornerstone of bringing those experiencing chronic stress back into chemical balance. The steps below help bring the body’s chemistry back into balance and help us stop living in overdrive.

Combating stress

The American Psychological Association lists 10 ways to combat stress and build resilience.

- **“Make Connections.** Good relationships with close family members, friends, or others are important. Accepting health and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith based organizations, or other local groups provide social support and can help with reclaiming hope. Assisting others in their time of need can also benefit the helper.
- **Avoid Seeing Crisis as Insurmountable Problems.** You can’t change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.
- **Accept That Change is Part of Living.** Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.
- **Move Toward Your Goal.** Develop some realistic goals. Do something regularly – even if it seems like a small accomplishment – that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself: “What’s one thing I know I can accomplish today that helps me move in the direction I want to go?”
- **Take Decisive Actions.** Act on adverse situations as much as you can. Take decisive actions, rather than detaching

completely from problems and stresses and wishing they would just go away.

- **Look for Opportunities For Self-Discovery.** People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardships have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for life.
- **Nurture a Positive View of Yourself.** Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.
- **Keep Things in Perspective.** Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.
- **Maintain a Hopeful Outlook.** An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.
- **Take Care of Yourself.** Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps keep your mind and body primed to deal with situations that require resilience.”(2)

There are additional ways to strengthen resilience that others incorporate in their daily lives that may be helpful as well. For example, some people maintain a positive diary listing the good things that happen throughout the day. This activity alone has the potential of transforming one’s attitudes.

One superintendent reports that breathing slowly and deeply 10 times is a tried and true method of dealing with in-the-moment stress. It is amazing that this act alone slows the heart rate, relaxes the muscles and increases blood flow to the brain. Meditation and spiritual practices help some individuals build connections while others relax by reading novels, watching television, pursuing hobbies, creating crafts or traveling.

Vacations are very important diversions from the hustle bustle of administrative responsibilities. When issues are bubbling in the district at the time for a vacation, one superintendent explains to the board that he has purchased non-refundable airline tickets and has pre-paid for a condo. It seems everyone understands the concept of non-refundable tickets and is told he must go on the vacation. Otherwise, he would cancel the vacation to be at the office dealing with the latest calamity.

Eight steps to a more satisfying life style

The psychologist, Sonja Lyubomirsky from the University of California at Riverside, lists 8 practical steps that lead toward a more satisfying life. The listing is based on her and other research findings. Satisfaction (at least a temporary boost) is guaranteed. Most of these seem obvious, but you might feel better knowing they are “Scientifically Proven”.

- **Count Your Blessings.** One way to do this is with a “gratitude journal” in which you write down three to five things for which you are currently thankful – from mundane (your peonies are in bloom) to the magnificent (a child’s first steps). Do this once a week, say, on Sunday night. Keep it fresh by varying your entries as much as possible.
- **Practice Acts of Kindness.** These should be both random (let the harried mom go ahead of you in the checkout line) and systematic (bring Sunday supper to an elderly neighbor). Being kind to others, whether friends or strangers, triggers a cascade of positive effects – it makes you feel generous and capable, gives you a greater sense of connection with others and wins you smiles, approval and reciprocated kindness – all happiness boosters.
- **Savor Life’s Joys.** Pay close attention to momentary pleasures and wonders. Focus on the sweetness of a ripe strawberry or the warmth of the sun when you step out from the shade. Some

psychologists suggest taking “mental photographs” of pleasurable moments to review in less happy times.

- **Thank a Mentor.** There’s someone whom you owe a debt of gratitude for guiding you at one of life’s crossroads, don’t wait to express your appreciation – in detail and, if possible, in person
- **Learn to Forgive.** Let go of anger and resentment by writing a letter of forgiveness to a person who has hurt or wronged you. Inability to forgive is associated with persistent rumination or dwelling on revenge, while forgiving allows you to move on.
- **Invest Time and Energy in Friends and Family.** Where you live, how much money you make, your job title and even your health have surprisingly small effects on your satisfaction with life. The biggest factor appears to be strong personal relationships.
- **Take Care of your Body.** Getting plenty of sleep, exercising, stretching, smiling and laughing can all enhance our mood in the short term. Practiced regularly, they can help make your daily life more satisfying.
- **Develop Strategies for Coping with Stress and Hardships.** There is no avoiding hard time. Religious faith has been shown to help people cope, but so do secular beliefs enshrined in axioms like “This too shall pass” and “That which doesn’t kill me makes me stronger.” The trick is to believe them. (3)

Life as an administrator is complex. Dealing with the stressors can be difficult at times. The key to thriving in one’s personal and professional life rests in the implementation of strategies likely to minimize the stress, increase the natural production of DHEA and foster resilience.

Where to go from here

- Take the free resiliency quiz and the six-second emotional intelligence assessment at www.renewalgroup.com (click check your resiliency with our free quiz – follow links – click the six second emotional intelligence assessment)
- Take the burnout self test at www.mindtools.com (click stress management – click burnout self test).
- Learn the 6 myths about stress and test your stress smarts at www.alphacenter.org (click articles and information - click test your stress smarts)
- Review the article, “Pursuing Happiness: The Architecture of Sustainable Change” published in the *Review of General Psychology*, 9, 111-131. This is the best current source for the pursuit of happiness. Authored by Lyubomirsky, S., Sheldon, K.M. & Schkade, D. (2005).

Footnotes:

- (1). www.heartmath.org Freeze Framer for Adults.
- (2). The Road to Resilience, American Psychological Association, Washington, D.C. <http://www.alahelpcenter.org/resilience/index.html> . 2004
- (3). www.ismckenzie.com/2006/02.

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Cherewatenko, Vern S. M.D., Perry, Paul. *The Stress Cure*. HarperCollins Publishers Inc. 2003. www.aphahelpcenter.org; www.heartmath.org; www.mindtools.com; www.renewalgroup.com

Dr. Wertz is the former Director of Instruction at the International School Bangkok Thailand. He is superintendent emeritus serving 23 years as superintendent of a mid-Michigan school district. He became concerned with literature that portrays only the hardships of the school superintendent. His research and interviews have found that resilience may be the single most important but most overlooked aspect of leadership. The studies have led to the publication of a number of articles including a Phi Delta Kappa Fastback, Resilient Superintendents, as well as resilience seminars presented in Michigan, California, Alaska, Mexico and Canada. Dr Wertz may be reached through www.resilientleader.net.

ACCREDITATION ASSOCIATION NEWS

From the New England Association of Schools and Colleges (NEASC)

These are challenging and exciting times for the Commission on American and International Schools Abroad. Our numbers are growing rapidly as we receive applications from schools around the world, including from countries where we have not had accredited schools before. Our growing number of schools requires that we train more experienced volunteers from our other Commissions to serve as chairs and that we conduct training workshops around the world for potential team members from our international schools. Our excellent relationship with the Council of International Schools (CIS) for dual accreditation continues and, in addition, we are conducting some three-party accreditations with both International Baccalaureate (IB) and the Ministry of Education in China that require the development of new documents and protocol. The outstanding international reputation of NEASC means that we are often called on to give advice on accreditation to Ministries of Education in countries around the world. CAISA is most always represented, either by its Director or by Directors of other NEASC Commissions, at regional and international conferences held throughout the year. This past year has included conferences in Costa Rica, Paris, Egypt, Africa, Indonesia, Poland, The Netherlands, Spain, and the US (Boston!). These are exciting and challenging times for CAISA.

Our biggest challenge is the on-going discussion of trying to define what is an international school? Gil Brown's recent research and book, *Crucibles of Democracy*, provides an excellent history of the accreditation of international schools and describes the evolution of international schools. Originally most international schools focused on providing educational opportunities for children of embassy and business personnel. Now many international schools serve a more national population emphasizing the importance of international consciousness and citizenship, seeking to send their graduates to English speaking schools and colleges. Schools in America are becoming more "international" if one looks only at the composition of the student body, but seldom is the goal of these schools to develop international citizens. Some would maintain that what is called an international school on occasion is simply an American school transplanted to another country. Another aspect of the debate has been that a truly international school is one in which more than one culture and language is represented within the school. In other words, to be a bilingual school is not necessarily to be an international school, unless the second language is completely represented in the governance, culture, and daily life of the school, alongside another language equally represented. The discussion and debate continues at our Commission meetings, workshops, and summer institute.

CAISA is pleased that its Director, Pete Woodward, was elected to serve on the Board of the Association for the Advancement of International Educators (AAIE).

B. W. 'Pete' Woodward, Jr., Director, Commission of American and International Schools Abroad (CAISA) of NEASC may be reached at bwwj@worldpath.net

AAIE SUPPORTS SPECIAL NEEDS SCHOOL



AAIE Executive Director Dick Krajczar (L) presents RENEW (Rehabilitation Enterprises of North Eastern Wyoming) students with remaining conference bags at the center located in Sheridan, Wyoming.

What happens to materials used by participants that remain after a well-planned meeting? The leadership of AAIE found a great public-service use for some of the 'giveaways' from its last highly successful 40th Annual AAIE Conference in Boston. Executive Director Dick Krajczar and colleague Everett McGlothlin made a visit to RENEW, a nonprofit school operated by a charitable organization located in AAIE's new hometown of Sheridan, Wyoming. RENEW's mission statement: "The Board of Directors and staff at Rehabilitation Enterprises of North Eastern Wyoming, Inc. (RENEW) would like to serve you. We are a community organization providing services to persons with disabilities to enrich their personal lives." RENEW serves people who have: Acquired Brain Injury, industrial injuries, ADHD/ADD, dual diagnosis physical disabilities, mental illness, mental retardation, and developmental disabilities. The conference bags intended for the delegates that remained were given to the school. It was grateful for the donation to their many challenged students who immediately put them to good use as book bags! Good show AAIE!

BUILDING BETTER WOMEN: THE TANZANIA PROJECT OF THE INTERNATIONAL SCHOOL OF AMSTERDAM

By Sue Worsnup, International School of Amsterdam

For the past decade, the International School of Amsterdam has participated in an educational assistance program with a school for girls from the Maasae tribe and a few other nomadic tribes in Monduli, Tanzania. The school is called the Maasae Girls Lutheran Secondary School (MGLSS) and is located in Monduli, Tanzania. The Maasae Girls Lutheran Secondary School offers a four and a six-year secondary school program to a relatively small but very fortunate group of young women. The school's primary target population is the daughters of Maasae pastoralists, men from a culture that had never before accepted the value of education for their daughters or seen the potential benefits for their community.

Certainly among the Maasae the opportunity to receive a secondary education is not common. For Massae girls the opportunity to receive this secondary education in a boarding facility is truly rare. Traditionally, the Maasae girls have received, at the most, a very basic elementary education. They are usually married by the age of 15 and are expected to build a home, care for children, milk cows and fetch firewood and water. The girls often have only the remotest chance to better themselves. Following many years of persuasion and negotiations with some elders of the Maasae tribe it finally became acceptable for some Maasae Girls to go to secondary school. Ultimately, the Maasae Girls Lutheran Secondary School was created out of a need expressed by the Maasae themselves. The goal of the school is to empower young women to make informed choices for themselves and their future children, and in doing so, to further the tribe's development. There are two educational tracks. The most academically promising girls are encouraged and prepared for further studies so they can become teachers, health workers and business people. A second track offers basic skills and knowledge in health, hygiene, childcare, ecology and agriculture.

The Tanzanian project at the International School of Amsterdam has been developed and expanded over the last ten years. Each June a group of ISA's female staff and students in grades 10 - 12 go to the Tanzania school to offer a program to its Form One Students. Throughout the year prior to the trip the group meets regularly to plan and prepare the academic and cultural programs. Fundraising also takes place at the school throughout the year to support this project. Through the work of a parent committee and students, a considerable amount of money is raised each year. The PTA has also given very generously to the project with proceeds from the school's annual international auction. Funds donated for the project are used in two main ways: first, to buy supplies to help run the program and second, a substantial donation is also given to the school for the purchase of equipment and instructional resources. The funds also pay for a trip to the Tarangire National Park for all the Form One students. This is the only excursion that the MGLSS students go on during their entire secondary school years.

This past year, once again, a group of teachers and students from ISA left Amsterdam in June to spend twenty days at MGLSS. Following a full year of preparation, and fund raising, the ISA group was filled of enthusiasm and went in eager anticipation to run the summer school program for a group of 50 Form One MGLSS students. The ISA students assisted the teachers in the delivery of their lessons, ran their own arts and crafts activities, made presentations to the MGLSS students about their own countries and organized games and activities for the evening program.

As we arrived on the bus at the school, we heard the sound of wonderful singing voices in the otherwise still night air. The MGLSS students with whom we would be working so closely came and welcomed us warmly to their school. This was the beginning of what turned out to be a valuable cultural exchange. The close contact between ISA and MGLSS, during our time there, enabled us to see how they live and learn about their rich and diverse culture. The MGLSS community likewise learned more about our culture and lifestyles. Through the summer our students discovered that they have many things to offer the world and learn much about themselves and their capabilities. The MGLSS students showed incredible interest and were eager to learn. It was apparent that the young women realized how lucky they were to have the chance to have an education.

During our stay our knowledge and appreciation of the Massae culture grew. The Form One students prepared an evening of sketches, during which they acted out many aspects of Maasae life. We also had a fantastic opportunity to visit a Maasae *boma* or settlement, the home of one of the girls in Form One. This was a really large *boma* where a Massae girl's grandfather lives with his twenty wives. It was extremely interesting to see their lifestyle and living conditions as well as to have a brief glimpse of a patriarchal society.

While in Tanzania, the ISA group was also able to visit the Heifer project, an interesting project the school has been supporting for some time. The Heifer project supports people in need in developing countries by giving them livestock to help alleviate hunger and poverty. All who receive an animal through this project must take part in a training program to learn how to look after the animal. They must also agree to pass on the animal's first offspring to another family--so the gift is then passed to another family. We were able to revisit this year a young girl named Suzy who had benefited from a goat purchased with funds donated by the International School of Amsterdam. The 11-year-old had lost her mother to HIV/AIDS when she was 1 year old. It was good to see Suzy looking better--the goat's milk was obviously providing a nutritious food source for her. Also, funds from the goat's milk that she was able to sell were used to purchase the medicine that she needed to stay healthy and alive.

This past summer's program was, like all of its predecessors, a great success and deemed to have been extremely worthwhile by all involved. Godwin Ruhasha, the deputy head at MGLSS, stated in an expression of thanks, "The contribution of ISA and your PTA and fundraising committees to our School has become truly beyond measure." His thanks and gratitude are warmly echoed by Maria Laiser, the headmistress of the school, Ciwila Shirima, the coordinator of the project in Tanzania, plus the students whose lives this special project has touched. The appreciation is certainly not one-sided. Everyone who has been involved in the project over the years will agree. A student summed this up when she reflected about the experience by saying "I think I learned more from the Maasae girls in three weeks than they could ever learn from me in a lifetime." The learning, sharing and friendships that have developed between the two communities have left us all richer for this opportunity.

Sue Worsnup has been the Coordinator of the Tanzania Project at the International School of Amsterdam since 1998. She can be reached at sworsnup@isa.nl.

A BOOK REVIEW

By Jay Ketterer, Professor of Educational Administration
Jacksonville State University, Alabama

Brown, Gilbert C., *Crucibles of Democracy: American International Schools and the Globalization of Democratic Values*. Bloomington, IN. Phi Delta Kappa International, 2006.

Perhaps no other educator associated with American overseas schools has the breadth of field experience, scholarship, and leadership sensibility to have written *Crucibles of Democracy: American International Schools and the Globalization of American Values*. With over four decades of successful leadership as an international school head, research and consulting, service as President of AAIE, authorship of Volumes II and III of *The History of AAIE*, the development of materials for the training of international school board members, and innumerable articles dedicated to the promotion of the objectives of international education, Dr. Brown has established impeccable credentials, justifiably assuming a position among a group of founders, visionaries, and intensely competitive collaborators who laid the foundation for a world-wide system of schooling comprised of over 103,000 students and nearly 13,000 professional staff members in 132 countries (p. 10).

This PDK publication will reach an extensive audience of professional educators in the United States. In that respect alone, I consider it an absolutely necessary contribution to international education. Classroom teachers and administrators who have had the experience of attempting a successful repatriation within the profession are familiar with the confusion US-based professionals have about international education. Are they real schools? Should your experience count? Is your experience authentic and comparable? One hopes that AAIE and the Office of Overseas Schools would promote the dissemination of this information, perhaps through collaboration with the American Association of School Administrators (AASA). This is validating information that human resource officers in the United States should have at their fingertips.

At the same time, I must point out that the limitations of the Phi Delta Kappa editorial policy lead Dr. Brown to pose more questions than he is allowed time to answer, and this is the reason that I see this slim volume as a prolegomenon to a future publication that Dr. Brown is especially well-suited to write. At the end of the second chapter, he remarks, "Unfortunately, American schools are changing, and in the process becoming less 'American'" (p. 17). Yet, he has not defined "American education" other than to cite "a dedication to a democratic classroom with its use of critical- and higher order thinking skills" (p. 16). What is missing here is an operational definition of American schooling that would bring together the hegemonic concerns of the U.S. State Department, the social concerns of U.S. students and their families, the political concerns of host country nationals, and the educational concerns of accrediting associations and school heads.

Furthermore, Dr. Brown speculates that the "internationalization and globalization" of the American School may have come "at the cost of sacrificing founding values" (p. 17). This opens the Pandora's box of critical theory and the opposition of "American values" to cosmopolitan, global values. You can't blame the author for not taking on that thorny question, but you

might suggest that it does lead to the question of how much of the evolution of these schools was accidental and how much was intentional? And this leads to the classic *quo vadis* question: Where are you leading us? Is the future of American international schooling one of increasing fragmentation, with each school making its commitments unilaterally, all equally vulnerable to social and political forces? We should recall Dean Paul Orr's prophetic warning 25 years ago: "As ASOS pupil populations shift more and more to increased attention to host-country and third-country nationals, and away from US children, will the role and scope of the ASOS change? By planning for the future, or by default, ASOS will, indeed, be significantly different by 1990" (P.G. Orr, 1981. *Overseas education: Quo vadis and the quid pro quo*. [Fast Reference Series No. 018]. Tuscaloosa, AL: University of Alabama, International Education Associates, Inc; pp. 4-5).

Dr. Brown's critical point is that the democratic ideal in these schools is fading. In bringing this issue to the fore, he echoes Dr. Orr's concerns so long ago: "The success or failure of the U. S. A., both internally and as a model, will be directly related to the effectiveness of education and schooling" (Orr, 1981, p.1). These are high stakes propositions. Brown notes that the "school's role in the preservation of democracy through the basic beliefs of its institutional philosophy" has been forgotten (p. 37). The unanswered question is whether this is a failure of strategic leadership, the natural evolution of a maturing system, or the emergence of chaotic instability in an unpredictable system. In his final chapter, Dr. Brown calls on the Department of State's Office of Overseas Schools to work to "reverse the current disturbing trend," asserting that these schools are the "crucible from which the leadership will spring for the next generation of democratic nations" (p. 41).

"Crucible" is an interesting and highly appropriate image to employ in the title of this fine piece of work. The term originally referred to a refractory vessel in which materials were brought to high heat in the process of calcination. The use here, and in most modern discourse, is metaphorical. My Webster's dictionary defines that metaphorical sense as "a place or situation in which concentrated forces interact to cause or influence change or development." What an apt description of an American international school!

Gil Brown has written an important source document for U.S. and international educators. For the uninitiated, it will serve as an introduction to a vital and thriving, if relatively unknown, extension of the U.S. system of education. For scholars, fellow-travelers, and colleagues he has set the strategic and research agendas that will help to guide the future direction of American efforts in international education. This one belongs in your professional library. Use it as a road map. We still have a long way to go.

Dr. Ketterer may be reached at jkettere@jсу.edu

A LETTER FROM LINDA DUEVEL OF STAVANGER, NORWAY

Dear Colleagues,

It was our first day back for 2005-6 at the International School of Stavanger. Kids and parents were flowing back into the corridors as expected. Suddenly the father of a first grader dropped in the main lobby, the victim of a heart attack.

His timing and geography were perfect as he suffered his heart attack only 10 meters away from where we have one of our defibrillators mounted on the wall. Additionally, we have over 250 people, (all employees and many middle and high school students) trained in the correct use of a cardiac defibrillator.

As luck would have it, it was our school nurse and I who operated the defibrillator this morning. Only one shock was necessary to start his heart beating again. We had him resting in the recovery position by the time the ambulance arrived to transport him to the hospital where he is undergoing care, and the prognosis looks very positive.

Many of you know that I have long been nagging you to purchase defibrillators and train your school staff and kids. We have always said here in Stavanger that while we thought our actual risk was statistically low for having a heart attack on campus, we wanted to be prepared for that eventuality and also be preparing folks for situations they might encounter in airports, shopping malls, or other places where defibrillators might be available for use. Little did I expect that when an actual emergency occurred, it would be a relatively young, healthy father in our main lobby and it would be my finger on the button.

We just had been notified that this was the 17th case in the last two years here in Norway of a heart attack victim being successfully treated by a lay person with a defibrillator. It seems that it may be the first time it has happened in this country in a school. Our estimate of the time elapse between when he fell to the floor and the defibrillator shock was delivered was approximately two minutes.

I'm sending you this message not looking for any particular praise or attention, but rather to shove you in the direction of buying the equipment and getting moving on the training of lots of folks in your school buildings.

The technology is available through several different manufacturers, the price is not particularly significant, and I have very little patience with excuses on why schools should not prepare for such a common occurrence as a heart attack. I do have LOTS of patience, however, for anyone out there who would like to know more about how to put a program like we have in place. We would be very happy to help you.

I am also very aware that most of the pairs of eyes reading this message are attached to a male body. Statistics remind us that it may well be YOUR life that this technology can save one day. Your school and your loved ones need you to do the right thing and prepare your school now. And if you are not a school head, but sitting in an office, the message and the need translates just the same for you and your colleagues as well.

Here in Stavanger, we are feeling as though 2006 has started on a very, very good note.

Congratulations to all of those of you out there who have already installed defibrillators and training in your schools. Let's work together to get more schools on board!

Linda M. Duevel, Director, International School of Stavanger, Norway

Dr. Duevel; Heather Melhus, Health Professional; and Carol Murray, PE / Health Department Head; wrote an article in the Spring, 2004, issue of Inter Ed, pp. 14-15, on the need to install defibrillators and train overseas school staffs in their use. Dr. Duevel now carries a portable defibrillator with her wherever she goes! Dr. Duevel may be reached at Lduevel@isst stavanger.no

EX-AAIE EXEC. DIR. INDUCTED INTO SPORTS HALL OF FAME

On April 30, Dr. Lewis A. Grell, retired Executive Director Emeritus of AAIE, was inducted into the Lawrence County, Pennsylvania, Sports Hall of Fame. Grell was recognized for his long history and contributions in the field of show horses. The Hall of Fame is located in New Castle, PA.

Both Lew and his wife, Pam, have spent many years in acquiring and cultivating successful show horses. Both came to this activity late in life, in 1983, coming to excel and develop national reputations when most participants are beyond the age for active competition. Both spent their first few years in the sport learning how to compete against riders who took up the sport at an early age, and were still young enough to be their children. Pam continues to ride and show these horses in many national and international shows and contests. She and Lew have won several awards for their horse which Pam continues to ride in the competitions, often emerging victorious

over many younger competitors, due to her regimen of exercise and training she follows year-round.

Pam has also been nominated for the Sports Hall of Fame. Since 1994 she has often been 'Champion' in shows of the American Saddlebred Horse Association of Ohio, the Inter County Horsemen's Association, Inter State Horsemen's Association, and the Penn-Ohio Horsemen's Association. She has always competed in the most advanced divisions of these association competitions.

Lew is also well-known in his area for his organization of a senior slow-pitch softball team that many years has qualified for national tournaments. He was Executive Director of AAIE from 1990 to 2001.

Dr. Grell may be reached at lewgrell@aol.com

OUT AND ABOUT FOR AAIE

By Dick Krajczar



Mary Ann Haas and Paul Orr 2005 award winner Carolyn Brunner in San Jose, Costa Rica.



(l-r) Bill Pearson and Paul Combs from the International School of Curitiba, Brazil, at AASSA in Venezuela.



Carolyn Brunner and her Buffalo State team in Costa Rica following her Paul Orr award.



Dancing was a highlight at San Jose Country Day School's reception for the Tri Association.



AASSA delegates, Frank Anderson SACS, Mary (MJ) Leskowski Micolji, Dan Marcum, Judith (Judy) Tostenrud all of Colegio Internacional de Carabobo, and A/O S Regional Education Officer, William (Bill) Scotti.



Jack Bimrose Headmaster of Lincoln School in San Jose, Costa Rica, is surrounded by excited kids requesting his drawing of cartoons on their hand. What a talent and what a hit it is for his students!"

OUT AND ABOUT FOR AAIE

By Dick Krajczar



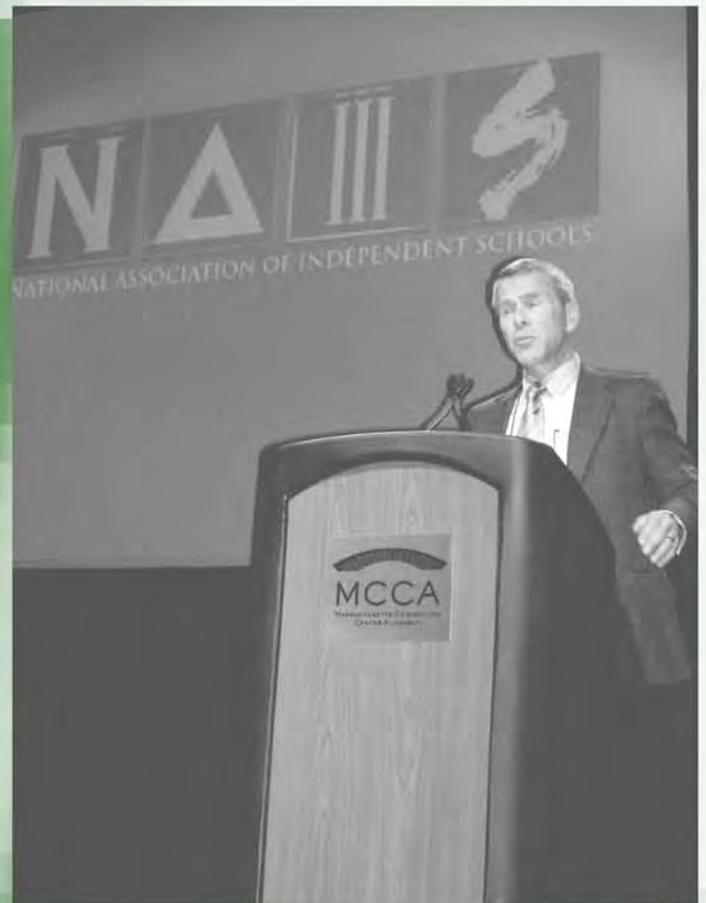
Jean Vahey was the Host of AASSA 2005 as head of Escuela Campo Alegre in Caracas, Venezuela.



Sam Felicia, Jr., attended TriAssociation and here is shown having lunch in the heart of San Jose



Win Sargent head of Colegio Internacional de Caracas at the entrance to his lovely campus.



David Chojnacki (NESA) introducing Nobel Laureate economist Joseph E. Stiglitz at the NAIS Annual Conference in Boston in March.



Friends of AAIE and presenters, Robert Evans and Michael Thompson, at recent NAIS conference.

OUT AND ABOUT FOR AAIE

By Dick Krajczar



Exec. Dir. Dick Krajczar, A/OS REO Bea Cameron and NESA Exec. Dir. Dave Chojnacki enjoy a laugh at the AAIE Conference in Boston.



Nail Nelson, President of CIS, presents lifetime membership in CIS to former Executive Director Mike Mayberry at Boston AAIE Conference.



(l-r) Elsa Lamb, Sam and Joshua Tully, and Bill Powell pose after David Tully was inducted posthumously into the AAIE Hall of Fame.



Long time friend of AAIE, Roger Ratner (R) of Village Camps, at his son's David's (L) marriage ceremony in Indonesia.



Tony Horton, President Elsa Lamb and Bob Sills as the two gentlemen were recognized for 25 years of AAIE membership and service"

THE ASSOCIATION FOR THE ADVANCEMENT OF INTERNATIONAL EDUCATION (AAIE)

FUTURE CONFERENCES AND INSTITUTES

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February 22 – 25, 2007

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Seattle, Washington

AAIE ANNUAL LITERACY CONFERENCE

July 19 –20, 2006

Seattle University
Seattle, Washington

For registration information or questions contact Sherry Krajczar at the AAIE office.

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